# Grammar Lesson Plan

**Man sues New York City for**

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Length :

25 minutes

Instructor

Ms. Hahm

Student:

8

Level :

Intermediate

**Materials**

· white board, board markers

· Lists of words

· Worksheets

· Pictures(for eliciting the topic)

**Aims**

· Students will be able to listen and identify the main idea by listening to the stories.

· Students will be able to complete a worksheet while listening to an MP3.

· Students will be able to use past tense and perfect past tense.

· Students will be able to tell his/her experience related to a wedding.

**Language Skills**

· Reading : Reading the descriptions of each verb, Ss’ examples and stories.

· Listening : Listening to the story from the MP3 CD, Ss’ ideas and stories.

· Speaking : Discussing and sharing Ss’ idea, opinion and Ss’ stories.

· Writing : Writing his/her experience related to wedding.

**Language Systems**

· Phonology : monitoring Ss’ pronunciation

· Lexis : new verbs and past perfect tense

· Function : use of appropriate tense in a certain situation

· Grammar : use of past or past perfect tense

· Discourse : making sentences

**Assumptions**

 Students already know :

* How the class is set up and run.
* The teacher’s style of teaching and the pace of the course.
* Students are at an intermediate level.
* Students are able to express their ideas and opinions in English.

**Anticipated Errors and Solutions**

 · If some students have some difficulties to comprehend the past perfect tense clearly

* Let the other students, who understand, teach them.

· If students need to listen to the talk more than twice to get an answer

* Play one more time.

· If time is short

* Cut the time of sharing the student’s stories.

· It students finish their tasks earlier than expected

* Ask as many Ss as possible about their experiences related to a verb.

**References:**

-Jeff Zeter (2009) Target Listening- Student Book 1, Unit 17

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| **Lead-In** |
| Materials: pictures of wedding, board, markers |
| Time5 minutes | Set UpT-SS-TSs are seated in a horseshoeseating arrangement. | **Procedure:** **<Greeting>**T begins by smiling and making eye contact, waiting until Ss are quiet and ready to begin, or may use an attention-getting technique.T: “Welcome to our class. How are you, today?(Student talk about themselves)**<Eliciting and Prediction>**(Showing Ss a picture to elicit the topic)T:” OK. First, Please take a look at the pictures.”(the images of wedding-PICTURE 1, 2)“What comes to your mind?” (get Ss’ ideas and guesses)(anticipate Ss to answer, “Wedding”)T posts the pictures on the whiteboard.T: “Good! Today we are going to talk about ‘wedding’.We will also learn about past tense and past perfect tense”T writes the topic and language points on the board. T: “Ok. Good. These pictures show you very different kinds of wedding. What do you think about this picture? T show them a picture of shrek couple(PICTURE 3).“Why did they wear shrek custom on their wedding ceremony?”(Ss tell their opinions.) |
| **Pre-Activity**  |
| Materials: pictures, board, markers |
| Time10 minutes | Set UpS-SSeated in pairs | **Procedure:**T: “I will show you some pictures of some couples. Tell me what is different in each picture. “T posts the pictures on the whiteboard.(Ss tell their opinions.)T: “Alright. In the first picture, the couple dated. And then, in next picture, they’ve got married. In last picture, they are married.T write a few sentences on the board besides the pictures.They dated.(PICTURE 4)They have got married(PICTURE 5).They are married(PICTURE 6).I’ll give you some more examples.I went to China.I have been to China.I am in Korea.She CCQ: Lexis:  |
| **Main Activity** |
| Materials: CD player, CD, worksheet 1 (fill in the blanks), , worksheet 2 (wedding survey), board, board markers |
| Time10mins 15 mins | Individual workListen to the song and fill in the blanksGroup workSeated with group which consist of 4 people | **Procedure:**Activity 1 Now you will listen to the story. I’ll play it twice. you will Listen and fill in the blanks. (Distribute the worksheet1).We will check the answers after the story finish.ICQ: Are you going to listen to the story twice? Yes.Are we going to answer before the story finishes? NoT: “Time’s up.”Check answers: Pick one person per answer. Activity 2 : T: (Distribute the worksheet2)”Write five GOOD questions about weddings in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.”ICQ: How many questions are you going to ask? 5 questions.What are you going to do after writing? Ask question of others |
| **Post Activity** |
| Materials: Notebook + board+ markers |
| 9 mins1 mins | Individual:Seated in pairsWrite about your weddingThe students read the answers and the teacher corrects. | Now you will write about your wedding. If you are married, write about your wedding. And if you are not married, you would write about your future wedding. Try to write at least 4 sentences. After writing, you can share your opinion with your partner. I will give you 9 minutes. I will start first. T: I got married 10 years ago. My wedding ceremony was at Myeongdong Cathedral. There have been a lot of people who want to get married at Myeongdong Cathedral, so I had to take a number and wait. Fortunately I was lucky, so I could have a ceremony in April.ICQ: Do you work with your partner? (Yes!)While the students are writing, the teacher monitors the students.1 more minute left.Time is over.Very good everyone. What did we learn today? Past tense and past perfect tense.Excellent job everyone. Class dismissed. SOS activities: if the last activity finishes earlier than planned, ask more questions to check their understanding of the comparative and superlative structures. |