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| Grammar Lesson Plan | | | |
| Title: Fun Time | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Jenny | Intermediate | 12 | 50mins |
| Materials: - White board & board makers in the classroom  - Crossword (6 copies)  - Crossword down(3 copies)  - Crossword across(3 copies)  - Reordering game(6 copies)  - Cards(3 copies) | | | |
| Aims: At the end of this lesson, the students have practiced  - relative clauses by games.  - new expressions by games.  - communication skills by asking and answering questions  - listening attitude by listening teacher’s instructions and other students’ expression | | | |
| Language Skills: Listening: Ts’ instructions, other students’ expressions  Reading: written things on the board, hand out sheets  Speaking: discussing about worksheets, answering questions, making their own sentences for games  Writing: on their work sheets | | | |
| Language Systems: Grammar: correction of grammar during communication, reading written things  Phonology: correction of pronunciation during speaking, practicing new expressions  Lexis: new vocabulary words and phrases through hand out  Discourse: express their ideas, answer and asking questions, discussing their own sentences with their partners  Functions: asking and answering, discussing, expressing | | | |
| Assumptions: - All students are adults and know about games  - Most students are interested in learning grammar by games | | | |
| Anticipated Errors and Solutions: - Ss may not be able to understand an instruction easily  : demonstrate an instruction rather than explain again until they get the purpose  - Some students may do something unrelated to the topic  : let them know the purpose of the activity again and give them an example  - Ss may need more time to finish their activity  : ask other group members to look or talk again what they did  -Some students finish their activity earlier than anticipated  : ask them to look or talk again what they did | | | |
| References: Reordering game: http://learnenglish.britishcouncil.org/ar/english-grammar/clause-phrase-and-sentence/verb-patterns/relative-clauses  Crossword: <http://bogglesworldesl.com/RelativeClauseCrosswords.htm> | | | |

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| Pre Task | | | |
| Title: Introduction of the topic | | Aims: - To increase students interest to the topic by let them think  - To connect the topic with students by let them think | Materials: White board & board makers |
| Time | Set Up | Students | Teacher |
| 6mins | Whole class | - Listen T’s instructions  - Come up with their ideas  - Answer the questions | Instructions  - Greeting  - Introduce them some person by writing on the board  - Ask a CCQ questions  - Elicit thoughts by asking guiding questions  Guiding Question  - Do you know who this person is?  - What can you imagine when you think about him?  - Can you guess Today’s topic from here?  CCQ  - What makes his face look larger?  -Who’s music video was he in?  - Is he a person who doesn’t like girls? |
| Notes | | | |

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| Task Preparation | | | |
| Title: Preparing for the game | | Aims:- Let Ss know how to do this game - Practice some expressions for the game | Materials: White board & makers  Crossword |
| Time | Set Up | Students | Teacher |
| 7mins | **Pairs** | - Think about a guiding question  - Listen T’s instructions  - Repeat after the T | Instruction  - Give students crossword  - Give them examples how to make explanations  - Ask them to repeat after me on the boards  Demonstration  - Demonstrate students how to make sentences for the game by making few sentences together on the boards    Guiding Questions  - Can you guess what we will do?  Comprehension Questions  - What should you do first for the game? Will you fill in the blanks on the crossword first or creating questions first?  CCQ  -Who makes a nest? |
| Notes: | | | |

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| Task Realization | | | |
| Title: Crossword | | Aims: To create their own sentences based on what they learned  To build rapport by talking | Materials: White board & makers  Crossword |
| Time | Set Up | Students | Teacher |
| 19mins | Pairs | - Create their own explanations based on what they learned  - Discuss about the explanations with their partner  - Fill in the blanks on the paper during sharing their opinions  - After finishing, change their paper with another partner  - Fill in other blanks according to another team’s explanations | Instruction  - Ask them create their own sentences based on what they learned  (They should create explanations for the given words based on what they learned, and after finishing, if they have enough time, they could fill in other blanks.)  - Give them time to do the game  - After finishing, ask them to change their paper with another group  - Let them fill in other blanks according to another team’s explanations  Guiding Questions  -Do you know the purpose of this game?  Comprehension Questions  - Will you discuss with your partner when you do this? |
| Notes: | | | |

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| Post Task | | | |
| Title: Reordering the words  & card game | | Aims:To check their understanding To think expressions by reordering the words  To be familiar with new expressions by communication | Materials: Work sheets for reordering game  Cards |
| Time | Set Up | Students | Teacher |
| 9mins  9mins | Pairs  Groups of 4 | - Listen teachers instructions  - Start to create their own story  - Write down their story on their note  - After finishing, change it with another pairs in their table  - Read another pairs’ story  - Listen T’s instructions  - Do this game with their partners | 1) Reordering game  Instruction  - Give them work sheet  - Let them know how to do this game with their partners  - Ask them write down correct sentences on the paper  - Give them time to do this  - Check their correct ones individually  Comprehension Questions  - Will you create new sentences or just reorder the words?  2) Cards game  Instruction  - Give them cards  - Let them know how to do this game with their partners  (A person who picks up the card gives one example to other team members, and they could ask questions to the person who is holding the card, but they should ask yes or no questions.)  - Give them time to do this  Demonstration  **-**Show students how to do this  CCQ  -Why do we do this activity? |
| Notes: SOS plan- Read hand-out sheets together in their group - Talk about it together in their group | | | |

On the board

He is a person **who** likes chocolates.

