

A fun pop culture survey (*which* demonstrates this horrible grammar point *that* we must teach).

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Objective: To teach *defining relative clauses* that modify a subject AND to highlight the differences between these clauses depending upon whether the subject is a thing or a person.

Sentence: He was *the person that* people sent into space. This is *the earth which* he saw from space.

Text: Sunshine 3, p. 73

Time: 40-45 min. including the warm-up.

Materials: The sheets I provided

Summary:

1. Students will warm-up with vocal exercise to practice “th” and “ch” sounds.
2. Students will fill out a survey together in lunch groups to determine their favorite foods, movies, and celebrities and will have to use the grammar point to ask each other the necessary questions.

Procedure: First of all, a bit about the grammar. A defining relative clause is a clause that follows a noun in order to clarify the noun’s meaning. Without a defining relative clause, the noun’s meaning is often vague (imagine the first target sentence above without the clause “**that** people sent into space”). Chapter 9, the preceding chapter, teaches that **who** should be used when the subject of the clause is a person and that **which** should be used when the subject is a thing. Chapter 10 simply goes on to teach that the word **that** can also be used when the subject is a person. (In actuality, **that** can be used when the subject is a thing as well, but they stick with **which**, perhaps because it sounds better). In Chapter 10, the students are really just relearning a grammar point from the previous lesson, and being told that an additional relative pronoun (**that**) may be used when the subject is a person. Got it? Good.

Part 1: Before the activity starts, I would suggest some sort of warm-up to get their blood flowing. As the students are going to have to use the word “that”, and “which”, it might be a good idea to have them practice the “th” and “ch” sounds. For this, I use Iain Campbell’s great pronunciation game called, “Bi-bi-bi-ba”. Have the students repeat after you, “Bi-bi-ba, Ci-ci-ca, Di-di-di-di-di-di-di-di-da”, etc. It is often helpful to write the alphabet on the board ahead of time, so that you may point

Grade 3, Program 10: A

to each letter as it is read and repeated. When you have completed the alphabet, write some consonant combos on the board such as "ch", "th", and "sh". Have them repeat these sounds: "thi-thi-thuh", etc. Move back and forth between consonants and consonant combos faster and faster. Near the end, do not say anything, but just point to the letters on the board. Run around, point and lunge dramatically at the letters, and generally get them excited. This can take from 3 to 7 minutes.

Part 2: For the main activity, have the students put together a pop-culture survey that demonstrates the grammar point. Have the students gather in lunch groups and pass each student a copy of Sheet C. Explain the phrase "likes the most", as there will certainly be some students who do not understand superlatives. Act out some examples with the JTE. Proceed to tell the students that you are conducting a highly scientific study to find the most popular movies, foods, and movies stars among 3rd year J.H.S. students. Tell them that you are an amateur scientist and wear one of the white lab coat type coats they wear when serving lunch. Ham it up.

Pass one copy of sheet D, E, and F to each lunch group. These sheets have pictures of various foods, movie stars, and movies from which they may select their favorites. If you have a well-disciplined, HIGHLY motivated class, these sheets might not be necessary as they would think of the answers themselves. However, let's be realistic. Students rarely can do or want to do such a task, and besides, the pictures are pretty cool and will get them more excited about the activity. The picture sheets are labeled "A", "B", and "C" which correspond to sections "A", "B", and "C" that each students have on their own survey sheet (Sheet C). The students first fill out their own favorites and then ask the other members of the lunch group their favorites using the phrase: "Which is the _____ that/which you like the most". Monitor them carefully to ensure that they are speaking English and responding with the appropriate phrase! When they have asked everyone in the group their favorites to all three sections (and in turn been asked by all of the other members), have them pick one member (or have the JTE pick one member) to gather the results. The most popular item is then written at the bottom of each one of the 3 sections where it reads: "Results: _____ is the _____ that/which we like the most". Track the results on the board to show the class what and who are the most popular. Collect the sheets and tabulate all of the original results to give back to the students at a future class.

*Note – As pop culture changes rapidly in Japan, you might have to make up new sheets from the ones I provided. For photos of movies and movie stars I highly recommend the internet movie database, www.imdb.com. For the food clip art, I recommend the Microsoft Design Gallery at <http://dgl.microsoft.com>.

Which do you like the most?

Name _____ Class _____ Lunch group # _____

A) _____ is the *movie* **which** I like the most.

Which movie do you like the most?

