

Lesson plan-Relative Clause

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Class: Junior secondary

Lesson duration: 2 hours

Topic: Dream School

Unit content:

In this unit, Ss read texts that introduce people, things and places at school. Ss have to design their ideal school and present their ideas to their classmates.

Learning objectives:

By the end of the unit, students should be able to:

1. Use relative pronouns (*which, who*) to describe people or things related to school.
2. Use the relative adverb *where* to give additional information about the rooms and places at school.
3. Design their ideal school and present their ideas.

Procedures:

Time allocation	Teaching steps	Purpose	Teaching aids
5 mins	<p>1. <u>Introduction to the topic</u> T asks Ss: Do you enjoy the days at school? Do you have good friends here? Who is your favorite teacher? What place of the school do you like most?</p> <p>T invites Ss to share their ideas with classmates. T shows vocabulary of things, people and places in school as a revision</p>	To arouse Ss' interest in the topic.	PPT slides
15 mins	<p>2. <u>Explicit teaching of "which" and "who"</u></p> <p>c game: T describes something/someone that they can find in school and asks Ss to guess: <i>It is a small device. Can you guess what it is?</i></p> <p>T describes this thing again: <i>It is a small device. We use it for calculating.</i></p> <p>T describes this thing once more: <i>It is a small device which we use for calculating.</i></p> <p>T gives four more examples, e.g. <i>chalk, eraser, janitor, the principal.</i></p>	<p>To present the language input in a fun way.</p> <p>Ss notice the use of the relative clause: add information to nouns.</p>	PPT Worksheet (Part A, I)
10 mins	<p>Compare and Contrast: Simple sentences and complex sentences with the relative pronouns 'who' and 'which' are shown to the class. Ss have to compare them to work out the form and</p>	Ss discover the structure and word order of relative clause.	PPT Worksheet (Part A, II & III)

	<p>the meaning of the relative clause.</p> <p>T asks Ss: <i>There is a "magic" word that is used to link two parts together. What is it?</i></p> <p>T asks Ss to identify the additional information (relative clause) in the complex sentence.</p> <p>Ss are asked to identify S, V, O and relative pronoun in the relative clause and T concludes: (1) relative pronoun stands for the Subject or Object of the relative clause, and (2) a relative clause starts with a relative pronoun followed by a verb + object or subject + verb.</p> <p>T then teaches the relative pronoun "who" in the same way. T points out that "who" refers to people and "which" refers to things.</p>		
5 mins	Ss work in pairs and finish part IV of the worksheet.	To practice the grammar point.	PPT Worksheet (Part A, IV)

10 mins	<p>Practice (Guessing game- Big TV): T introduces the context of the game: <i>In our dream school, we can invite some famous people to be our teachers. We can also include some interesting subjects and magical facilities in our dream school.</i></p> <p>Every time, one student is invited to the front of the class. Without seeing the picture that the teacher shows to the class, he/she has to guess what the picture is about by listening to the verbal descriptions made by his/her classmates. The pictures show things or famous people. The class is required to provide hints by making sentences using the relative clause: <i>e.g. He is a person who ...</i> <i>It is a thing which ...</i></p>	Ss practice making relative clauses with "which" and "who" in a game.	PPT
10 mins	<p><u>3. Explicit teaching of "where"</u> Compare and contrast: T tells Ss that they will be student ambassadors on the School Open Day and they need to introduce the school facilities and activities to parents in the campus tour.</p> <p>T shows what the former school ambassadors said last year (Ambassador A used simple sentences and Ambassador B used relative clauses). T asks Ss to compare the no. of sentences used by each ambassador.</p> <p>Teacher asks Ss to find out the magic word (<i>where</i>) used to combine the simple sentences together.</p>	<p>To set a meaningful context.</p> <p>Noticing: the function and structure of relative clause led by "where".</p>	PPT Worksheet (Part B, I – III)

	<p>Simple sentences and complex sentences with the relative adverb 'where' are shown to the class. Ss have to compare them to work out the form and the meaning of the relative clause headed by 'where'.</p> <p>T points out "where" refers to prepositional phrase of place.</p>	<p>Ss discover the structure and word order of relative clause led by "where".</p>	
15 mins	<p>Practice (Information gap): T explains the context about the School Open Day, and asks Ss to talk to their partner to find out the missing information about the school rooms and activities.</p> <p>T demonstrates with one student how to conduct the conversation.</p> <p>T distributes school maps to Student A and Student B. Ss do the activity.</p> <p>T then invites some pairs to ask for rooms and activities on 5/F, 4/F, 3/F, 2/F and 1/F respectively.</p>	<p>To set a meaningful context for the language practice.</p> <p>To make sure students understand how to complete the language activity.</p> <p>To give Ss an opportunity to practice the grammar point in the oral form.</p> <p>To check Ss' progress.</p>	Worksheet – information gap activity

2 mins	<p>4. <u>Pre-task</u> T tells Ss that they are going to read a text called "my school" written by Harry Potter. T asks Ss whether they like such a school and why.</p>	<p>To arouse Ss' interest in the writing task, and to give Ss more language input on the grammar point.</p>	Worksheet
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10 mins	<p>Analyzing the text and language features:T asks Ss to work in pairs to find out what / who is being described in the text and the relative clauses used.</p>	To highlight the target structure and the topics that can be included in the writing task.	
20 mins	<p>5. <u>While-task</u> T asks Ss to brainstorm some ideas of their dream school and complete their ideal school list. In pairs, Ss write about their own dream school.</p>	To develop Ss' creativity and practice writing.	Worksheet
3 mins	<p>6. <u>Post-task</u> T asks Ss to prepare for their oral presentation in the next lesson.</p>	To prepare Ss for oral presentation.	