

# Grammar Lesson Plan

## I wish

Instructor:  
Sally Lee

Level:  
Advanced

Students:  
19

Length:  
25 minutes

### **Materials:**

- 19 copies of sentence matching worksheets
- Three situational pictures
- Expression cards written some timelines
- White board & board markers

### **Aims:**

- Students will learn grammar principle by having students practicing through various activities.
- Students will make a story with pictures by using 'I wish' and having students talk about their personal experiences.
- Students will share and practice their opinion freely relevant to the topic through three steps (present, practice, production).
- Students will be able to pick up details by having students engage discussion activity.

### **Language Skills:**

- **Reading:** students will practice reading some sentences using 'I wish' during matching activity.
- **Listening:** students will listen to classmate's ideas, teacher's instructions and explanation.
- **Speaking:** students will share their opinion within groups and present it in front of the class.
- **Writing:** students will practice writing a story with certain pictures and doing homework.

### **Language Systems:**

- **Phonology:** Direct imitation drilling
- **Lexis:** None to discuss
- **Grammar:** Grammatical use of 'I wish'
- **Function:** discussion about students' experience and ideas
- **Discourse:** typical question-and reply sequences related to main topic. .

### **Assumptions:**

Students already know:

- how the class is set up and run (there will be 3 student groups at each table for group activity)
- the teacher's style of teaching and the pace of the course

- most students have basic knowledge of tenses

***Anticipated Problems and Solutions:***

- Students may not be able to follow the topic easily
- Follow the task-feedback circle: repeat the task if needed until they get the gist of the content
- Students may need more time to work on the discussions
- If it takes longer than 5 minutes, cut the students' demonstration part.
- If time is short
- Cut production short and only let half of students share their ideas
- If students finish their tasks earlier than anticipated,
- Ask as many students as possible about their idea and perform the SOS activity.

***References:***

- <http://www.englishgrammarsecrets.com/wish/menu.php>

<b>Lead-In</b>		
<b>Materials: None</b>		
Time	Set Up	<b>Procedure: Asking two guide-in questions</b>  <u>Guide in Questions</u> <i>Hello everyone, how are you today?</i> <i>What are you going to do after the class?</i> (Elicit the students' answers by asking around above two guide-in questions.)  <u>Guided Warmer Activity</u> What do you want to do now? What did you want to do when you were elementary school student? (Write some students' answers on the board)
2 min	Whole Class	

<b>Presentation</b>		
<b>Materials: Board, 19 copies of worksheet</b>		
Time	Set Up	<b>Procedure:</b>  <b>1. Meaning</b> We have talked what we want and what we wanted in the past. Do you know what expression usually use to express these?  What type of tense comes after 'I wish' to say something I wish currently? (Change students' wishes written on the board to complete sentences) What types of tense comes after 'I wish' to say something I wished in the past? (Change students' wishes written on the board to complete sentences)  <u>CCQs</u> <ul style="list-style-type: none"> <li>- 'I wish I were on vacation', am I saying the current wish? Am I on a vacation now?</li> <li>- 'I wish I had studied hard'. Am I studying hard now? Did I study enough before?</li> </ul> <b>2. Form</b> <ul style="list-style-type: none"> <li>- To say something opposite to the present but want it to happen, we should use past tense. (Write down the form I wish + S + simple past verb)</li> <li>- To say something opposite to the past but wanted it to happen, we should use past perfect tense. (Write down the form I wish + S + past perfect verb)</li> </ul> <b>3. Drilling</b> <Situational Drill> Now, we will do matching exercise to say current or past wishes with a worksheet. Please take a careful attention to the tenses and meaning in order to be a right sentence. Please work in
7 min	Whole Class	
	Pairs	

