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| Grammar Lesson Plan |
| Title : She walks like a duck & You are my sunshine |
| Teacher | Student Level& Age | No of Students | Length |
| Sun K  | Upper intermediate / 17~18 | 19 | 50 mins |
| Materials:Board, marker, 2 kinds of worksheet, dice |
| Aims: To learn and distinguish the differences in Similes & Metaphors To practice by examples sentences and questions |
| Language Skills:Writing : Answering each question about topic on the worksheetListening : Listening to the teacher and classmates’ opinionsSpeaking : Talking with group members, asking questions Reading : Questions on the worksheet |
| Language Systems:Grammar : Similes & Metaphors Phonology : Silent ‘~gh~’ in words Lexis : Nouns & adjectives Discourse : Questioning & answering to check definition Functions : Classifying, explaning |
| Assumptions: |
| Anticipated Errors and Solutions:Some of the examples are ambiguous to tell exactly. The teacher will give tips to distinguish. |
| References:[www.education.com/study-help/article/figurative-language-similes-metaphors/](http://www.education.com/study-help/article/figurative-language-similes-metaphors/)  |
| Notes: |

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|  Warmer |
| Title:Guide to practice | Aims:To lead the students imagine the way of expression | Materials: Board, marker |
| Time | Set Up | Students | Teacher  |
|  5mins | Whole  Class | \* Answering  - try to speak with various nouns and adjectives | \* Ask to the students to express their personalities.  |
| Notes:Two types of expression are called ‘A’ and ‘B’. |

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| Task Preparation or Presentation |
| Title:Two ways | Aims:To grasp the modes of expressions | Materials: Board, marker |
| Time | Set Up | Students | Teacher  |
| 10 mins | Whole class | \* trying to catch main idea  - Asking questions about examples | \* Give two examples to the students and explain. - ① She walks like a duck. ② You are my sunshine. |
| Notes: |

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| Task Practice |
| Title:Compositions & game | Aims:To understand and use structures | Materials: 19 worksheets(Mixed practice), dice |
| Time | Set Up | Students | Teacher  |
| 20mins | 4 groups | \* Reading the worksheet and answer - Ask to the teacher if you have any uncertain things - Students may write the meaning briefly. (words, phrases etc.)\* Presenting answers to the class by groups. - Choose one member to speak\* Making a sentence with using words from grammar terms - ex) If you pick noun & adjective, You should use words such like : Sarah, pencil, soft, warm, slow….. | \* Hand out first worksheet. - Give 5 mins to answer the questions.\* Check the students’ answers together. - Ask 1~2 questions for each group.\* Playing game ( making a sentence) - Let the students roll the dice which grammar terms On them and make a sentence.  |
| Notes:??? |

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| Post Production |
| Title:Forming clear definition | Aims:To review what students didTo define similes & Metaphors | Materials:  19 worksheets(Word rhymes) |
| Time | Set Up | Students | Teacher  |
| 15 mins | 4 groups | \* Solving questions on the worksheet - Read the poem and find correct answers\* Answering CCQ on the worksheet - Is the breeze a human? Does it taste practically?\* Rechecking principal words that you used.  | \* Hand out second worksheet. - Give 5 mins to the students.\* CCQ on the worksheet  \* Explain about distinctive words in use. |
| Notes:The students are getting exact terms through the second worksheet. |