abcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyzlzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnm

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| **Grammar Lesson Plan**  **Prepositions of Time**  **(in/on/at)**  **Jane Seoyeon Hong**  **Professor Thomas Van Coillie**  **November 5th, 2008** |

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**Stages of a Grammar Lesson**

1. Presentation: Introduce grammar (Deductively or Inductively)
2. Build up appropriate context.
3. Elicit/provide target structure.
4. Explain/demonstrate how structure is formed.
5. Check understanding of meaning.
6. Provide written model.
7. Drill or chant
8. Practice: Focus on form & accuracy
9. Controlled Practice
10. Less Controlled Practice
11. Production: Focus on meaning & writing

Free Practice

**The Six Drilling Skills**

1. Repetition Drill
2. Simple Substitution Drill
3. Simple Variable Substitution Drill
4. Progressive Variable Substitution Drill
5. Situational Drill
6. Transformation Drill

**Grammar Lesson Plan**

**Title: Prepositions of Time (in/on/at)**

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| --- | --- | --- | --- |
| **Instructor:**  Hong, Jane S. | **Level:**  Advanced Beginner ESL | **Number of Students:** 13 | **Length:**  50 min. |
| **Date:**  November 4, 2008 | **Room No.**  Class A | **Lesson Start Time:**  10:00 am | **Number of Lessons:** 3 |

**Materials:**

-14 copies of Worksheet

-14 copies of Grammar Summary Notes

-1 Chart of Months/Week/Dates/Season and Day

-Markers and white board

-Magnetics (to put the pictures up on the board)

**Aims:**

-The students will engage in a dialogue when teacher is eliciting the topic.

-The students will learn prepositions of time (in, on, at) their usage and grammar.

-**Individual Task:** The students will read the directions on the worksheet and do the

example questions.

-**Pair Task:** The students will pair up and do pair work questions.

-**Group Task:** The students will discuss in groups to fill in the chart of the worksheet.

-The students will personalize the grammar by making personal responses.

-The students will review appropriate usage of the prepositions.

-The students will apply what they have learned to deepen individual understanding by

doing their assignment.

-The students will volunteer read out their assignment.

**Language Skills:**

-Listening: Listen carefully to the prepositions used.

-Speaking: Drills are used to encourage using appropriate prepositions.

-Reading: Read a paragraph with many time prepositions.

-Writing: Write a paragraph using many prepositions as possible.

**Language Systems:**

-Phonology: Pronounce clearly, emphasizing prepositions. Exercise drilling techniques.

-Function: Use the correct preposition.

-Discourse: Learn to use prepositions in your conversation as well as in writing.

-Lexis: Terminology is naturally revised during class.

**Assumptions about Students:**

-Students already know/are familiar with:

-the months of the year

-the the days of the week

-the season

-how to read the date

-how to read the time

-the expressions in the dialogue

**Possible Problems and Solutions:**

-Students may have a hard time analyzing forms.

🡪Hand out the ‘Grammar Summary Notes’ at the end of the class.

- Students may experience difficulty in drilling.

🡪Use the six drilling skills.

-Students may make grammatical errors.

🡪Error correct immediately.

**-<SOS>** If time is insufficient,

🡪Use deductive approach.

**-<SOS>** If time is more than enough,

🡪Use inductive approach. Start on their assignment.

**References:**

-Wilburn, J. (2007). *My First Grammar Book.* Seoul: Korea, e-future*.*

-Scrivener, J. (2005). *Learning Teaching.* Oxford: United Kingdom, MacMillian Education

-Larsen-Freeman, D. (2007). *Techniques and Principles in Language Teaching*. Oxford: United Kingdom, Oxford University Press

- Related sources available at <http://cafe.naver.com/tmtesol>,

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| --- | --- | --- |
| **Lead-In** | | |
| Materials: **Chart, Whiteboard and Marker, Magnetics** | | |
| Time | Set Up | Description of activities |
| 5 min | Whole class  Individual Students  Whole class | **<Greeting>**  *Hello, students! Is everyone here? Good.*  *What time is it now? What time does our class begin?*  *What day is it today?*  *Do we have class on Monday?*  *When is our next class?*  *Yes, our next class is on Thursday.*  **<Eliciting and Prediction>**  (Write ‘Prepositions of Time in/on/at’ on the board.)  *What is a preposition? Pre- position- I means the word positioned in front of ‘time’.* (Ss take turn and use repetition drills ‘in’ ‘on’ ‘at’.)  Explain prefix and suffix. (Write them on board.)    **<Introduce the Topic>**  *Today we are going to learn about ‘Prepositions of Time, in, on and at’.*  T puts up the Chart and give some time for the Ss to think. T reads the headings and then the Ss repeat. |

