

CEP Lesson Plan – June 11, 2014

Teacher/s: Katie
 Level: A2
 Date/Time: June 11, 2014

Goal: Students will critically think about culture shock and punctuality in different cultures, and will learn to identify and produce basic relative clauses.

Objectives (SWBAT):

Students Will Be Able To...

1. Practice identifying relative clauses by doing a gap-fill for a poem, "The Kids Who are Different."
2. Familiarize themselves with relative pronouns by completing a worksheet about relative clauses.
3. Learn about and discuss the five stages of culture shock by doing a close reading of a short essay.
4. Write relative clauses about different cultures' conceptions of time after watching a short video about punctuality in various cultures.
5. Understand when and how to use *whose* by writing sentences to describe pictures.

Theme: Feeling Left Out

Extensions: Poem: "The Kids who are Different"; Article – "Culture Shock: A Fish Out of Water"; Video – "Culture Shock: Punctuality"

Stage/Aim/Skill/Microskill	Activity/Procedure	Interaction	Time
<p>Activity 1: Feeling Left Out: Discussion and Poem, "The Kids Who are Different"</p> <p><i>Transition: "Speaking of relative pronouns, I'd like you to take out the worksheet from yesterday that we didn't finish, so that we can continue to practice identifying relative clauses..."</i></p>	<p><i>Pre-stage:</i> T will write, "Feeling Left out" on the board. In pairs, Ss will discuss a time in their lives when they felt left out. (5 minutes).</p> <p><i>During stage:</i> T will distribute a poem, "The Kids Who are Different," and explain the background of the poem and how it is connected to the topic. T will read the poem to the Ss, who will fill in the blanks with the correct relative pronoun. (3 mins)</p> <p><i>Post-stage:</i> T will ask Ss to check their answers with a partner, and to explain what the missing part was: the relative pronouns. (2 mins)</p> <p><i>Tangible outcome/feedback:</i> Completed poem worksheet. Peer feedback.</p>	T-SS, SS-SS	10 mins 7:00-7:10
<p>Activity 2: Worksheet: Identifying Adjective Clauses</p> <p><i>Transition: "Great! Now that you are comfortable with finding relative clauses, let's play a game to see if you can construct them."</i></p>	<p><i>Pre-Stage:</i> T asks Ss to take out their worksheet from yesterday, which asks Ss to identify relative clauses. (1 mins)</p> <p>2. <i>During-stage:</i> Ss will complete the worksheet in pairs, underlining relative clauses and circling relative pronouns. If they finish early, they can discuss the question on the bottom of the page. (8 mins)</p> <p>3. <i>Post-stage:</i> Ss will check answers with another group, and T will post answers on the doc cam. If all groups finish early, T will ask Ss to write a few sentences describing objects in the room using ACs and will error correct on the board. (1 min)</p> <p><i>Tangible outcome/feedback:</i> Completed worksheet. Peer and T feedback (oral, doc cam).</p>	T-SS, SS-SS	10 mins 7:10-7:20
<p>Activity 2: Adjective Clause Definition Game</p>	<p><i>Pre-stage:</i> T will write a word on the board and ask Ss to think of a definition for the word. T will elicit the relative clause structure from the</p>	T-SS,	25 mins

