**Grammar Lesson Plan**

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| **“How To Love” (A noun clause)** |

Length

**50 Mins.**

Students

**5**

Level

**Upper Intermediate**

Instructor

**Ms. Choi**

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| **Materials*** Board
* Board markers
* Picture of Lil Wayne
* Cards for matching strips
* Empty paper sheets
* Video clip
* Worksheets
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| **Aims**Primary Aims* To improve grammar comprehension by understanding follow activities
* To increase grammar sense by solving the given worksheets

Secondary Aims* To give students basic but confusing grammar knowledge
* To make students enjoy the class

Personal Aims* To enjoy managing the classroom and giving a lecture by having fun with students.
* To get confidence by teaching
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| **Language Skills**Reading* Worksheets/ Cards for matching

Listening* Teacher’s explanation/ Group discussion/ Music video

Writing* Making sentence/ Writing a story

Speaking* Presentation/ Group discussion
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| **Language Systems**Grammar* Students will get correct grammar structure by reading cards and learning

Phonology* Presenting worksheets and listen native’s pronunciation

Lexis* Making a noun clause

Function* Storytelling

Discourse* Discussion on activities/ writing during listening/ writing an essay after reading
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| **Assumptions*** Students have heard about “Lord of the Rings” and John Ronald Reuel.
* Students are able to comprehend using complex sentence forms and show some sensitivity to using the appropriate language in specialized language situations, such as in a presentation speech or movie script.
* Students already know how the class is set up and run
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| **Anticipated Errors and Solutions*** If students cannot understand the given articles perfectly,

>give students homework sheets for better understanding. * If students finish their tasks earlier than teacher anticipated,

>make students to work on the SOS activity. |

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| **References**<http://www.youtube.com/watch?v=gcbGr3gkMoo> |

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| **Lead In** |

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| **Materials*** Board
* Board markers
* Picture of Lil Wayne
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| **Time** | **Set Up** | **Procedure** |
| 5 Mins. | Whole Class | Hello, everyone. Do you like hiphop? If you do, who is your favorite hiphop singer? Or if you don’t, have you ever heard of any hiphop singer? How about this? Do you know this guy?(Show Students picture of Lil Wayne)(Elicit “Lil Wayne” from the students and write down his name on the board)Do you guys know any of his songs?(Elicit “How to love” from the students and write down his name on the board)Today, we are going to listen one of his famous song, “How to love”. Before that, I will give you question. Does Lil Wayne know how to love or don’t? The clue is in his song. Now, listen. (Play the song)Anyone can say answer? Does he know how to love?(Student say “Yes”)That’s right. In his song, he said “never really had luck, couldn’t never figure out how to love”. So, today, we are going to learn a noun clause. (underline “how to love”) |

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| **Presentation** |

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| **Materials*** Cards for matching strips
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| **Time** | **Set Up** | **Procedure** |
| 10 Mins. | Whole Class | InstructionDivide students 2 groups. Give them Cards. Winners will be people who match the cards first. DemonstrationI will give you cards for matching. These cards are sentences that contain a noun clause. Before stating, I will separate you guys into 2 groups. You two are one team, and you three. You have 5 minutes. ICQAre you working alone?How long do you have?What are we going to do?(Students match the cards)Are you guys done?CCQWhat cannot Paris Hilton understand?What did Holmes and Watson find out?(Make students say full sentence by using a noun clause)You did very good job. A noun clause does play as a noun in the sentence. |

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| **Practice** |

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| **Materials*** Worksheets for each student
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| **Time** | **Set Up** | **Procedure** |
| 10 Mins.10 Mins. | Whole Class | InstructionGive students topic sentences, and make them write half of sentence to complete the sentences by using a noun clause. DemonstrationI will give you half of the sentences that have topic, and you guys have to complete the sentences by using a noun clause. Work individually, and you have 5 minutes to write. ICQAre you working with me?How long do you have?Time is up. Kelly, can you read out loud one of your sentence?(Make students read out loud what they wrote.)CCQWhat does Jenny write after number 4?What does Cynthia write after number 6? What does Young write after number 10?You guys really did good job. You can make variety kind of sentence by using a noun clause. ( Draw the table below on the board)

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| I don’t know | When | she will arrive. |
| The question is | Who | did it. |
| The claim | That | he stole the car is true.  |
| We talked about | How | it happened. |

Now, have you got clear idea of noun clause? |

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| **Production** |

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| **Materials*** Empty paper sheets
* Video clip
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| **Time** | **Set Up** | **Procedure** |
| 10 Mins. | Whole Class | InstructionDivide students 2 groups. Make them watch the music video and write detailed sentence to describe the video by using a noun clause.DemonstrationThis time, I am going to play music video of how to love. This video has a story. You should listen carefully and after the video finished, make story to introduce this video by using a noun clause. ICQWhich music video we are going to watch?Do you writing while watching the video? (Play the music video)Now, write a story that can introduce this music video by using a noun clause. You have 3 minutes and work individually.ICQAre you working with a group?Do you have 10 minutes to do this?Ok. Time is up. Young, could you come out and tell your story to everybody please?(Go over other students)Did you have fun today?Did you have clear idea of noun clause?Good job, guys. See you tomorrow! |