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Student Plan Form

Student: Elise Van der Vliet	<input checked="" type="checkbox"/> Stage: Practice lesson
2Baso a tel.	<input type="checkbox"/> Trial lesson
E-mail: elise.vandervliet@student.thomasmore.be	<input type="checkbox"/> Observation

Date of stage:

Hour:

School:

Class:

Nr. of students:

Room:

Subject: English

Mentor:

Subject teacher: Werner Stijnen

Lesson design

The relative clauses: All aboard 2: Unit 4 G 14 + WB.30 + p.112 (exercise 2)

Sources

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VVKSO. (2012, september). *Leerplan Engels tweede graad A-stroom*. Opgehaald van Vlaams Verbond van het Katholiek Secundair Onderwijs: <http://ond.vvkso-ict.com/leerplannen/doc/Engels-2012-006.pdf>

Corbeels, N., Gonay, L., Maes, B., & Mahieu, I. (2010). *All aboard textbook 2*. Wommelgem: Van In.

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Opening situation

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Cross-curricular themes

De leerlingen:

- 1 brengen belangrijke elementen van communicatief handelen in de praktijk
(Communicatief vermogen)
- 18 gedragen zich respectvol **(respect)**

AIMS

Primary/Main Aim:
The learners are able to give a brief description of a noun or their opinion, while using the relative clauses correctly.
Secondary Aim(s):
<ul style="list-style-type: none">- The learners are able to write sentences with a relative clause correctly.- The learners are able to explain why they choose for a particular relative pronoun.- The learners are able to apply/ acquire new vocabulary, while practicing the use of the relative clauses.

Formation objectives

Language formation:	The learners are able to use the relative clauses correctly while speaking.
Personality formation:	The learners are able to show respect to other people by listening to them and respect their personal opinion.
Formation World View:	The learners realise that the use of relative clauses in English is quite similar as in Dutch.
Learning strategies:	The learners are able to study the relative clauses by keeping the words "who, which and that" in mind.

Curriculum & Short-range Objectives

CURRICULUM

Curriculum consulted (Complete name & reference number)	MODERNE VREEMDE TALEN 2DE GRAAD ASO LEERPLAN SECUNDAIR ONDERWIJS VVKSO – BRUSSEL D/2012/7841/006 September 2012
Primary/Main Goal(s):	Sp 8: De leerlingen kunnen bij het uitvoeren van spreektaken hun functionele taalkennis inzetten en uitbreiden (ET 39). De functionele taalkennis heeft betrekking op:

	<p>– de vorm, de betekenis en het gebruik van woorden en grammaticale structuren; – de uitspraak.</p>
Secondary Goals (s):	<p>Gram:</p> <p>De leerlingen kunnen hun grammaticale kennis gebruiken voor het uitvoeren van communicatieve taken: luisteren, lezen, spreken, gesprekken voeren en schrijven (ET 39, 40, 43).</p> <ul style="list-style-type: none"> • Relaties aanduiden: <ul style="list-style-type: none"> - Betrekkelijke bijzinnen: who, that, which, whose in eenvoudige (defining) relative clauses, ook met weglating van het pronoun. <p>Wo 2:</p> <p>lexicale elementen (woorden, woordcombinaties en uitdrukkingen) functioneel d.w.z. gepast inzetten om de voor hen relevante productieve taaltaken (spreken, gesprekken voeren en schrijven) uit te voeren.</p>

SHORT-RANGE OBJECTIVES

Order of activities with brief description	Short-range objective
Introduction	The learners are able to talk about/ explain what the topic of last lesson was.
Presentation	<p>After refreshing their memory, the learners are able understand the steps how relative clauses are formed.</p> <p>-----</p> <p>The learners know that there are 3 different kinds of relative pronouns and know the difference in usage.</p> <p>The learners also acquire new vocabulary, such as: 'the antecedent, relative/ main clause,...'</p>
Practise	The learners are able to form sentences with a relative clause by taking the same steps as in the presentation phase.
Presentation	The learners know when the relative pronoun can be dropped.
Practise	<p>The learners are able to fill in the correct relative pronoun in firm sentences.</p> <p>-----</p> <p>The learners are able to complete a sentence with a conforming relative clause.</p>
Production	<p>The learners are able to ask/answer questions to find out what the others think/ what their opinion is (, while using relative pronouns correctly).</p> <p>-----</p> <p>The learners are able to give a brief description of a noun, while using a relative clauses correctly. The other learners are able</p>

	to guess the noun the learner tries to describe.
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Personal Aims

This lesson I will try to pay more attention to:

- speaking (and giving instructions) fluently. Sometimes I still sound rather hesitant; because of a lack of confidence.
- sticking to the timing.

