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| **an adjective / Grammar Lesson Plan** |

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| Instructor:Regina (Kim Kunhee) | Level:Beginner (false) | Students:8 | Length:30 minutes |

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|  **Materials**:* White board, Board markers and magnet
* Two image pictures and Six opposite pictures
* One flash card to explain one new word
* Worksheet #1 (match adjective and pictures)
* Worksheet #2 (word order)(8copies for SS + 1copy for extra)
* Worksheet #3 (drawing sheet)(8copies for SS + 1copy for extra)
* Worksheet #4 (describe picture with team member)(9 copies)
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| **Aims**:* SS will know what is adjective through matching image and word, word order and Pictionary
* SS will practice how to use adjective in certain sentence
* SS will understand each meaning of word using adjective
* SS will learn adjective with funny activities
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| **Language Skills**: * Reading : reading words from worksheets
* Listening : listening teacher’s instruction, explanations
* Speaking : drilling, answering and talking individually, game and group activities
* Writing :answering worksheet and word order
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| **Language Systems**: * Lexis : new words used in sentences as adjective
* Grammar : the past tense and present tense
* Phonology : pronunciation of new vocabularies
* Discourse : sharing each idea in groups
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| **Assumptions**:Students already know* SS have are willing to share their ideas using certain adjective
* SS know how to make word order
* SS know the teacher’s style of teaching and the pace of course
* All SS have experience to answer the worksheets
* SS enjoy group activity
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| **Anticipated Errors and Solutions**:* Students may not understand what is adjective

 Explain by word order  Encourage SS though drilling* Students may need more time to finish worksheets

Encourage SS to help each otherAnswer the worksheets together. (T+SS)Assign the worksheets as a homework assignment. * Students may finish all the activities too early or time is short

 Play game or make sentences using new vocabularies. Cut post-activity discussion short.  |

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| **References**:http://www.gemslearning.com/eld/adj.htmlhttp://blakeedwardstime.blogspot.com/2008/04/planet-of-ugly-boys-interrupted.htmlhttp://chona-grammarlessons.blogspot.com/2009/03/gr-2-adjective-search\_26.htmlhttp://www.kizclub.com/Topics/opposites/opposite.pdf |

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| **Lead - in** |
| Materials: **board & board markers** |
| Time | Set Up | **Procedure** |
| 2 min | Whole class | *Hi everyone.**Look at this picture please.**What can you see?**Can you describe this picture?*(Showing one picture which is ugly guy who is smiling)(Showing another picture which is high fashion model)*Okay, this is another picture.**What about this photo?**How can we describe this picture?**Yes we can say, she is thin, She has curvy body figure or she is very tall and beautiful.***<Eliciting and Prediction>**(showing several pictures that show opposite meaning of word such as rich and poor and so on)**<CCQs>***Do those two words have similar meaning?*How about these two words? Are they similar?**<Introducing today’s topic>***We are going to learn adjective today.* |

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| **Pre-Activity** |
| Materials: **Whiteboard, Board markers, Worksheet#1((new words and idioms)**  |
| Time | Set Up | **Procedure** |
| 8 min | Whole classIndividuallygroup | **<Instruction>***“Before learning what is an adjective, let’s learn this word faithful”*(paste one flash card on white board written by Faithful)“Look at this situation”*“Look at the white board everyone”* (show one photo where one counsels the other seriously)*Is there anyone who knows this word?**Can you recognize the meaning of the word?*(If there is no one who surely know the word, explain) *When we have trouble, we tend to talk our difficulty to trustful person who we can rely on and counsel the problem with genuine mind.**We can get advice from faithful person.**Look at this picture. Does he look faithful?***<CCQs>***Can we talk our problem to faithful person? (Y)**Cam we share our difficulty with unfaithful person? (N)**How does he look? (he looks faithful)*(Distribute Worksheet #1) (match adjective and pictures)(there are some word and pictures that we can use when we describe other people such as tall, thin and so on) *I will give you 2min to read. And then answer worksheet individually.***<CCQs>***How much time do you have? (2min)**Can you work with your group? (N)**(After 2min later)**Check the answer together.**Are you done everyone?**Can you tell me the answer no. 1**What about no. two* **<Drilling>***Look at Lucy everyone.**How can you describe Lucy?**(SS may answer some sentence using adjective that we’ve learned before)*Teacher say alone*She is very pretty and lovely lady**Count each syllable with folding fingers with speaking same sentence.**Repeat same sentence one more of course alone.**Let SS speak the sentence together.**Separate part and let SS say together. Choose SS randomly. And speak all together the last time.* |

