



Just a minute



a policeman	glue	Michael Jackson
salt	a goalkeeper	a soldier
a newspaper	a banana	a personal stereo
the Pacific Ocean	China	glass
coffee	gold	sand
a volcano	a television	a soap opera
a CD	blood	New York
a baby	an Oscar	your teacher
your aunt	a telephone	a pen
an astronaut	a doctor	paper
an egg	clouds	a watch
a pen	a camera	a cow
a nurse	a bicycle	traffic lights
a video	an ashtray	a carpet
a computer mouse	a cat	a book



Unit 6B

Teacher's Notes



Just a minute

Interaction

Pair work

Aim

To describe people and things using relative pronouns.

Time

15–20 minutes

Skills

Speaking

Grammar and functions

Defining relative clauses with *who*, *that* and *which*

Vocabulary

Definitions

Preparation

Photocopy one set of cards for each pair of teams.
Cut the cards apart.

Procedure

- 1 Review the use of *who*, *which* and *that* if necessary.
- 2 Divide the class into two, four or six teams, depending on the size of the class. There should be four or more people in each team. The teams should have equal numbers of students in them. Put the teams in pairs A and B, to play against each other.
- 3 Give each pair of teams a set of cards.
- 4 Explain the game.
 - The first student in team A should take a card and then describe what is on the card to the next student in that team.
 - Students must not say the name of the person or thing and they must use *who*, *which* or *that*.
 - Students can give as many clues as they like but they must use the relative pronouns.
 - If the second student guesses what is on the card correctly, the team keeps the card. If he / she can't guess it, the card is put at the bottom of the pile.
 - The idea is to get through as many cards as possible in one minute. Then team B has a turn and so on until all the cards are gone.
 - The team with the most cards wins.
- 5 Start the game and go around giving help if it is needed.

Option

Instead of using the cards in this Resource Pack, make some blank cards and get the students to think of the words to put on them.