|  |  |  |
| --- | --- | --- |
| **Presentation** | | |
| Materials: **Chart, Whiteboard and Marker, Magnetics** | | |
| Time | Set Up | Description of activities |
| 5 min | Whole class  Whole Class | **<Simple Repetition Drill>**  *I want everybody to give me the spelling of the following words.*  (Write it on the chart and then read and repeat.)  **<CCQs>**  Do the Ss know the spellings correct?  Are they familiar with the terms?  **<Simple Substitution Drill>**  (After filling out the chart)  *Now look at the chart and let’s put it in a sentence.*  **<CCQ>**  *Do the Ss follow the drill?*  *Can Ss use complete sentences?* |

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| --- | --- | --- |
| **Main Activity** | | |
| Materials : **Worksheet, Whiteboard and Marker, Magnetics** | | |
| Time | Set Up | Description of activities |
| 10 min  10 min  10 min | Individual Work  Whole Class  Pair Work  Group Discussion | **<Simple Repetition Drill & Simple Substitution Drill>**  (Hand out the worksheet)  *Complete the first part of Task 1 In the worksheet. Fill in the blanks. You have three minutes. Lets Read the sentences.*  *Then check answers.*  **<CCQs>**  *What do you do?*  *How much time do you have?*  **<Transformation Drill>**  *Now let continue in Task 1. Do the second part in Task 1. You have three minutes. This time, make a question looking at the answer.*  *Let’s check answers.*  **<Instructions>**  *Now I want the students to work in pairs.* (Actually put them in pairs.)  *Go on to Task 2 in the Worksheet. Ask your partner questions and write them down.*  **<CCQs>**  *Do you need more time?*  (If yes – I will give one extra minute.)    ***<Demonstration>***  *Starting from one pair, let’s read the dialogue in pairs. (The Ss* stand up and read the dialogue.)  **<Situational Drill>**  *Everybody sit in a group*. (group of 4,4,5) *Do Task 3. Discuss about the topic. Make sure you use the correct prepositions.*  **<CCQs>**  *Do you know what to do?* |

|  |  |  |
| --- | --- | --- |
| **Post Activity** | | |
| Materials: **Grammar Summary Notes, Worksheet, Whiteboard and Marker, Magnetics** | | |
| Time | Set Up | Description of activities |
| 10 min  5 min | Whole Class  Individually  Whole Class | (Hand out the Grammar Summary Notes)  **<Deductive Approach>**  *These are the rules of the prepositions that we learned today.*  (Go over the rules again.)  **<CCQs>**  *Do you see the rules?*  *Does the material help you?*  **<Feedback>**  *Would this note help you in the future?*  **<Homework>**  *Your assignment today is in the Worksheet. Everybody let’s read together.*  (Repeat so the Ss would not forget.) |

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| --- | --- | --- |
| **Wrap up** | | |
| Materials: **Grammar Summary Notes, Worksheet, Whiteboard and Marker** | | |
| Time | Set Up | Description of activities |
| 5 min | Whole Class | **<Homework>**  *(Show them the Worksheet again and remind them to do Task 3, 4, and 5.)*  *Remember to do the assignment on the worksheet.*  **<Closing>**  *Today,* ***on*** *November 5th, 2008,* ***on*** *Wednesday,* ***at*** *11:00,* ***in*** *the morning,* ***in*** *late fall, we learned about the prepositions of time, in, on, and at.*  *Do you have any question?*  (Dismiss the class if there’s no question.)  *Great. Remember the assignment and we will continue on next class. See you.* |

**Teacher’s Notes: Prepositions of Time (in/on/at)**

* Preposition 🡪 pre/position (prefix & suffix)
* Reading year: 1994🡪19/94, 1700🡪17/00
* Writing dates: November 5th, 2008
* Proper nouns: names of holidays (ex. Earth Day), Days of a week, Months
* More use of ‘at’: at dawn, at dusk, etc
* Autumn: silent ‘n’
* Wednesday: silent ‘d’
* 9th: ninth 🡪 learn spelling
* Reading Dates: 1st, 2nd, 3rd, 4th… 31st (also writing them out. Esp. ‘ninth’)
* What does ‘a.m.’, ‘p.m.’ stand for?