Content (+ timing)	Methodology	Materials
Introduction		
<p>Introduction timing: 10 minutes</p> <p>The learners are able to briefly summarize the topic of last lesson.</p> <p>The learners realise we also use relative clauses in Dutch.</p>	<p>T: 'Good morning everyone. Can everyone make a name card, please?' <i>~ give the pupils time to make a name card ~</i></p> <p>T: Who can tell me what we've discussed in our previous lesson? <i>~learners tell what the lesson was about~</i></p> <p>T: Now I've put a couple pictures in the PowerPoint about Granny, who is trying to identify the criminal. So there are four suspects in the identification line and Granny has to tell the officer, who committed the crime. Who wants to read what she says? <i>~learner reads the first sentence~</i></p> <p>T: I want to write this message on the blackboard, but actually I am quite lazy today, so I don't want to write something down which isn't necessary. How could we make this message shorter? Can we just drop the second sentence?</p> <p>L: no, because it contains some important information about the first sentence.</p> <p>T: What can we do?</p> <p>L: Linking the two sentences, so it becomes one sentence.</p> <p>T: Yes, indeed! By combining the two sentences, we can avoid saying the same thing twice. We can use the word "who" for this. Who could translate this sentence for me, please? <i>~learner translates the sentence~</i></p> <p>T: Good job! So in Dutch we also use these kind of structures. We can use the word "who", but there is also another alternative... we can also say "This is the man that attacked me".</p> <p>T: Who could be the "criminal" here?</p>	<p>Name cards</p> <p>Computer + projector PowerPoint slide 1</p>

<p>The learners understand we use different relative pronouns, depending on whether the antecedent is a person or an animal/ a thing.</p>	<p>L: the Easter bunny. T: That's right! Also in these sentences, Granny repeats the word 'bunnies'. When we make one sentence of these two, we won't use the word "who" but instead, we use "which". Does someone have an idea why we would use another word now? What is the big difference between the suspects in the first slide of my PowerPoint and the second one? L: in the first slide the criminal was a person, now it is an animal. T: that's right. Also now, "that" is our second possibility. And last, but not least... What does Granny has to identify now? L: Her handbag. T: Yes indeed! To avoid saying or writing twice "my handbag" we also use the words "which" and "that".</p>	<p>PowerPoint slide 2</p> <p>PowerPoint slide 3</p>
<p>DEVELOPMENT</p>		
<p>Presentation timing: 5 minutes</p> <p>Relative clauses are used to tell you something more about the antecedent.</p> <p>Relative pronouns replace the identical noun.</p> <p>Pointer workbook p. 107: We use the relative pronoun <i>who</i> or <i>that</i> if the antecedent is a person.</p> <p>We use the relative pronoun <i>which</i> or <i>that</i> if the antecedent is an animal/thing.</p>	<p>T: Okay, when something is not clear or you have a question, just ask me! So here are the sentences, we have just explained. The sentence parts in italics are called the relative clauses, what we can translate as "de betrekkelijke bijzin". The relative clause always tells you something more about a noun in the main clause. What are the nouns in these examples? L: man – bunnies – handbag. T: That's right! These nouns are called the antecedent. T: What relative pronoun did we use, when the antecedent was a person? L: who / that T: Very good! What relative pronoun did we use when the antecedent was an animal or a thing? L: which/ that T: Indeed! Now take your workbooks on page 107 and write this down in the pointer at the bottom of the page. Highlight this Pointer, because this is very important.</p>	<p>PowerPoint slide 4</p> <p>PowerPoint slide 5</p> <p>Workbook p. 107 Blackboard+ chalk</p>

Practise: Timing 6 minutes

correction key exercise B:

- 1 This is the boy. The boy stole my bike. → *person*
This is the boy who (that) stole my bike.
- 2 Our dog has chased the cat. The cat was in the garden. → *animal*
Our dog has chased the cat that (which) was in the garden.
- 3 This is the old lady. The old lady knocked out a bag-snatcher. → *person*
This is the old lady who (that) knocked out a bag-snatcher.
- 4 We have to do a lot of exercises. Those exercises are boring. → *things*
We have to do a lot of exercises that (which) are boring.
- 5 Basketball and baseball are sports. Those sports are very popular in America. → *things*
Basketball and baseball are sports that (which) are very popular in America.
- 6 An E-pal is a friend. That friend sends you emails. → *person*
An E-pal is a friend who (that) sends you emails.
- 7 A fortune teller is a person. That person can predict your future. → *person*
A fortune teller is a person who (that) can predict the future.
- 8 Did you do the test? The test was in the newspaper yesterday. → *thing*
Did you do the test that (which) was in the newspaper yesterday?

timing: 8 minutes

The learners know when they can drop the relative pronoun in spoken language.

T: Turn your page. Who wants to read the assignment of exercise B?

~learner reads the assignment~

Fist underline the identical noun and then only write the correct relative pronoun under the sentence, so you shouldn't copy the whole sentence. We will do the fist and the second sentence together.

X, can you read the sentence and tell me what the identical noun is and the conforming relative pronoun?

...

You can prepare the other sentences in pairs.

~give the learners +- 4 minutes to prepare the exercise~

T: is everyone ready? Okay, let's correct... We will start in the back of the class with X and work our way up to the front, to Y. So X, would you like to read the first sentence?

...

T: X, would you like to read the pointer for me, please?