1. _____ is the *movie* **which** _____ likes the most.
2. _____ is the *movie* **which** _____ likes the most.
3. _____ is the *movie* **which** _____ likes the most.
4. _____ is the *movie* **which** _____ likes the most.
5. _____ is the *movie* **which** _____ likes the most.

Result: _____ is the *movie* **which** we like the most.

B) _____ is the *movie star* **that** I like the most.

Which movie star do you like the most?

- _____ is the *movie star* **that** _____ likes the most.
- _____ is the *movie star* **that** _____ likes the most.
- _____ is the *movie star* **that** _____ likes the most.
- _____ is the *movie star* **that** _____ likes the most.
- _____ is the *movie star* **that** _____ likes the most.

_____ is the *movie star* **that** we like the most.

C) _____ is the *meal* **which** I like the most.

Which meal do you like the most?

1. _____ is the *meal* **which** _____ likes the most.
2. _____ is the *meal* **which** _____ likes the most.
3. _____ is the *meal* **which** _____ likes the most.
4. _____ is the *meal* **which** _____ likes the most.
5. _____ is the *meal* **which** _____ likes the most.

Result: _____ is the *meal* **which** we like the most.

A) Which movie do you like the most?

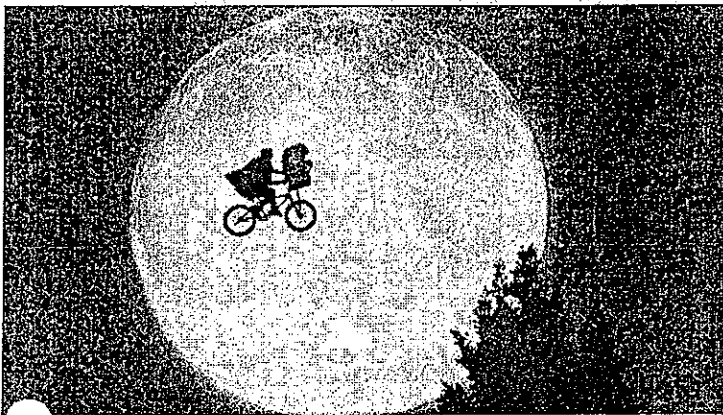
1) Spiderman



2) Titanic



3) E.T.



4) Sen to Chihiro no kamikakushi



5) Harry Potter



6) Star Wars



B) Which movie star do you like the most?



1) Leonardo DiCaprio



2) Julia Roberts



3) Arnold Schwarzenegger



4) Whoopi Goldberg

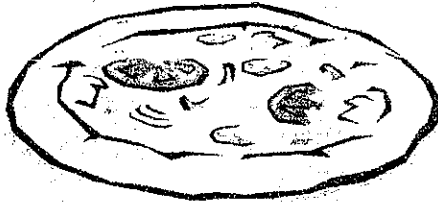


5) Tom Cruise

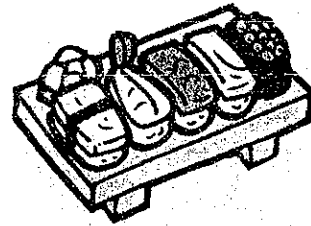


6) Jennifer Lopez

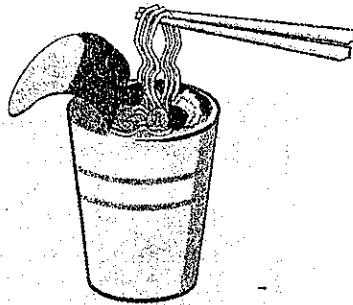
C) Which meal do you like the most?



1) Pizza



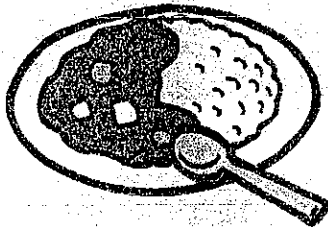
2) Sushi



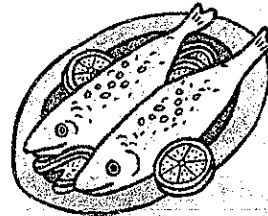
3) Ramen



4) Hamburger



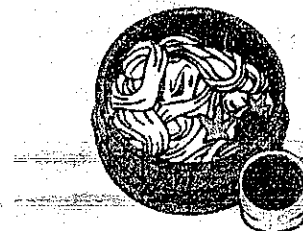
5) Curry rice



6) Fish



7) Spaghetti



8) udon