He is a person **that** likes girls.

He is an energetic person **who** speaks fast.

He appeared in Psy’s music video **which** made him famous in other countries.

He has a large jaw **that** makes his face look larger.

The beard **that** he grows makes his face look smaller.

The online shopping mall **which** he runs gives him a large margin.

Crossword



Crossword down

**Down**

**1**

**2** The season when farmers plant crops.

**4**

**5** A place where people can see old things and learn history.

**9**

**10** The time of day when people eat breakfast.

**11**

**12**

**14**

**16**

**17**

**21** A place where people borrow books.

**24**

**25**

**28** A place where people drive.

**29**

**31**

**32** A place in a home where people park their cars.

Crossword across

**Across**

**1**

**3** A place in a home where people watch TV.

**6** A place where people picnic.

**7**

**8** A place where people see soccer or baseball games.

**12**

**13** A place in a home where people sleep.

**14** The season when leaves change color.

**15**,**16, 18**

**19** The time of day when people eat dinner.

**20** A place where people sit.

**22** A place where kids make sandcastles.

**23**

**26** A place where people watch movies.

**27** A place where people buy tools.

**30** A place in a home where people cook food.

**32** A place where people grow flowers.

**33**, **34**, **35, 36**, **37, 38** A place where people make things.

Reordering game

1. The movie/ which/ we/ saw/ last night/ was not/ very good.
2. I /thanked /the woman /who /helped /my mom.
3. The book/ which/ is/ on the table/ is/ mine.
4. The man/ who stole/ my car / has been caught.
5. Penicillin / is / a / drug/ that/ saves/ lives.
6. The thing / that/ first/ attracted/ me / was/ his laugh.
7. I’m going out/ for a meal/ with Julie / who/ works/ in my office.
8. He/ was looking for/ the beautiful girl/ **who/** had been/ studying / in the library.
9. Do /you/ want to /see /the pictures/ that /the photographer /took?

10) The book/ which/ I/ read/ was/ good.

1) saw / The movie / which/ very good. / we /last night / was not

2) my mom. / thanked / the woman/ I / helped / who

3) is / which / on the table / The book /mine. / is

4) has been caught. / my car / The man / who stole

5) is / lives. / Penicillin / saves / drug/ that / a

6) attracted / The thing / his laugh. / me / was / that / first

7) for a meal / in my office. / with Julie / who/ I’m going out/ works

8) in the library. / was looking for/ had been / **who/** the beautiful girl/ He / studying

9) the pictures / the photographer /see / Do / took? / you / want to / that

10) read / which / I /was / The book/ good.

Cards

|  |  |  |
| --- | --- | --- |
| Rabbit | Broccoli | Sports cap |
| Shrek | Lobster | Sleeping beauty |
| Alain | Gollum | Nemo(fish) |
| Tiger | Sunflower | Hunter |
| Elephant | Cheese cake | Jim carrey |

SOS plan hand out sheet

1. Place in order, the following colors you like:

1) Red 2) Blue 3) Green 4) White 5) Black

2. Place in order, the following animals you like the most

1. Tiger 2) Sheep 3) Horse 4) Sheep 5) Monkey

3. You are able to go into a space ship and explore the universe, what would you like to do or look for?

1. View the Earth Planet.
2. Explore all stars in the space.
3. Start working on the Earth conservation.
4. Look for a spaceman.
5. Try to find a new planet to live in.

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Answer)

1. The order of the color represents the importance of certain aspects of your life

Red is passion/ Blue is family and friends/ White is marriage/ Black is death/ Green is Career

2. The order of the animals represents your view on certain aspects of life.

Tiger = pride/ Sheep = love/ Monkey = money/ Horse = family/ Cow = career

3. This test deals with how you perceive your present situation.

1) You may not be so happy with your present situation. However, you think it is still okay for you to live on.

2) You are happy with your current situation, but you want to change  
3) You are happy with your current situation, and want to keep it that way.  
4) You want to leave your current situation, no matter what it takes  
5) You want to escape to find something new, you aren't happy with yourself