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| Grammar Lesson Plan |
| TITLE | The differences between words.  |
| INSTRUCTOR | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Christina | Lower intermediate | Adults  | 10 | 50 min |
| MATERIALS |
| White board & board markers Worksheet handouts  |
| AIMS1. | To find out what adjectives are by discussion and worksheets. |
| **2.** | To find out what is adjectives role in a conversation by discussion and worksheet.  |
| 3. | Learn how to use adjectives in a conversation by discussion and worksheets |
| LANGUAGE SKILLS |
| Listening | Listening to the teachers explanation and other students ideas .  |
| Speaking | Speaking when given a question from the teacher and discussing thoughts with other students. |
| Reading | Reading the handouts |
| Writing | Writing adjectives through the worksheet.  |
| **LANGUAGE SYSTEMS** |
| Phonology | Ss will be listening to the teachers explanation and other students ideas. |
| Lexis | Ss will apply adjective through the worksheet. |
| Grammar | Ss will be discussing the grammar for making a sentence and putting adjective words in a sentence. |
| Discourse | Have a conversation with a partner.  |
| Functions | Ss will make 5 or more sentences using adjectives. |
| ASSUMPTIONS |
| Might think the activity is boring or might already know the meaning of the words and how to use them. |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS |
| Ss might feel boring and fall asleep in class. ( Make it interesting by making the students talk to each other and giving ideas. |
| REFERENCES |
| http://www.learnenglishfeelgood.com |
| NOTES |
| Make sure the teacher knows what they are doing and don't freeze up in class. |

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| PRETASK TITLE |   |
| AIMS | MATERIALS |
| To remind the role of adjectives . | White board and board markersHandouts  |
| TIME | SET UP | STUDENTS | TEACHER |
| 2 min | Whole class | Ss think about role of adjective after listening to the teacher and reading the handouts. | Give good explanations.  |
| 5min | Whole class | Ss tell the teacher their idea of what they think a adjective is and how they think it is used . | Eliciting |
| NOTES |
| Make sure ever student has understood the meaning of the lesson. |

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| TASK PREPARATION TITLE |  |
| TIME | Set  | STUDENTS | TEACHER |
| 5min | Whole class |  Ss will be shown flash cards of adjectives then given a question from the teacher . Then they must answer the question and tell the teacher why they think that way.Then they must make a sentences using an adjective they have picked out. | Show flash cards and give questions Using the flash cards. |
| NOTES |
| Make sure everybody has a chance.  |

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| TASK REALISATION TITLE |  |
| Time  | Set up | students | teacher |
| 3 min | Group  | Ss will work in groups to make 5 sentences using adjectives from the flash card the teacher has shown them.  | Give instructions |
| 3 min | Group | Ss will tell the other groups the sentences they have made and then will be given feedback from other groups and the teacher | Give them feedback |
| NOTES |
| Make notes of ideas they have. |

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| POST TASK TITLE |  |
| TIME | SET UP | STUDENTS | TEACHER |
| 2 min | Whole class | Ss with work on the worksheet the teacher gives to them . The handout will be finding the word in the puzzle and then writing the word in the blank. Then they will be given feedback from the teaher. | Give instructions  |
| NOTES |
| If not enough time skip the feedback. |





