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| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **Topic: Relative clause with a monster** |

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| Instructor:  Kaychan Park | Level:  Intermediate | Students:  6 | Length:  30 minutes |

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| Materials:  White board (Just in case of no working of PPT projector)  PPT-Pictures  Worksheet for filling in the blanks-2 copies  Short video clip |

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| Aims:  By the end of the lesson, students will be able to:  1. be familiar with relative pronouns (who, which, where, that) to describe people, things and places.  2. use the relative clauses to give further information about people, things and places although they may feel confused to match the relative pronouns between the sentences. |

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| Language Skills:  1. Listening: directions and interactions of SS & the teacher, and among SS  2. Speaking: asking and answering in activities and through CCQ  3. Reading and Writing: worksheet and filling in the blanks |

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| Language Systems:  1. Grammar: relative pronouns (who, which, where, that)  2. Discourse: practicing relative clause sentences and exchanging Q&A together |

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| Assumptions:  1. Most of students have basic knowledge of relative clauses  2. Many of them have already experienced how to use the relative pronouns despite their mistakes by incorrectly connecting the relative words. |

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| Anticipated Errors and Solutions:  1. Student may mistake when applying the relative pronouns to their own sentences.  2. The teacher should plan to provide SS more relevant examples and more time to  practice in his class.  3. In case of not enough time left, the teacher can shorten the activities. |

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| References:  <https://www.youtube.com/watch?v=nGNvzbM0LmM>  <https://www.youtube.com/watch?v=Pr0qHd1KEMY&t=1s> |

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| **Lead-In** | | | |
| Materials: n/a | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 mins | Whole Class | Greetings.  Teacher sharing his dream and SS also interacting by sharing dreams. | Hi G’day (Good day in Aussie-styled greeting)?  How are you doing this morning?  Have you had a good dream last night?  (Pause few seconds for exchanging greetings with students)  I often had a dream which is strange enough.  In my dream I was standing near to a lake where a monster has lived for long years.  Suddenly it came to me and finally we were befriending each other and played together.  Have you had a bit strange dream like me? Anybody has a monster in your dream?  (Pause for students’ answer)    So, can you guess what we’re going to learn today? We’re going to talk about a monster. We are also learning about a grammar which is the relative clause.  This morning I want to start with a story of a monster which appears in my dream. |

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| **Pre-Activity** | | | |
| Materials: PPT, worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 mins                             5 mins                2 mins | Whole  Class                          3 groups, 2 in pairs                Whole class | SS listen to teacher.                                              SS work on it. | Turn on PPT and show SS them.  I want you to look these pictures and to guess what they describe?  Great! This is my monster story.   * I am a Korean guy (who was) invited to a Scottish organization 5 years ago. * I have been to a town (which is) called Inverness (that is) an entrance to Loch Ness. * Every year many people come to Loch Ness where they want to see a friendly monster, Nessie.   Let’s break into three groups. Please remember, stay with your partner by the end of this class.  1. I will read my monster story two times but first with relative clauses, second without them.  2. Just listen to my monster story.  3. Then each group discusses and writes it. You got 3 minutes.  4. We fill in the blanks on the fist worksheet together.  CCQ  How many times you will listen to my monster story?  When are you writing down what you listened to?  How much time do you have for this activity?  Ready, go! 30 seconds left.  Teacher on monitoring discreetly or moderately. |
| **Main Activity** | | | |
| Materials: Video clip, Worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 mins            6 mins              2 mins | Whole  Class          Groups          Whole class | SS get the worksheets and fill in the blanks              Checking answers together | Now we’re going to watch a very simple video clip which explains how to use relative pronouns. It also talks about how to make a relative clause rightly.  Turn on the video and play it.  Okay, how is it? I think it’s a simple explanation about the relative clause, isn’t it?  But it may be not simple to all of us. So, let me play it again. Just listen again.  This time, you are working with your partner again. I will give you another worksheet. You’re going to fill it on and then explain about the rules of the relative pronouns to your partner. Every group got 5 minutes.    CCQ  How much time do you have?  If ready, we’re going to check the answers together.    Now, let's check the answers.  Any volunteer? (first ask SS to volunteer to answer but if no one volunteers, call some stronger student in grammar)  Teacher on monitoring discreetly or moderately. |

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| **Post Activity** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 mins          5 mins | Whole class  Groups | SS listen to what teacher says.    SS make and talk their own stories. | Okay, now. This is what you’re going to do.  1. Make up your monster story with 3 sentences as I did.  2. But each sentence should have one different relative pronoun when you write 3 sentences.  3. Talk to each other in your group.  4. You got 6 minutes.  CCQ  How many sentences do you make up?  How many different relative pronouns should be in your sentences?  How much time have you got?  Start…now 30 second left.  Teacher on monitoring discreetly or moderately.  What a fun! Thanks for your story.  Alright guys, well done. See you next week |

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| **SOS Activity** | | | |
| Materials: continues from group work of “my monster story” | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Rest of class time | Whole class | T/SS all listen to the story. | (Teacher asks one or two volunteers as much as class time is permitted.)  I need one or two volunteers to share “my monster story”. If no volunteer, ask any weaker student to do. |

**Worksheet #1\_ Relative Clauses Formation**

Complete the sentences using relative clauses.

1. A Scot is a person ( ) lives in Scotland.

2. Nessie is a monster ( ) lives in Loch Ness.

3. Loch Ness is a Scottish word ( ) stands for lake in English.

4. Loch Ness has many tourists ( ) come from all over the world.

5. Most of them have not seen Nessie ( ) is believed a friendly monster.

6. Only very few people ( ) saw the monster say that the Loch Ness monster has appeared in front of them all of sudden.

7. The boss of the Guinness brewery has promised to pay 500,000 Pounds to the person ( ) catches Nessie.

**Worksheet #2 - Relative pronouns (Filling in the blanks)**

Hello everyone! So, what are relative pronouns? Relative pronouns are used to provide more information about further a thing or a place.

We use ( ), when we talk about ( ). So, boy who is wearing a cat is my brother, the boy ( ) is wearing a cat.

We use ( ), when talking about ( ). I loved the present ( ) you gave me for my birthday, the present ( ) you gave me.

We use ( ), when we talk about ( ). My father forgets things he never remembers ( ) he puts his key.

He never remembers where he puts this key. We use ( ), when we talk about

( ) and ( ). For example, this is the book ( ) I want to read, the book ( ). This is the man ( ) I met yesterday, the man that.

That's it for now I hope it was helpful. Good luck! Everyone goodbye.