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| Grammar Lesson Plan | | | |
| Title: -ing or -ed? Participles as Adjectives | | | |
| Teacher | Student Level | No of Students | Length |
| hidy | Intermediate | 9 | 50 mins |
| Materials: -9 Worksheets  -12 Word Cards \*2 (for 2 groups) | | | |
| Aims:  * Students will know the right form for each sentence. * Students will practice the participle by answering Concept Check Questions and making their own sentences. * Students will practice speaking and listening by sharing ideas and making the stories in a group. | | | |
| Language Skills: Listening: Listening to teacher’s instructions, explanations, and class mates’ ideas, sentences, and making stories  Speaking: Sharing ideas, sentences, and making stories.  Reading: Reading worksheets to choose the right form for each sentence.  Writing: Making sentences and stories. | | | |
| Language Systems: Phonology: Silent syllable of [gh] through “frighten”  Lexis: frighten, amuse, disgust…  Grammar: -ing or -ed? Participles as Adjectives  Discourse: Individual work and group work  Functions: Creating sentences with the particitples | | | |
| Assumptions: Ss already know the meaning of vocabulary. | | | |
| Anticipated Errors and Solutions:  * Ss may have difficulty in understanding the meaning * Teacher make Ss practice more in making sentences. * If Ss need more time to finish their activity * Be flexible with the time as giving students more time to finish their activity and cut off the time of post activity. | | | |
| References: | | | |
| Notes: | | | |

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| Pre Task | | | |
| Title: To know today’s topic | | Aims:To know -ing or -ed? Participles as Adjectives ….. | Materials: Hand out worksheets |
| Time | Set Up | Students | Teacher |
| 5 mins | Whole class | Greeting  They can think of that and talk the definition or synonyms.  Ss talk the examples of that. | Greeting  Write the words on the white board.  Ask about the meaning of words ”Frighten”, “disgust”, and “amuse”  “There is two forms ‘-ing’ or ‘-ed’ Participles as Adjective. What is different?, Could you tell me some examples of that?”  <Instructions of Task>  “Today we can learn about “-ing” or “-ed”? Participles as Adjectives.” |
| Notes: | | | |

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| Task Preparation or Presentation | | | |
| Title: To practice. | | Aims:To practice with choosing the right form for each sentence. | Materials: Worksheets |
| Time | Set Up | Students | Teacher |
| 3 mins  1 mins  1 mins | whole | Students will choose the right form.  Ss check the answer with class.  Ss figure out when we use each of that forms.  They can figure out by themselves. | Hand out the worksheets.  Choose the right form for each sentences individually.  I will give you 3 minutes.  Check the answer.  <CCQ>.  Do you figure out when we use –ing or –ed?  Figure out with your partner.  <CCQ>  When do we use ‘ing’?  When do we use ‘ed’? |
| Notes | | | |

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| Task Realization | | | |
| Title: Making sentences with word cards. | | Aims:To practice using the ‘-ing’, ‘-ed’ praticiples as adjective... | Materials: Word cards. |
| Time | Set Up | Students | Teacher |
| 2 mins  5mins  2mins | Whole class  Individually  Whole class | Ss choose 2 of Word cards and make sentences with participles.  Ss discuss to make a story in the group.  Ss present their group’s story. | Hand out ‘Word cards’ to each group.  Choose 2 cards.  Make sentences.  Let’s make 1 story with your group member’s sentences.  You can write your group’s story on the blank paper, back of worksheets.  You can add more sentences and contents  <ICQ>  What minutes do we have?  Please share your group’s story. |
| Notes: | | | |

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| Post Task | | | |
| Title: Feedback | | Aims:To know what helpful and unhelpful.to them. | Materials: |
| Time | Set Up | Students | Teacher |
| 1 mins | Whole class | Ss give feedbacks. | What is helpful to you and what is unhelpful to you?  (Listen to Ss feedback on the activity)  Error Correction: |
| Notes: | | | |

**[Work Sheet]**

**1 - The people I work with are \_\_\_\_ with their jobs.**

satisfying satisfied

* **2 - John was \_\_\_\_ by the the news report.**

disgusting disgusted

* **3 - We thought that the instructions were \_\_\_ .**

confusing confused

* **4 - It's an \_\_\_ little story. You should read it.**

amused amusing

* **5 - Working late every day is \_\_\_ .**

tiring tired

* **6 - I'm not really \_\_\_ in sport.**

interested interesting

* **7 - Do you feel \_\_\_ about them?**

worried worrying

* **8 - All this information is making me \_\_\_.**

confused confusing

* **9 - I had a \_\_\_ weekend because of the rain.**

bored boring

* **10 - Young children are often \_\_\_ of the dark.**

scaring scared

**Word Cards(12 words):**

* **Excite, interest, frighten, fall, bore, surprise,**

**tire, satisty, disgust, confuse, embarrass, shock**