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| **Main-Activity** |
| Materials: **reading material, Worksheet #2,3, Whiteboard, Board Markers**  |
| Time | Set Up | **Procedure** |
| 10 min | Whole ClassiGroup activityIndividually | **<instructions>**Let’s *make word order.***< controlled practice>**(Distribute text)*I will give you 3min to make word order in completed sentence. Let’s make sentence in right order with your group member.***<CCQs>***How much time do you have? (3min)**Are you working alone? (N)*Teacher Checks the answer while taking a look.*Are you done?**Okay let’s check the answers together.**What is….??**“**If there are some problems, first, Teacher asks, Students tell the answers and encourages them to teach each other.***<instructions>***I will give you paper. Hand out this paper to your group member. And hold the color pencils.**Put this paper on your head**Be careful to put the paper on your head.***< Less controlled practice>**(distribute paper)*Do not try to see your paper.**Do not put down the paper.**I am going to tell you something. Draw the thing or person that I say to you.***<CCQs>***Can you see your paper? (n)**Can you put down your paper? (n)**Are you ready?**Cool**At first, draw a fat and ugly guy on your paper.* *Do you finish?**Next, Draw a lovely and cute cat.**Are you done?**And then draw a rich woman.**Finish?**Okay. Now show your drawing to your group.**Check this out!! Is it a lovely and cute cat??**Look at …………….’s paper!!**(Choose two people in each group as a representative)**Play Pictionary game.**Draw a thin lady who has short legs and wears ugly hat.**I will give you 40sec.**(After finish drawing, share opinion who is going to be a winner)* |

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| **Post-Activity** |
| Materials: **Worksheet #4** |
| Time | Set Up | **Procedure** |
| 10 min | Whole ClassWhole Class | **Ⅰ. Free Production****<Instruction>***We’ve learned about an adjective today from a couple of activities.**Let’s describe pictures with your team members.**(distribute worksheet #4 which is consisted of some specific situation)**I will give you 4minutes to describe this picture in group.***<CCQs>***How much time do you have? (4min)**Are you working alone? (N)*Be flexible with time. Give 1 more time If all groups need*1 minute left*After finishing describing worksheet #4, giving some time to present in front of other classmates.Both two group as well.(Giving clear feedback to every idea of students)**Ⅱ. Conclude Lesson***Today, we’ve learned some adjective and how to use those adjective in sentences.**(remind new Vocab to SS)**Can you remember the word faithful?**Let’s make a sentence using the adjective faithful.***<CCQs>***Can we rely on faithful person? (Y)**Can we have counsel with faithful person? (Y)*(natural closing)*Please remind the words that we learned today.**Good job. Well-done today.**Are you having fun?**Time’s up and I hope this lesson would be great time to all of you.* *See you next time.* |

Worksheet #1 (matching)(Question)

\*Match picture with suitable adjective.



Long

Cold

Big

Huge

Slow

New

Fast

Worksheet #1 (matching)(Answer)

\*Match picture with suitable adjective.



Long

Cold

Big

Hot

Slow

New

Fast

Worksheet #2 (word order)(question)

\* Make completed sentence with following adjective.

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| 1. The boy is my friend (tall) 2. The woman is my teacher (fat) 3. I buy an book (interesting) 4. We see an game (exciting) 5. The oranges are (delicious) 6. We eat apples (sweet) 7. We listen to music (good) 8. My sisters are tall and (beautiful) 9. The books are mine (blue) 10. It has a tail (long) 11. Her room is (clean) 12. The baby is my cousin (cute) 13. Our school is (big) 14. My sister buys a ribbon (pretty)  |

Worksheet #2 (word order)(answer)

\* Make completed sentence with following adjective.

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| 1. The boy is my friend (tall) **The tall boy is my friend** 2. The woman is my teacher (fat) **The fat woman is my teacher** 3. I buy an book (interesting**) I buy an interesting book**4. We see an game (exciting**) We see an exciting game** 5. The oranges are (delicious) **The oranges are delicious** 6. We eat apples (sweet) **We eat sweet apples** 7. We listen to music (good) **We listen to good music** 8. My sisters are tall and (beautiful) **My sisters are tall and beautiful** 9. The books are mine (blue) **The blue books are mine** 10. It has a tail (long) **It has a long tail** 11. Her room is (clean) **Her room is clean** 12. The baby is my cousin (cute) **The cute baby is my cousin** 13. Our school is (big) **Our school is big** 14. My sister buys a ribbon (pretty) **My sister buys a pretty ribbon**  |

Worksheet #3 (drawing paper)

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Worksheet #4 (describing picture-1)

Worksheet #4 (describing picture-2)



**Grammar Lesson Plan**

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