The **12-hour clock** is a time conversion convention in which the 24 [hours](http://en.wikipedia.org/wiki/Hour) of the [day](http://en.wikipedia.org/wiki/Day) are divided into two periods [[1]](http://en.wikipedia.org/wiki/12-hour_clock#cite_note-Britannica-0) called ***ante meridiem*** (***a.m.***, [Latin](http://en.wikipedia.org/wiki/Latin) "before noon") and ***post meridiem*** (***p.m.***, "after noon").From <http://en.wikipedia.org/wiki/12-hour_clock>

**Points to Keep in Mind in Teaching a Lesson**

1. Always keep eye contact
2. Go around the classroom
3. Call student’s name – get everyone involved
4. Speak loud enough
5. Bring dictionary
6. Always be Explicit
7. Always Demonstrate
8. Always use a lot of CCQs
9. Always be Creative
10. Always be conscious of your Time
11. Always Enjoy Yourself!

**Things to Remember in a Grammar Lesson Plan**

1. Present grammar directly or indirectly.
2. Put grammar in a context.
3. Get Ss involved. Ask CCQs.
4. Don’t overload the Ss with information.
5. Watch out terminology.
6. Practice new grammar.

Appendix 1: Worksheet

**Prepositions of Time (in/on/at) Worksheet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Task 1: Individual Work

Write the correct preposition of time.

1. We usually have a lot of snow \_\_\_\_\_ the winter.
2. They usually finish school \_\_\_\_\_ four o’clock
3. Fred will leave here \_\_\_\_\_ Friday morning.
4. Albert Einstein was born \_\_\_\_\_ March 14th, 1879.
5. My birthday is \_\_\_\_\_ December.
6. We don’t go t school \_\_\_\_\_ the second and the fourth Saturdays.
7. Where do the birds go \_\_\_\_\_ the evening?
8. She will start a new business \_\_\_\_\_ May 1st.
9. He goes jogging \_\_\_\_\_ the morning.
10. The bus leaves \_\_\_\_\_ 10:00 a.m.

Write the questions.

1. A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? B: It’s 12:00.
2. A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? B: It’s March.
3. A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? B: It was 1988.
4. A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? B: It was Monday.
5. A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? B: It’s November 5th.

* Task 2: Pair Work

Ask questions to your partner. Write them down.

1. What year were you born? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What month were you born? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What day were you born? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What time were you born?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Task 3: Group Discussion

Choose and write the correct preposition. Then discuss about your favorite holidays.

*My favorite holiday is Earth Day. Earth Day is usually celebrated \_\_\_\_\_ April 22nd. The first Earth Day was celebrated \_\_\_\_\_ 1970 in San Francisco, California. That year, 20 million people came out to celebrate the Earth. After that, many countries joined the celebration. Now, Earth Day is celebrated in over 175 countries. Some places celebrate Earth Week from April 16th to April 22nd. Erath Day only happens once a yea, but we can celebrate the Earth Day \_\_\_\_\_ any time. Let’s celebrate Earth Day \_\_\_\_\_ everyday!*

* Assignment

Write a paragraph about your favorite holiday. Use many prepositions (in/on/at) as you can.

Appendix 2: Grammar Summary Notes

**Prepositions of Time (in/on/at)**

**Grammar Summary Notes**

|  |  |  |
| --- | --- | --- |
| Prepositions | Nouns (When) | Examples |
| in | year | 2004, 1978, 1700… |
| month | January February March April May June July August September October November December |
| season | spring summer autumn(fall) winter |
| century | 20th century, eighteenth century… |
| the morning |  |
| the afternoon |  |
| the evening |  |
| on | date | November 4, 2008,  April 23rd, 2005… |
| days of a week | Monday Tuesday Wednesday Thursday Friday Saturday Sunday |
| days of a week + morning/afternoon/evening/night | Monday morning, Friday night, Thursday evening… |
| the weekend |  |
| at | noon |  |
| night |  |
| midnight |  |
| time | 12:55, 7:00, 8:05 am/pm |
| no prepositions | yesterday |  |
| tomorrow |  |
| this morning/afternoon |  |
| last week/month/year |  |
| next week/month/year |  |
| everyday/week/month/year |  |

Appendix 3: Chart (Months/Week/Dates/Season and Day)