<p><i>Transition: "Now that we have looked at the grammar a bit, we are going to shift back to our theme so that we can try to apply relative clauses to it. I am going to write a discussion question on the board..."</i></p>	<p>students – for example: A policeman is someone who catches criminals.</p> <p>T will ask Ss: What is the relative clause? What is the relative pronoun? Is the relative pronoun a <i>subject</i> or <i>object</i> pronoun? Why?</p> <p>T will elicit a few more definitions from students and write them on the board in RC format: whale, tree, student. (5 mins)</p> <p><i>During-stage:</i> T will give each pair of students a list of words and tell them not to show anyone but their partner the list of words. Ss will write down definitions for their words on a separate worksheet (attached), but will NOT include the original word in the list. T will go around the class and assist in error correction. (15 mins)</p> <p><i>Post-stage:</i> Once lists are complete, T will ask partners to get into groups of four. Each pair will read their definitions, one at a time, to the other pair, who must try to guess the definition. Groups will take turns guessing. (5 mins)</p> <p><i>Tangible Outcome: Completed Worksheet. S feedback in pairs, T feedback while circulating.</i></p>	<p>SS- SS</p>	<p>7:20- 7:45</p>
<p>(PRE) Activity 3: Jigsaw Mingle – The Five Stages of Culture Shock</p> <p><i>Transition: Now that you are all experts on the five stages of culture shock, let's talk specifically about the article you read last night...</i></p>	<p><i>Pre-Stage:</i> T will ask Ss if they felt "left out" or felt "like an outsider" when they came to the U.S. T will explain that this is called "culture shock" and ask Ss if they can think of any examples. (3 mins)</p> <p>Each Ss will be given a slip of paper with one stage of culture shock on it. Each group's members will have a different part of the script - #1, #2, #3, #4, or #5. Groups will be asked to read the paper in their groups and clarify any vocabulary they do not know. Next, tell Ss to write down the main points on the worksheet next to their group number.</p> <p>Directions: 1. Read the passage. 2. Write down the main ideas on the worksheet in the right column corresponding to your group number. 3. With your partner, practice saying the main ideas without looking at your paper. (7 mins)</p> <p><i>During Stage:</i> Ask a student to read aloud the directions on the top of the worksheet, which state:</p> <p>Directions: Find other students in the class who can help you fill in the chart about the five stages of culture shock. You will need to talk to students from different groups. Write down the main points that your partner gives you.</p> <p>Ss will mingle and try to fill in the worksheet by finding people from other groups who can provide the information needed. (10 mins)</p> <p><i>Post-stage:</i> T will ask students to go back to their original groups and check to make sure they got all the information. T will have a volunteer put their worksheet under the doc-cam. Ss will add additional information as needed. (5 mins)</p>		<p>25 mins</p> <p>7:45- 8:00</p>

	<i>Tangible outcome/feedback: Completed Jigsaw Sheet. Peer feedback, T feedback.</i>		
<p>(DURING) Activity 3: Discussion of Culture Shock – Reading Questions</p> <p><i>Transition: Let’s return to the relative clauses for a moment – I’d like you all to write a short paragraph about your experiences with culture shock using relative clauses.</i></p>	<p><i>Pre-stage:</i> T will assign new groups of students by numbering off. T will ask Ss to read the discussion questions at the bottom of the article. (2 mins)</p> <p><i>During-stage:</i> T will ask Ss to discuss the questions in their new groups and to jot down short answers. T will go around and listen for errors. (10 mins)</p> <p><i>Post-stage:</i> Each group will share the answers with the class (3 mins)</p> <p><i>Tangible outcome/feedback:</i> written responses to questions. Peer feedback.</p>	T-SS, SS-SS	10 mins 8:00-8:15
<p>(POST) Activity 3: Writing about Culture Shock Using Adjective Clauses</p> <p><i>Transition: Okay, we are going to take a break! After break, we will watch a video related to culture shock.</i></p>	<p><i>Pre-Stage:</i> T will distribute worksheet to the students, which asks them to reflect their experiences coming to the USA, and whether or not they felt culture shock. They will include at least 2 RCs.</p> <p><i>During-stage:</i> Ss will write a paragraph individually. (15 mins)</p> <p><i>Post-stage:</i> Ss will exchange their paper with another student, who will check to see how the RCs were used. T will collect. (5 mins)</p> <p><i>Tangible outcom/feedback: Completed Paragraph</i></p> <p>FIVE MIN BREAK</p>	T-SS, SS-SS	20 mins 8:15-8:30
<p>Activity 4: Video Comprehension – “Culture Shock: Punctuality”</p> <p><i>Transition: Now that you are all masters at writing relative clauses, I want to ask you about how we should use a specific relative pronoun – whose.</i></p>	<p><i>Pre-stage:</i> T will announce that they are going to watch a video about how punctuality differs from culture to culture, which is also connected to culture shock because people may be surprised about different culture’s conceptions of time. T will explain the word “punctual” to students.</p> <p>T distributes questions about time – Ss will mingle and ask other classmates the questions. (10 mins)</p> <p><i>During-stage:</i> T will distribute table worksheet. Ss will watch the video about culture shock and take notes on the worksheet. (5 mins)</p> <p>https://www.youtube.com/watch?v=6fz6pl5xo5M</p> <p>Next, T will ask groups to discuss the answers to the questions on the worksheet and share their answers with the class. (5 mins)</p> <p>Ss will write RCs about each culture’s conceptions of time. (5 mins)</p> <p><i>Post-stage:</i> Ss will share their RCs and T will correct. (5 mins)</p> <p><i>Tangible outcome: Completed Worksheet, Discussion Questions</i></p>	T-SS, SS-SS	30 mins 8:35-9:05
Activity 5: Picture	<i>Pre-stage:</i> T will ask Ss to open up to page 87 in their book. T will ask		20

