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| Grammar Lesson Plan | | | |
| Title: *Love Expert* | | | |
| INSTRUCTOR | STUDENT LEVEL AND AGE | NUMBER OF STUDENTS | LENGTH |
| Eunice Eo | Higher Intermediate  Adults | 20 | 50 minutes |
| Materials: 22 copies of worksheets, writing utensils, speakers, mp3 player/smart phone/laptop | | | |
| Aims: To help students:  - learn how to use the second conditional through reading the song lyrics of “If I were a boy” sung by Beyoncé  - practice their speaking skills by giving advice  - practice their writing skills by writing some possible endings to the second conditional sentences  - practice their listening skills by listening to a song for specific information and a grammar structure  - develop their abilities to think and imagine (nearly) impossible situations | | | |
| Language Skills: Reading: to read the song lyrics of “If I were a boy” sung by Beyoncé  Writing: to fill in the blanks and write appropriate response using the second conditionals  Speaking: to complete the second conditional sentences, share ideas and discuss with others  Listening: to listen to the teacher’s instructions and the song lyrics of “If I were a boy” sung by Beyoncé | | | |
| Language Systems: Grammar: second conditional and past simple  Lexis: vocabulary and expression related to consultation and romantic relationship (have a crush on, love at first sight, etc)  Phonology: pronunciation of engagement, commitment, romance, destiny and counsellor  Discourse: talking about things that are impossible or just possible—but unlikely to happen or nearly impossible, asking for advice and counselling  Functions: informing, advising, consulting language | | | |
| Assumptions: Students already:  - have experience in dating and having a romantic relationship  - have some understanding of the first conditional  - have knowledge of past simple tense and ***If*** clause | | | |
| Anticipated Errors and Solutions: - Parts of the lyrics of the song “If I were a boy” contain a few grammatical errors → Correct the errors with the students and explain this type of situation where some songwriters often use grammatically wrong sentences in their songs just to rhyme lines. | | | |
| References: -http://www.englishgrammarsecrets.com/secondconditional/menu.php  -http://www.englishisapieceofcake.com/support-files/second-conditional.pdf  -http://www.esl-library.com/pdf/lessons/637.type1.pdf  -http://blog.naver.com/vocarevo?Redirect=Log&logNo=204332336  -Scrivener, Jim. *Teaching English Grammar*. Oxford: Macmillian Education, 2010. Print  -Cho, David. *Grammar Gateway Basic*. Seoul: Hackers, 2013. Print  -http://www.youtube.com/watch?v=AWpsOqh8q0M | | | |
| Notes | | | |

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| PreTask | | | |
| Title: *Beyoncé says*  Lead-in | | Aims: To promote interest in today’s lesson To listen for specific information | Materials: 22 copies of worksheets, writing utensils, speakers, mp3 player/smart phone/laptop |
| Time | Set Up | Students | Teacher |
| 8mins | Individually | Greeting  Listen to the song “If I were a boy”  While listening, think what “If I were a boy” is talking about  Listen to the song | Greeting  Distribute worksheets  Give the Ss background information on “If I were a boy”  Play the song |
| Note The song is recorded by American singer Beyoncé Knowles for her third studio album, I Am...Sasha Fierce in 2008. The single was a success as it placed in the top ten on twenty-five different singles charts. | | | |

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| Task Preparation | | | |
| Title: *If I were a boy*Pre-activity | | Aims: To fill in the blanks To discuss what the song “If I were a boy” represents | Materials: 22 copies of worksheets, writing utensils |
| Time | Set Up | Students | Teacher |
| 11mins | Individually  Whole class | Fill in the blanks of the song lyrics  Share the answers  Talk about the song | Give the Ss 6 minutes to fill in the blanks individually  Check the answers  Ask for the Ss’ opinions on the song |
| Notes The song's lyrics lament the misunderstandings between the genders and indict the male side of relationships. The lyrics depict common things that men do to hurt their significant others, such as not answering their phone. Beyoncé explained: "It's about all of the little things that mean so much in a relationship. At the end of this song’s M/V, you’ll see that I was acting out his life, and it all starts over again. He was a cop and everything that happened was really him doing the same thing to me.” She is trying to get men to understand that they wouldn’t like it if it were the other way around and it happened to them through the song and its lyrics. | | | |
| Task Realization | | | |
| Title: *Ask J* Main activity | | Aims: To read and comprehend the column To complete the second conditional sentence | Materials: 22 copies of worksheets, writing utensils, pieces of paper which the first clauses of second conditional sentences are written |
| Time | Set Up | Students | Teacher |
| 22mins | Individually  Whole class | Read “Lovelorn column: Ask J”  Answer the questions  Draw lots  Complete the drawn sentence in one’s own words | Give the Ss 8 minutes to read the column silently and answer the questions  Check the answers  Get the Ss to draw lots  Have the Ss to read a piece of paper they drew out loud and complete the sentences in their own words |
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| PostTask | | | |
| Title: *Perfect match*  Post activity | | Aims: To find correct endings of the second conditional sentences | Materials: 22 copies of worksheets, writing utensils |
| Time | Set Up | Students | Teacher |
| 9mins | Individually | Match the correct answers, draw a thought bubble and fill it in | Give the Ss 6 minutes to work on the worksheet  Ask the Ss what they have learned today as a wrap-up |
| SOS Activity | | | |
| Title: *What would you do?* | | Aims: To write sentences using the second conditional | Materials: paper, writing utensils |
| Time | Set Up | Students | Teacher |
| 7mins | Whole class | Write something unlikely that might happen to change own lives for the better. | Ask Ss to think of something unlikely that might happen to change their own lives for the better. For example, “If I won 10 million dollars…” |