

Clauses + Environment Cont.

Lesson Plan for ESAL 0380, Composition

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Objective:	To get students familiar with the difference between clauses and phrases and how to use them in academic writing.
Class Time:	50 Minutes
Level:	High Intermediate
Materials:	
Set Up:	

Introduction: (5 mins)	
Activity 1 : (10 mins)	<p>GALLERY WALK</p> <p>Place the 8 articles provided spread out around the walls of the classroom (they are labelled 1-8 for convenience). Next give each student a copy of the worksheet for the gallery walk labelled 'Gallery Walk of Clauses'. Once everyone has a worksheet, depending on how many students are present in the class have them work either solo or in pairs.</p> <p>Once Ss are in their configuration (either solo or in pairs) explain to them that each person/pair is given a few minutes at each "station"(article on the wall) to figure out what kind of clauses are underlined in the article. Only one type of clause is underlined in each work. Either an adjective, adverb or noun clause. Students put the kind of clause they think is present in the article on their worksheet. After a few minutes, have Ss rotate to the next article in a clockwise (to the right) fashion. Repeat until all Ss have been to all the articles.</p> <p>MAKE SURE TO MODEL FOR STUDENTS BEFORE ACTIVITY STARTS</p> <p>Once Ss have completed their sheets, come back together as a class to quickly go over the answers and check if Ss have any questions/confusions.</p>
Activity 2: (10-15mins)	<p>ENVIRONMENT Q's</p> <p>Once the Ss have come back to their seats, split them into</p>

	<p>groups of ~3 and tell them to decide who is the leader of their group (Mama or Papa Bear). Once everyone is in their groups and has a designated leader, go through the questions on the 'Environment Questions' sheet with the class, writing the multiple choices on the board to help students understand the choices they are making.</p> <p>MAKE SURE TO READ Q'S SLOWLY AND REPEAT A FEW TIMES, AND REPEAT THE ANSWERS AS WELL.</p> <p>Once every group has placed their vote on an answer, THEN reveal the answer before moving onto the next question.</p>
Activity 3: (10-15mins)	<p>BUILDING SENTENCES</p> <p>Give each (or each pair of) Ss one of the eight sets of cue cards, and have them reassemble the sentence and decipher what kind of clause they were given. The cards only have the clause itself on them, not full sentences.</p> <p>MODEL/SHOW ON THE BOARD BEFORE LETTING THEM BEGIN</p> <p>Once Ss are done creating their sentences, let them know if they got the TYPE of clause correct, and then help them move words around in the right order if necessary</p>
Exit Ticket	<p>CLAUSE EXAMPLES</p> <p>Before Ss have class for the day, have them come together in groups with their neighbours to create 3 sentences, one for each type of clause they've been working on (either adj. Adv. or noun clauses).</p> <p>Once each group is finished, have them write their sentences on the board for class review and seeing if they really understand the use of clauses before releasing them for the day.</p>