<p>Activity 5: Picture Activity to explain Adjective Clauses with "Whose" <i>Transition: Nice job today! I am going to pass out some exit tickets.</i></p>	<p><i>Pre-stage:</i> T will ask Ss to open up to page 87 in their book. T will ask S to read aloud the grammar point. Ss should have read this last night for homework. T will ask Ss, "When do we use <i>whose</i>?" Example: The girl is late. Her book is on the table. Indicates possession – whenever we would say <i>his</i> or <i>hers</i> or <i>its</i> (5 mins)</p> <p><i>During-stage:</i> T will ask Ss to verbally combine the sentences in the book on page 87 using "whose." (5 mins)</p> <p>Next, T will distribute photos to the class from magazines. Ss will write sentences about the photos using <i>whose</i>. (5 mins)</p> <p><i>Post-stage:</i> Ss will exchange their pictures with classmates and correct for any errors. (5 mins)</p>		<p>20 mins 9:05-9:25</p>
<p>Wrap-up: Exit Tickets</p>	<p><i>Lesson Evaluation Procedures: T will ask Ss to write an exit ticket: 2 things learned, 1 thing still confused about.</i></p> <p>Homework: <i>Workbook, page 51-52, Practice 6, Practice 7, and Practice 8</i></p>	<p>T-SS, SS-SS</p>	<p>5 mins</p>

Materials:

Worksheets
Website + Videos
Magazine Pictures

Anticipated Problems & Suggested Solutions:

1. Tech failure – T will do the listening from the book, using the dialogue in the back of the teacher's book.
2. Not enough time to get to the grammar at the end – will do tomorrow in class.

Contingency Plans (what you will do if you finish early, etc.):

If we finish early, we'll extend the last activity and write sentences about people we know using *whose*.

Post-Lesson Reflections:

Kids Who Are Different

by Digby Wolfe

Here's to the kids _____ are different,
The kids _____ don't always get A's
The kids _____ have ears twice the size of their peers,
And noses _____ go on for days ...
Here's to the kids _____ are different,
The kids they call crazy or dumb,
The kids _____ don't fit, with the guts and the grit,
_____ dance to a different drum ...
Here's to the kids _____ are different,
The kids with the mischievous streak,
For when they have grown, as history's shown,
It's their difference _____ makes them unique.

Kids Who Are Different

by Digby Wolfe

Here's to the kids _____ are different,
The kids _____ don't always get A's
The kids _____ have ears twice the size of their peers,
And noses _____ go on for days ...
Here's to the kids _____ are different,
The kids they call crazy or dumb,
The kids _____ don't fit, with the guts and the grit,
_____ dance to a different drum ...
Here's to the kids _____ are different,
The kids with the mischievous streak,
For when they have grown, as history's shown,
It's their difference _____ makes them unique.

