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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 worksheet  Listening : Listening to the teacher and classmates’ opinions  Speaking : 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 |
| 5  mins | 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 |
| 20  mins | 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 did To 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. | | | |