

Lesson Plan Template Task Based Lesson (TBL)

☐ Listening ☐ Speaking ☐ Reading ☒ Grammar ☐ Writing

Topic: *Get it? Got it? Good!* [The “Get” Verb]

Instructor: Sunny

Level: Intermed.

Students: TESOL

Length: 40 Minutes

Materials: Worksheet (pre-activity)

Worksheets/Grammar Jeopardy Game + Visuals (main activity) / Goods (Halloween pouch) ☺

Final Practice Worksheet (post-activity)

Aims: Main aim = To enable Ss to improve their grammar skills by learning the various definitions of the verb “get.”

Secondary aim = Ss will improve their usage of the “get” verb and use English in a more natural style.

Personal aim = To create a stimulating lead-in that *relates* to my topic.

Language Skills:

Reading = Ss will read about the verb “get” as they complete worksheets and participate in the main activity game.

Listening = Ss will listen to instructions and suggestions which the T. provides to complete all the activities successfully. Ss will listen to each other’s answers to reinforce their comprehension about the lesson concepts and make mental notes of the ones they want to apply in an English-speaking environment.

Speaking = Ss will present their answers as they play the grammar jeopardy game. Ss will ask questions about puzzling/unfamiliar grammar points.

Writing = Ss will complete grammar worksheets. Ss will take notes on new concepts and also for the main activity game as in order to formulate their answers.

Language Systems:

Phonology = none to discuss

Lexical = “get” containing idioms

Grammatical = usage of the word “get”

Functional = everyday, spoken English

Discourse = none to discuss

Assumptions: Ss know how to use the verb “get” within its most common usage.

Ss are familiar with the jeopardy game style.

Ss are interested in being more familiar with English idiom usage.

Anticipated Errors and Solutions:

[Prob] Ss may get confused the idiomatic meanings, since the terms are similar (e.g. “get back” vs. “get back to”)

[Sol] A “get” chart is provided for the Ss and hopefully the game will reinforce the lesson concepts.

[Prob] Ss may use the incorrect tense as they create their sentences using “get” or “get”-containing idioms.

[Sol] Give clear error correction/feedback as each answer is shared.

References: http://www.eslcafe.com/grammar/confusing_words_get01.html

Lesson Plan Template Task Based Lesson (TBL)

Lead-In

Materials: none; discussion (use whiteboard to write the verbs)

Time	Set Up	Student Activity	Teacher Talk
5 min	Whole Class	Ss answer T's q's.	<p>Elicit Ss about "vacation." Hi everyone!</p> <p>Did everyone have a good week?</p> <p>[Ss answer.]</p> <p>How many of you received a text message/kakao message anytime this week?</p> <p>How many of you became tired at any time during the week?</p> <p>How many of you tried to understand something new at any time during the week?</p> <p>[Write the boldfaced words on the board as you ask the q's.]</p>

Pre-Activity

Materials: "One Instead of Many" Worksheet

Time	Set Up	Student Activity	Teacher Talk
8-10 min	Individually	Review their understanding of the "get" verb by completing the worksheet individually.	<p>There is one verb that can be used to express all three of these. [Point to verbs on the whiteboard.] Can you guess what it is?</p> <p>[Give Ss time to think.] "Get," right! Today, you'll find that the verb "get" can mean a lot of things and do a LOT of things in spoken and written English.</p> <p>[Pass out worksheet.] The verb "get" has many different meanings, and we'll be going over some of them today.</p> <p>This worksheet shows out the verb "get" replaces the 3 verbs we just discussed, and it includes others too. Try it on your own and we'll go over it in about 3 minutes.</p> <p>ICQs: What are we doing? (Completing the worksheet.) Are you working individually? (Yes.) How much time do we have? (3 minutes)</p> <p>[After 2-3 min, go over the answers and take time to explain the "get" idioms in the worksheet. Ss should be familiar w/these, but I think it's important to point them out. Error correct as necessary.]</p>

Lesson Plan Template Task Based Lesson (TBL)

Main Activity

Materials: "Get in the Game!" verb/idiom handout, "Get in the Game!" jeopardy game handout, whiteboard/markers

Time	Set Up	Student Activity	Teacher Talk
18-20 min	Groups	Ss will play a grammar jeopardy game in groups.	<p>To get some more stimulating practice with the verb "get" and some of its major idioms, we'll be playing a fiercely competitive grammar jeopardy game.</p> <p>[Group Ss into groups using the Happy/Halloween method. Pass out both handouts and explain the game.]</p> <p>ICQs: What are we doing? (Playing grammar jeopardy.) Are you working individually? (No.) How do you choose a question? (category letter + difficulty level)</p> <p>Is there a winning and losing team? (Yes) Do you want to win? (Yes!)</p> <p>[After the game, announce the winning team and pass out goods.]</p> <p>Great job, everyone!</p>

Post Activity

Materials: "Next Time, I'll Do It Differently!"

Time	Set Up	Student Activity	Teacher Talk
5 min	Individually	Final review of "get" verbs/idioms for everyday English.	<p>[Pass out worksheet] We have one final activity to really make sure that we can use the verb "get" and its idioms comfortably in our everyday spoken English. [Go over worksheet instructions. Let them know that they have about 3 minutes.]</p> <p>ICQs: What are we doing? (completing the worksheet) Are you working in pairs/groups? (no) How much time to do you have? (3 minutes)</p> <p>[After 3 min, go over the answers & error correct as needed.]</p> <p>Great lesson, everyone! Thanks for participating!</p>