NAME: _____

What are Adjective Clauses?

An adjective clause (sometimes called a relative clause) modifies a noun or pronoun. The adjective clause is introduced by a signal word. The adjective clause signal words are who, which, what, that, whose, and sometimes when and where.

Directions: In the sentences below, underline with one line the adjective clause and with two lines the word (or phrase) it modifies.

Example: Katie made a mistake, which could be corrected.

1. The students attend A2 English class, which meets Monday through Thursday.
2. Sung Ho is the person who correctly guessed many celebrities on our class blog.
3. I think it was my sister who called you last night.
4. That girl, whose name I forget, came with us to the museum.
5. Maya Angelou wrote the poem that we read in class.
6. The students chose the topic that they wanted to talk about for their presentation.
7. Matty, who is Katie's roommate, just came back from work.
8. Sometimes, when I'm asleep, I have crazy dreams.
9. I love going to places where I can just relax and enjoy the scenery.
10. I can't wait for my friend to arrive from Germany, where she grew up.
11. The man told the policeman what he knew about the situation.
12. All of the trains were delayed, which made him extremely frustrated.
13. My sister, whose house is being sold, wants to move into that neighborhood.

**What do you think is the difference between *who*, *which*, *that*, *what*, *whose*, *when*, and *where*?
How do you know which word to use?**

NAMES: _____

Using Relative Clauses to Define Objects

Directions: With your partner, you will write definitions for the words you have on your list, using relative pronouns. Do not write the word in the definitions!

Example: **a butterfly**

This is **an insect** that flies and has very beautifully colored wings.

1. This is _____

2. This is _____

3. This is _____

4. This is _____

5. This is _____

6. This is _____

7. This is _____

8. This is _____

Directions: When you have finished, you will read your list to another pair of students. They will try to guess what person/animal/place/thing you are describing. Please take turns (group A will read one sentence, group B will read one sentence). If they can't guess it, skip it and come back to it at the end! You may need to give more clues if the other group can't guess.

NAME: _____

CULTURE SHOCK: A Fish Out Of Water (Homework)

Duncan Mason: dmason@okanagan.bc.ca

From <http://international.ouc.bc.ca/cultureshock/printtext.htm>

Introduction:

1. Kalvero Oberg was one of the first writers to identify five distinct stages of culture shock. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. He found that culture shock is almost like a disease: it has a cause, symptoms, and a cure.

Body:

2. Whenever someone travels overseas they are like "a fish out of water." Like the fish, they have been swimming in their own culture all their lives. A fish doesn't know what water is. Likewise, we often do not think too much about the culture we are raised in. Our culture helps to shape our identity. Many of the cues of interpersonal communication (body language, words, facial expressions, tone of voice, idioms, slang) are different in different cultures. One of the reasons that we feel like a fish out of water when we enter a new culture, is that we do not know all of the cues that are used in the new culture.

3. Psychologists tell us that there are five distinct phases (or stages) of culture shock. It is important to understand that culture shock happens to all people who travel abroad, but some people have much stronger reactions than others.

4. During the first few days of a person's stay in a new country, everything usually goes fairly smoothly. The newcomer is excited about being in a new place where there are new sights and sounds, new smells and tastes. The newcomer may have some problems, but usually accepts them as just part of the newness. They may find themselves staying in hotels or be with a homestay family that is excited to meet the foreign stranger. The newcomer may find that "the red carpet" has been rolled out and they may be taken to restaurants, movies and tours of the sights. The new acquaintances may want to take the newcomer out to many places and "show them off." This first stage of culture shock is called the "honeymoon phase."

5. Unfortunately, this honeymoon phase often comes to an end fairly soon. The newcomer has to deal with transportation problems (buses that don't come on time), shopping problems (can't buy favorite foods) or communication problems (just what does "Chill out, dude." mean?). It may start to seem like people no longer care about your problems. They may help, but they don't seem to understand your concern over what they see as small problems. You might even start to think that the people in the host country don't like foreigners.

