

12 I Don't Like People Who Are Strict

Relative Clauses

Target patterns:	Relative clauses that define a noun
Communication skills:	Describing people, animals, jobs Defining words
Language sets:	Relative pronouns

Page 76

Warm Up What's My Job?

Secretly think of an occupation and then ask the question "What's my job?" Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say "Are you somebody who . . . ?" If you answer "Yes," the student who asked the question can try to guess your occupation by asking, for example, "Are you a doctor?" If your answer is "No," another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

I Want to Be Coached by Somebody Who's Kind

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Who is Sam Stapleton?
What's Sam Stapleton like?*

Follow-up questions

*What is Sam Stapleton interested in doing?
What are you interested in doing?*

*What kind of person would Carmen like to be coached by?
What kind of person would you like to be coached by?*

Comprehension – personalization

T: *Who's Sam Stapleton?*
S1: *He's the tennis coach who's trained three Wimbledon champions.
Who's (name of a famous person)?*
S2: *He/She's . . . who . . .*

Who's . . . ?

S3: *He/She's . . . who . . .*
Continue in a chain.

T: *What kind of people doesn't Carmen like?*
S4: *She doesn't like people who are too strict.
What kind of people don't you like?*
S5: *I don't like people who . . .*
Continue in a chain.

T: *What kind of person does Carmen want to be coached by?*
S6: *She wants to be coached by somebody who's kind and patient.*
T: *You - taught by.*
S6: *What kind of person do you want to be taught by?*
S7: *I want to be taught by somebody who . . .*
Continue in a chain.

Personalization

In pairs, in groups, or as a class, students make "I like people who . . ." statements and have short follow-up conversations.

Page 77

Warm Up Guess the Place

Secretly think of a place such as a library, museum, school, park, or beach, and then ask "What place am I thinking of?" Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say "Is it a place where . . . ?" If you answer "Yes," the student who asked the question can try to guess the place, for example, "Is it a forest?" If your answer is "No," another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

He Has Tennis Courts Where You Can Practice

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does everybody say about Sam Stapleton?
Who has Manuel found?

Follow-up questions

What kind of tennis club would Carmen like to join?
What kind of club would you like to join?

What is Manuel going to do from now?
What are you going to do from now?

Comprehension – personalization

T: What kind of tennis school would Carmen like to go to?

S1: She'd like to go to a school where she can learn the latest techniques.

T: You – English school.

S1: What kind of English school would you like to go to?

S2: I'd like to go to a school where . . .

Continue in a chain.

T: What kind of tennis courts does he have?

S3: He has tennis courts where she can practice as much as she likes.

T: Hometown.

S3: What kind of beaches/parks/shops/restaurants/etc. does your hometown have?

S4: It has . . . where . . .

Continue in a chain.

T: What can't they afford?

S7: They can't afford Sam Stapleton's tennis school.

What can't you afford?

S8: I can't afford . . .

Continue in a chain.

Personalization

The students talk about their city, neighborhood, or a place they know well, using the pattern “. . . where . . .”

Page 78

Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I like people who understand my jokes.
I like animals that are friendly.

I like places where I can relax.

Controlled Practice**Dislikes**

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

- She doesn't like people who/that smoke.*
- He doesn't like animals which/that are too noisy.*
- She doesn't like people who/that talk too much.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I don't like people who are arrogant.

I don't like animals that smell bad.

I don't like places where there are too many neon signs.

Page 79

Warm Up**Which Animal Am I?**

Secretly think of an animal and then ask “*What animal am I?*” Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say “*Are you an animal that/which . . . ?*” If you answer “*Yes,*” the student who asked the question can try to guess which animal you are, for example, “*Are you a panda?*” If your answer is “*No,*” another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

What's a Getaway Car?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's a bank robber?

What did the bank robber hit the police officer with?

Follow-up questions

What's a getaway car?

What's a sports car?

What's a bank?
What's a post office?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students describe things used in a sport or hobby that they are interested in, using the pattern ". . . which/that . . ." They can describe bats, balls, goal posts, corner flags, nets, things we wear, etc.

Page 80

Communication Activities

A. Switch Chairs

The students sit in a circle on chairs except one who stands in the middle. The student in the middle calls out, using the pattern "*Everybody who . . .*" and all the students who fit the description stand up and run to another chair. The student in the middle also tries to sit down. The new student in the middle then calls out the next instruction.

B. Making Crosswords

Individual students or teams make crosswords, using as many nouns as possible. They then make clues wherever possible using the pattern "*It's/He's/She's . . . which/who/where . . .*" and give the crossword to other students/teams to solve. An alternative is only to allow the students to use nouns. This means all the clues must use the target pattern.

C. Find Somebody Who . . .

The students have cards that tell them who they have to find. They move around the room asking questions. When they find a student who fits one of the descriptions, they write that student's name on their card.

Page 81

Review Exercises

Crossword

DOWN

1. but
2. last
4. until
5. spare
7. together
8. if
9. ever
12. cut
15. only
16. that's
17. there
18. since
19. short

ACROSS

1. built
3. sound
6. strict
10. too
11. place
13. believe
14. to
17. these
20. he
21. after
22. nobody
23. some
24. least

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.