~learner reads the pointer~

So the antecedent and the subject in the sentences are not the same. For example:

"This is the girl." "Lawrence met the girl at the beach yesterday."

- First underline the identical noun.
- What is the subject in the sentences?
- What could be the relative clause, when we want to link the sentences ? Is the identical noun a person or an animal/ thing?
- Is the identical noun the same as the subject in both sentences?
- So can we drop this relative pronoun?

PowerPoint slide 6

Bordboek

Werkboek p. 108

Blackboard + chalk (bordplan)

Correction exercise C:

- c** Fill the blanks with the correct relative pronoun.
 If you can drop the relative pronoun, write it in brackets [...].
- 1 Criminals are people who have committed a crime.
 - 2 A fine is something (that) you have to pay when you did something wrong.
 - 3 Children who stay away from school often get into trouble.
 - 4 Do you know the boy (that) Mr Smiley sent out of the classroom?
 - 5 Is this the magazine (that) you are looking for?
 - 6 The cat broke the mirror that was on my bedside table.
 - 7 Have you burnt the Happy Valentine card (that) your ex-boyfriend sent you?
 - 8 Are you going to date the girl (that) you met at the dance last night?
 - 9 Would you like to see the pictures (that) I took during the holidays?
 - 10 That's the lady (that) your mother was talking to.
- Textbook p. 82 - What's your opinion? - Gu

Timing: 5 minutes

Correction key workbook p. 112

- 1 A souvenir is something (that) you buy when you're on holiday
- 2 A TV addict is someone who watches TV a lot
- 3 A canary is an animal that sings
- 4 A horseshoe is something that brings good luck
- 5 An umbrella is something (that) you need when it rains
- 6 A nurse is someone who takes care of sick people in a hospital
- 7 A secret is something (that) you don't tell to anyone
- 8 A thief is someone who steals things
- 9 A bicycle dealer is someone who sells bikes
- 10 Twins are people who were born on the same day

The subject always immediately precedes the verb, so if there is another word between the relative pronoun and the verb, the relative pronoun is not the subject and can be dropped.

Let's do exercise C. First try to fill in the correct relative pronoun. Thereafter, re-read the sentences and write the relative pronoun in brackets, if you could drop it in spoken language.

X, what relative pronoun would you fill in in the first sentence?

~learners prepare the other sentences in pairs. (3 minutes)~

T: is everyone ready? Okay, let's correct...

X, would you like to read the first sentence, please?

SPONGE-ACTIVITY

When there is enough time, the learners can make the puzzle in class, but whenever there is not enough time left, they will have to do this at home.

Exercise C workbook p.108
 Bordboek

Werkboek p. 112

Bordboek

<p>Timing: 5 minutes</p> <p>The learners are able to ask/answer questions to find out what the others think/ what their opinion is (, while using relative pronouns correctly).</p>	<p>What's your opinion?</p> <p>Now I'm going to divide the learners in groups of three and in turn, you ask each other questions using the correct relative pronouns. You can choose the topics, for example favourite pets, , things that irritate you,... in your textbook on page 82, there are a couple examples you can use.</p>	<p>Textbook p. 82</p> <p>PowerPoint slide 8</p>
<p>EVALUATION</p>		
<p>Timing: 10 minutes</p> <p>The learners are able to give a brief description of a noun, while using a relative clauses correctly. The other learners are able to guess the noun the learner tries to describe.</p> <p>For example: a goldfish →it is a small animal which lives in a bowl/ water/ has an orange colour.</p>	<p>Guessing game</p> <p>For the next activity, I'm going to divide the groups in 4 groups. Group A & B are one team and C & D are one team. Both teams get a facecloth with cards in it. There is a noun written on these cards. Now the groups and pupils in this group, take turns in picking a card. For example X of group A picks a card and tries to give a brief description of this word, of course by using the correct relative pronoun and without using the noun itself. So X, gets one minute to prepare the description and then group B tries to guess the word on his/ her card. For example, goldfish is the word on X's card, so she/he says "it is a small animal which lives in a bowl/ water/ has an orange colour" and you guess the word goldfish. Each correct guessed word, each group gets one point. (A&B). The team with the highest score wins!</p>	<p>PowerPoint slide 9 + 10</p> <p>Cards</p> <p>2 facecloths</p>

Bordplan

Middle part of the blackboard:

This is the girl. Lawrence met this girl at the beach yesterday.
~~who/that~~

1. Subject?
2. Identical noun?
3. Relative pronoun?
4. Could we drop the relative pronoun in spoken language? YES

A pet	A goldfish	A parakeet
A horse	Bacon	Bread
A cow	A sheep	A pig
Bacon	Bread	Candy
Soup	Supper	A ball
A bicycle	A book	An e-mail
A car	A birthday card	A fine
A form	A game	A language
Money	A sweater	A shoe
A butcher	A classmate	A cook
A coward	A customer	A shop assistant
A pilot	A greengrocer	A neighbour
A newsagent	A liar	A reporter
A nurse	A thief	A teacher