6. This may lead to the second stage of culture shock, known as the "rejection phase." The newcomer may begin to feel aggressive and start to complain about the host culture/country. However, it is important to recognize that these feelings are real and can become serious. This phase is a kind of crisis in the 'disease' of culture shock. It is called the "rejection" phase because it is at this point that the newcomer starts to reject the host country, complaining about and noticing only the bad things that bother them. At this stage the newcomer either gets stronger and stays, or gets weaker and goes home (physically, or only mentally).

7. If you don't survive stage two successfully, you may find yourself moving into stage three: the "regression phase." The word "regression" means moving backward, and in this phase of culture shock, you spend much of your time speaking your own language, watching videos from your home country, eating food from home. You may also notice that you are moving around campus or around town with a group of students who speak your own language. You may spend most of this time complaining about the

host country/culture.

8. Also in the regression phase, you may only remember the good things about your home country. Your homeland may suddenly seem marvelously wonderful; all the difficulties that you had there are forgotten and you may find yourself wondering why you ever left (hint: you left to learn English!). You may now only remember your home country as a wonderful place in which nothing ever went wrong for you. Of course, this is not true, but an illusion created by your culture shock 'disease.'

9. If you survive the third stage successfully (or miss it completely) you will move into the fourth stage of culture shock called the "recovery phase" or the "at-ease-at-last phase." In this stage you become more comfortable with the language and you also feel more comfortable with the customs of the host country. You can now move around without a feeling of anxiety. You still have problems with some of the social cues and you may still not understand everything people say (especially idioms). However, you are now 90% adjusted to the new culture and you start to realize that no country is that much better than another - it is just different lifestyles and different ways to deal with the problems of life.

10. With this complete adjustment, you accept the food, drinks, habits and customs of the host country, and you may even find yourself preferring some things in the host country to things at home. You have now understood that there are different ways to live your life and that no way is really better than another, just different. Finally you have become comfortable in the new place.

11. It is important to remember that not everyone experiences all the phases of culture shock. It is also important to know that you can experience all of them at different times: you might experience the regression phase before the rejection phase, etc. You might even experience the regression phase on Monday, the at ease phase on Tuesday, the honeymoon phase on Wednesday, and the rejection phase again on Thursday. "What will Friday be like?"

12. Much later, you may find yourself returning to your homeland and - guess what? - you may find yourself entering the fifth phase of culture shock. This is called "reverse culture shock" or "return culture shock" and occurs when you return home. You have been away for a long time, becoming comfortable with the habits and customs of a new lifestyle and you may find that you are no longer completely comfortable in your home country. Many things may have changed while you were away and - surprise! surprise! - it may take a little while to become at ease with the cues and signs and symbols of your home culture.

Conclusion

13. Reverse culture shock can be very difficult. There is a risk of sickness or emotional problems in many of the phases of culture shock. Remember to be kind to yourself all the time that you are overseas, and when you get home, give yourself time to adjust. Be your own best friend. If you do these things you will be a much stronger person. If you do these things, congratulations, you will be a citizen of the world!

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet in the corresponding row.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

ONE – “The Honeymoon Stage” - Everything is exciting and new. You might think that the new culture is ideal, and you might think that it is much better than your own. If you are sometimes frustrated or have problems, you quickly recover. Everything is quite positive, the people in the new culture are very nice. This stage can last for months, or maybe only a couple of days. It is sometimes also called the tourist stage because tourists generally do not stay in a different place long enough to have culture shock.

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

TWO – “The Rejection Stage” In this stage, all the little problems and frustrations appear much bigger! You may be very preoccupied with cleanliness (you think everything is dirty and unhealthy); you may be worried that other people want to rob you or cheat you; you feel confused and lonely. During this stage, if you find someone from your own country who has lived in the new culture for a long time, you may become dependent on them. You may find other expatriates and complain together about the new culture, making stereotypes of the people from that culture. You miss your own country and culture a lot. If it is possible, you might try to go home. It is called the rejection stage because you begin to reject the host country.

