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| **Grammar Lesson Plan** |
| **TITLE** | **What is adjective?** |
| Instructor | Ss' Level | Age Group | No of Ss | Length |
| MJ | beginner | 8~9 ages | 8 | 50 minutes |
| **Materials:**· Falsh card· handout about Quiz for SOS plan· White board, marker |
| **Aims:**1. Comprehend adjective
2. Making a sentences using adjective
3. expand to Express with adjective
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| **Language Skills :**1. Listening: Classmates and teacher talk, discussion, presentation
2. Speaking: Activity, answer teacher
3. Reading: Presentation
4. Writing: Presentation
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| **Language Systems :**1. Grammar: Adjective+ noun
2. Phonology: T and Ss talk
3. Lexis: Words of adjective
4. Discourse: Discussion, Presentation, making sentence activity
5. Function: Discussion, Presentation, Q&A
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| **Assumptions :**1. Ss have experienced eating an ice cream
2. Ss can make a simple sentence
3. Ss already learned subjective, verb and noun
4. Ss have knowledges that they can express their feeling well
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| **Anticipated Errors and Solutions :**

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| **Problems** | **Solutions** |
| Ss are reluctant to speak their idea | Encourage and help them to speak |
| Ss may not exactly understand themeanig of adjective | Give more example about adjective of place |
| In main activity, Ss have a hard to make story | Give them enough time to do that  |
| If the class time is left | T give Ss SOS Plan() |

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| **References : Grammar in use, http://www.funeglishgame.com** |

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| **Pre-task**  |
| **Aim : eliciting Ss to the class and comprehend meaning of adjective** |
| **Materials** | White board, marker |
| **Time** | **Setup** | **Students**  | **Teacher**  |
| 1 min | Whole class | Greet to teacher | Greet to Ss |
| 3 min | Whole class | Answering | Ask Ss to the question when you eat an ice cream, what do you feel like?(wammer) |
| 10 min | Whole class, | Understand to adjectivemeaning(function of adjective in the sentences), Answering | - Write on the white board what Ssanswers-Make Ss to understand adjectivewithin Ss answered the sentences-Ask Ss to what is the adjective withinSs answered the sentences |
| Note1. T leads all Ss to think lots of expression about an ice ream
2. CCQ : Ss can follow well the aim
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| **Task-Preparation** |
| **Aim : inform Ss of many kinds of adjective** |
| **Materials** | Flash card |
| **Time** | **Setup** | **Students** | **Teacher**  |
| 5 min | Whole Class | Answering | show the flash card and then eliciting Ss to describe the flash card as much as Ss can do it |
| 10 min | Whole Class | Understanding | Give Ss more information about adjective that Ss don’t know (e.g: color, number, character, quality) |
| Notes· Help Ss to express whatever they want to say· Make Ss to wonder about other adjective that they don’t know· Monitor : Check Ss can understand or not about T’s information and then T gives two way to help misunderstood Ss 1. Classmates help misunderstood Ss to use other words or describe2. T give misunderstood Ss synonyms with the adjective |

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| **Task Realization** |
| **Aim : Making a story using adjective** |
| **Materials** | Flash card |
| **Time** | **Setup** | **Students**  | **Teacher**  |
| 10 min | Pair work | Doing activity | Making a story using 5 more adjectivein the flash card with partner  |
| 5 min | Whole Class | Presentation | Listen to Ss’s presentation |
| Notes· Give Ss enough time to activity· Listen carefully when Ss present their activities and monitor their wrong pronunciation |

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| **Post Activity** |
| **Aim : feedback (wrong pronunciation, adjective+noun)** |
| **Materials** | White board, marker |
| **Time** | **Setup** | **Students** | **Teacher** |
| 3min | Whole class | Listen and practice | Feedback about wrong pronunciation in the presentation |
| 2 min | Whole class | Answering | Feedback what adjective means |
| 1 min | Whole class | Doing homework | Reading the book named “Pinocio” andfind an adjective in the book |
| NotesIf the class has enough time, T give Ss the handout related on adjective like quiz(SOS Plan) |