	Whole Class	<p>pairs. You have 1 minute.</p> <p>ICQ</p> <ul style="list-style-type: none"> <li>- Are you working alone?</li> <li>- How much time do you have?</li> </ul> <p>Feedback)</p> <p>Do you need more time?</p> <p>(If yes – give 30 seconds more If no – check answers together)</p> <p>&lt;Simple Repetition Drill&gt;</p> <p>Read through the sentences all together as checking the answers.</p>
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<b>Practice</b>		
<b>Materials: 3 Situational Pictures</b>		
Time	Set Up	<b>Procedure:</b>
9 min	Groups	<p><b>Controlled Practice</b></p> <p><u>Instructions</u></p> <p><i>Divide 19 students into three groups. Ask one student in each group to pick one picture among three (a man working with his baby, a jealous of a woman, a shopping). Let them write 3 current wishes and 3 past wishes people in the picture might have. The sentences should start with “I wish”. After the discussion ask one student to describe the picture and 6 wishes in front of the class. You have 4 minutes.</i></p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> <li>- Are you working with groups?</li> <li>- How many wishes are you going to make from the picture?</li> <li>- How many minutes do you have?</li> </ul> <p>(Distribute the picture and run task)</p>
	Whole Class	<p>Feedback)</p> <p>Do you need more time?</p> <p>(If yes – give 30 seconds more If no – check answers together)</p>

<b>Production</b>		
<b>Materials: Expression strips</b>		
Time	Set Up	<b>Procedure:</b>
7 min	Pairs	<p><b>Free Practice</b></p> <p><u>Instructions</u></p> <p><i>Divide 19 students into 9 pairs. Distribute one expression strip</i></p>

		<p><i>to one person in pair. On the strips, the expressions which indicate the time are written. Each pair will have 1 minute to discuss their own wishes at the time written on the strip. After discussion, students will present their own partners' wishes each other.</i></p> <p><u>Demonstrations</u>  <i>Pick one strip written "When I was an elementary school". If my partner said she wished to be doctor when she was a elementary school student I could say "My partner wishes she had wanted to be a doctor when she was an elementary school"</i></p> <p><u>ICQ</u></p> <ul style="list-style-type: none"> <li>- Are you working in pairs?</li> <li>- Are you going to present your wishes?</li> <li>- How much time do you have to discuss?</li> <li>-</li> </ul> <p><b>2. Conclude lesson (→Go to SOS plan if time is allowed)</b></p> <p>Elicit today's topic for student.</p> <p><u>CCQ</u></p> <ul style="list-style-type: none"> <li>- I wish I had gone to movie now, is this right?.</li> <li>- I wish I were on vacation now, is this right? Am I on the vacation now?</li> </ul> <p><u>Homework</u>  Please write what you wished one years ago from now and how it changed by now and what kind of effort you have taken for one year related to this.</p> <p><i>Good job today. See you guys!</i></p>
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<b>SOS plan</b>
<b>Materials: board</b>

Time  5 min	Set Up  Whole Class	<p><b>Procedure:</b></p> <p><b>Substitution table</b></p> <p><u>Instructions</u>  <i>Write the substitution table on the board and ask students to make 3 sentences with the table.</i></p> <table border="1"> <tr> <td rowspan="6">I wish I</td><td>had not drunken</td><td>for today's test</td></tr> <tr> <td>studied more</td><td>last night</td></tr> <tr> <td>had not talked like that to him</td><td>these days</td></tr> <tr> <td>had gone to</td><td>when we had fight</td></tr> <tr> <td>were more active</td><td>those days</td></tr> <tr> <td>had earned more money</td><td>last summer</td></tr> </table> <p><u>ICQ</u>  - How many sentences should you make with the table?</p>	I wish I	had not drunken	for today's test	studied more	last night	had not talked like that to him	these days	had gone to	when we had fight	were more active	those days	had earned more money	last summer
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<Picture #1> A man working with a baby



<Picture #2> A jealous woman



<Picture #3> A woman Shopping



## Match the Sentence!

It's raining hard

I am over weight

I went to pub yesterday

I didn't go to cinema

I was wearing jeans

I'm going to see her

I can't go to the party

I wish I could go.

I wish I hadn't had so many bears.

I wish it wasn't raining so hard.

I wish I were slimmer.

I wish I had gone.

I wish I wasn't.

I wish I hadn't been wearing jeans



When I was 5 years old
In 2012
When I was 19 years old
When I went to middle school
Right now
After today's class
When I was a high school student
In last summer
In this spring
When I was a university student