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

THREE – “The Regression Stage” During this stage, you spend a lot of time thinking about and embracing all of the things that you miss from home. You remember and think about all of the good things from your home country, like your friends, family, and your native language, and you spend a lot of time thinking about them. You forget all of the negative feelings you may have had toward your home country and you only focus on the positive things. It is called regression (which means moving backward) because you are moving away from accepting the host culture rather than moving closer to it.

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

FOUR – “The Recovery Phase” or “At-Ease-at-Last Phase”

If the shock was very hard, you will not get to this stage. If you do decide to stay, you eventually learn to deal with the differences. You will have probably accepted and adjusted to most aspects of the culture by now, including food, drink, habits, and customs. You may try to integrate the new culture with your own beliefs. You begin to learn the language and make more friends. You have the occasional crisis, but you develop a positive attitude towards it. Maybe you can even laugh about your difficulties! This period of adjustment can be slow, and it is always possible to go back a stage into shock again.

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

FIVE – “Reverse Culture Shock” or “Return Culture Shock”

This is the shock of coming back home. You return from your time in another country and everybody is happy to see you again. The only problem is that you have changed a lot in ways that they haven't. And they don't understand that you have changed. Nobody wants to relive those fascinating, cultural memories. You almost feel like a stranger in your own culture. In this stage it is important to give yourself time to adjust.

Directions:

1. *Read the passage.*
2. *Write down the main ideas on the worksheet.*
3. *With your partner, practice saying the main ideas **without looking at your paper.***

NAME: _____

Culture Shock: A Fish out of Water

Directions: Find other students in the class who can help you fill in the chart about the five stages of culture shock. You will need to talk to students from different groups. Write down the main points that your partner gives you.

	Details:
STAGE ONE	
STAGE TWO	
STAGE THREE	
STAGE FOUR	
STAGE FIVE	

1. Are you usually someone who is on time?
2. In your culture, is it polite to always show up on time, or to show up a little late?
3. Do you think people in America are too concerned with time?
4. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
5. What do you think the expression, "Time is money" means?
6. If time travel were possible, which period of world history would you like to return to? Why?

1. Are you usually someone who is on time?
2. In your culture, is it polite to always show up on time, or to show up a little late?
3. Do you think people in America are too concerned with time?
4. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
5. What do you think the expression, "Time is money" means?
6. If time travel were possible, which period of world history would you like to return to? Why?

1. Are you usually someone who is on time?
2. In your culture, is it polite to always show up on time, or to show up a little late?
3. Do you think people in America are too concerned with time?
4. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
5. What do you think the expression, "Time is money" means?
6. If time travel were possible, which period of world history would you like to return to? Why?

1. Are you usually someone who is on time?
2. In your culture, is it polite to always show up on time, or to show up a little late?
3. Do you think people in America are too concerned with time?
4. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
5. What do you think the expression, "Time is money" means?
6. If time travel were possible, which period of world history would you like to return to? Why?

1. Are you usually someone who is on time?
2. In your culture, is it polite to always show up on time, or to show up a little late?
3. Do you think people in America are too concerned with time?
4. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
5. What do you think the expression, "Time is money" means?
6. If time travel were possible, which period of world history would you like to return to? Why?

1. Are you usually someone who is on time?
2. In your culture, is it polite to always show up on time, or to show up a little late?
3. Do you think people in America are too concerned with time?
4. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
5. What do you think the expression, "Time is money" means?
6. If time travel were possible, which period of world history would you like to return to? Why?

NAME: _____

Listening: "Culture Shock: Punctuality"

While you watch the video, take notes in the table below.

Africa, Middle East, South America	
France	
United States	
Asia	

Write sentences using relative clauses to describe attitudes toward culture shock from people in different countries/continents.

1. _____
2. _____
3. _____
4. _____

Discuss:

1. Do you agree or disagree with the conceptions of time mentioned in the video? Why or why not?
2. Do you think time varies culturally or individually?