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| Grammar Lesson Plan |
| **Topic: Adjectives and Adverbs** |

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| Instructor:  Lim Joo Lee | Level:  Upper-intermediate | Students:  8 | Length:  40 Minutes |

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| Materials:  - Visuals  - Worksheets (7 copies)  - White board, board markers  - paper box, topic for the main activity (3)  - Blank sheet of paper (3 copies) |

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| Aims:  Main aim- To enable students to improve their grammar skills by doing worksheets and exercises.  Secondary aim- Students will improve their grammar skills by letting students practicing their English  with their classmates in groups and discussion  Personal aim- I will do CCQ in my pre-activity.  I will demonstrate an example before starting the activity. |

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| Language Skills:   * Listening: Ss will listen to the teacher’s demonstration and the conversation of classmates * Speaking: Ss will practice their grammar by presenting their answer of worksheet and exercises * Reading: Ss will read the worksheets * Writing: Ss will write down their answers and ideas on the worksheets |

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| Language Systems:   * Phonology: None to discuss * Lexis: New vocabulary in describing the story’s topic and answers of worksheets * Function: the correct use of adjectives and adverbs * Grammar: the definition and explanation of adjectives and adverbs * Discourse: Discussing the topic to make the story |

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| Assumptions:  Students might already know:   * Most of students have already learnt about this lesson * Students’ level is upper intermediate and they are aware with some vocabularies * Students would easily make their answers and express their ideas using the target language * how the class is set up and run * the teacher’s style of teaching and the pace of the course |

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| Anticipated Problems: Solutions:  -Students may have some words or expression that they don’t know 🡪 Explanation needed  -Students may not understand the instructions correctly 🡪 ICQ’s  -Students may need more time working on the worksheets 🡪 Cut answer checking shortly (Just asking to  a few students)  -Students may finish their tasks earlier 🡪 Ask to as many students as possible and share their answers in  the groups |

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| References:   * [www.google.com/images](http://www.google.com/images) * http://a4esl.org/q/f/z/zz60fck.htm * [www.grammarbook.com/grammar/adjAdv.asp](http://www.grammarbook.com/grammar/adjAdv.asp) * Basic Grammar in use (Third Edition) by Raymond Murphy |

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| **Lead-In** | | |
| Materials: N/A | | |
| Time | Set Up | **Procedure:**  Good morning everyone! How are you guys doing today?  How do you guys feel today?  In my case, I feel tired, hungry and prepared for my teaching.  (Ask to the students to tell me the adjectives) Good!  Now, how am I going to teach you guys?  I will teach you happily, energetically and interestingly. |
| 2 min. | Whole Class |

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| **Pre-Activity** | | |
| Materials: Pictures, Board, Board markers, Tape, Worksheets | | |
| Time | Set Up | **Procedure:**  *Eliciting*:  So can you guys guess what I am I going to teach you today? Any idea?  For example, how can you describe the pictures?  (Ss: tired? hungry?)  (Posting the pictures and the words)  Good!!!  Then, how about from these pictures? how are they doing something?  (Showing the picture and posting the pictures)  The cat is looking interestingly and this man looks energetically.  (Posting the words on the board)  Yes, correct!  So can anyone tell me what an adjective is?  (Ss: describes noun or pronoun)  Yes! Adjective is a word that describes nouns or pronouns. Good!  An example is “The puppy is cute.”  Can each of you give me some example sentence using adjective?  (Ask to each student)  How about an adverb?  (Ss: describes adjectives, verbs)  Yes! Adverb is a word to modify adjectives, verbs and other adverbs!  Also, it answers to the question of how, when and where.  An example is “Close the door quietly.”  Now, it’s your turn to tell me some example sentence using adverb.  (Ask to each student)  *CCQ*:  -Does an adjective describe a noun or pronoun? (Yes)  -Does an adjective describe a verb? (No)  -Does an adverb modify a verb or adjective? (Yes)  -Does an adverb modify a noun? (No)  *Instructions*:  Ok, now we know that what the adjectives and adverbs are, let’s do a worksheet! You have to choose either adjective or adverb which fits best to the answer.  You will work individually. I will give you 2 minutes!  *ICQ*:  -What are you going to do?  -Are you working individually? (Yes)  -How many minutes do you have?  Time is up!  Let’s check the answers now!  (Ask to each student!) |
| 11  min. | Whole  Class |

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| **Main Activity** | | |
| Materials: Paper box, topic sheet, sheet of paper (3 blank papers) | | |
| Time | Set Up | **Procedure**:  Now, you guys will make your own story! I will distribute the topic. First, I will divide you into the group. (Showing gesture to divide the group)  Then, each group will pick up one topic out of this box. You will make the story related to the topic. You have to use 5 adjectives and 5 adverbs to make the story and it has to be within 10 sentences. Also, you will sketch quickly your image.  *Demonstration*:  Ok, I will show you an example (Posting my example)  \*Describe your ideal husband!  -My ideal husband has to be tall and smart.  -He has to dress properly.  -He needs to have a softly voice.  *ICQ*:  -What are you going to do?  -Are you working individually?  -How much time do you have?  *Explicit ICQ* :  Don’t start until I finish giving out the worksheets!  Do we start right away? (No)  Do we start when I finish distributing the worksheets? (Yes)    Ok! Time is up!  Please come out to the front, and present your story! Let’s hear out your interesting stories!  Everyone did a great job! |
| 14 min. | Whole  Class |

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| **Post Activity** | | |
| Materials: Worksheets, Blank sheet of Papers | | |
| Time | Set Up | **Procedure:**  **I.Free Production**  *Instructions*:  In this time, let’s think of adjectives and adverbs that describe you. You will write  write down your name on the paper and you will write an adjective or an adverb for  each initial of your name. However, you have to be careful with the adverb since  adverb modifies verb, you have to connect with the verb. You will work alone! I will  give you 5 minutes!  *Demonstration*:  For instance, My name is Lim Joo  L stands for lovely  I stands for intelligent  M stands for drinks moderately  J stands for smiles joyfully  O stands for orderly.  O stands for optimistic.  Are you guys ready?    *ICQ*:  -What are you going to do?  -Are you working alone (No)  -How many minutes do you have?  Time is up!  Let’s share your answers!  (Pick the student depending how much time it has left)  *Feedback*:  I didn’t hear any mistake so can you please unscramble this word?  (I will unscramble the word “adverb”-bvdaer)  Can you guess this word?  (Ss will answer adverb)  Excellent job everyone!  **II.Conclude lesson**  Do you have any further questions about today’s lesson? (No)  See you guys all tomorrow!  Bye Bye! |
| 13  min. | Whole  Class |
| **SOS Activities** | | |
| Materials: Blank sheet of paper | | |
| Time | Set Up | **Procedure**:  *Instructions*:  Describe our TESOL classroom environment using adjectives and adverbs.  *ICQ*:  -What are you going to do?  -Are you working into pairs?  -How much time do you have? |
| Depends on the time you have left for extra! | Whole Class |

Answers of Worksheet

1. A
2. B
3. B
4. A
5. A
6. B
7. A
8. A
9. B
10. A
11. B
12. A
13. A
14. B
15. A
16. B
17. B
18. A
19. B
20. B