#### Grammar Lesson Plan

*Who Moved My Cheese?*

Length:

35 min

Students:

14

Level:

Intermediate

Instructor:

JK (Kim Jeong Ho)

**Materials:**

* A short video clip regarding “Who moved my cheese” (shown on screen)
* Substitution table
* 14 copies of worksheet for practicing
* White board, board markers, computer, beam projector

**Aims:**

* To learn about the noun clauses by talking about the book and watching the video clip
* To know the form of the noun clause by teacher’s explanation and substitution table
* To practice the noun clause by answering teacher’s questions and completing the worksheets
* To Improve speaking and writing skills by sharing their ideas and writing their story

**Language Skills:**

* Reading: Completing the worksheet
* Speaking: Answering the questions, drilling, practice activity, sharing idea
* Writing: Completing the worksheet and writing their own story
* Listening: Watching the video clip, teacher’s explanation & instruction

**Language Systems:**

* + Phonology: Drilling, practice activity
  + Grammar: the use of the noun clause

**Assumptions:**

* + Students may already read the book “Who moved my cheese?”
  + Students know how the class is set up and run (there will be group work)
  + The teacher’s style of teaching and the pace of the course
  + All students are middle school students (Age 14 and up)
  + Students can speak and write in English but not very accurately

**Anticipated Errors and Solutions:**

* Students may have difficulty in understanding the meaning

🡪 Teacher provides more explanation & examples

* Some students may do not read the book “Who moved my cheese?”

🡪 Teacher provide more explanation

* Students may have a hard time drilling

🡪 Teacher gives the students more chance to practice

* If student need more time to finish their activity

🡪 Be flexible with the time

* If students finish their task earlier than anticipated

🡪 Give students more time to think about final activity (Writing)

**References:**

<http://www.youtube.com/watch?v=aamsXQf8QTQ>

Betty Schrampfer Azar, *UNDERSTANDING AND USING ENGLISH GRAMMAR Third edition (Longman) 239pp~266pp*

http://blog.daum.net/dukejordan/15957755

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| **Lead-In** | | |
| Materials: Picture of the book cover “Who Moved My Cheese”, Computer and beam project | | |
| Time  5 mins | Set Up  Whole class | **Procedure:**  **Greeting**  Hello everyone, did everybody have a good week?  **Contextualization**  Do you guys like to read books? What kind of books do you like? (Listen to their responses)  In my case, I liked to read motivational books when I was a high school student.  Can you tell me any memorable motivational book?  (Hopefully someone will say “Who move my cheese”)  We are going to watch a short video clip to remind you of the content of the book  **Guided Warmer Activity**  When you watch the video, try to remember the story that we see or relate & remind what you’ve read in the book.  CCQs  What are we going to do? And what should you do when we watch? (Play video and let students watch.) |

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| **Presentation** | | |
| Materials: Board & marker, Substitution table | | |
| Time  3 mins  3 mins  5 mins | Set Up  Whole class and group  Whole class  Whole class | **Procedure:**  **I. Recall**  Did you enjoy the video? What if the title of the book? (Students answer)  The book is “Who Moved My Cheese”  Now, I want you to make small groups and discuss what happened in the video. Try to discuss the whole story from the beginning. I will give you 3 minutes and afterwards we will discuss as a whole group.  CCQs  How much time do we have?  What do we discuss?  (Let students discuss and monitor discretely. After 5 minutes let groups take turns to tell you the story of the video)  **II. Reflect**  Now, can you tell me who moved the cheese?  (Try listening to students) How about….can you tell me who are 4 main characters?  (Possibly students will answer Two mice {Sniff and Scurry} and two littlepeople {Hem and Haw})  So, we know what 4 main characters are. (Write down on the board)  If we think about the process that we were making this sentence, there are two different sentences “4 main characters are two mice and two littlepeople” and “What are 4 main characters?”  (Write down other two sentences related to the book)  “Where do they live?” and “4 main characters live in a maze”  Can anyone make it as one sentence?  (Let students answer and finish the sentence on the board. The answer would be “We know where 4 main characters live”  What do you see in the form of this sentence?  (Let students tell of each word and write the part of speech/form under the sentence using another color marker)  **III. Conclude**  **Form**  Good job!! We have just learned what noun clause is.  The noun clause form is question word (when, where, how, who, whom, whose, what, which) plus subject and verb. The noun clause is used as a subject or an object in a sentence.  (Point out the sentence on the board “We know where 4 main characters live)  Do you think we used the noun clause as a subject in this sentence? (May hear the answer “No” or “Object”)  Then, can you change the sentence to use noun clause as a subject?  (The answer would be “Where 4 main characters live is a maze”)  OK, we are going to learn a different type of the noun clause using “whether” or “if”  (Write down the question and answer. “Will she come? & I don’t know)  When a yes/no question is changed to a noun clause, whether or if is used to introduce the clause. For example, we could say “I don’t know whether she will come” or I don’t know if she will come”  **Drilling**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | We | know | where | 4 main characters | live | | We | know | what | 4 main characters | are | | You | know | who | Hem | Is | | She | know | that | Hem | found a new cheese station | | He | doesn’t know | if | Haw | will find a new cheese station |   <Simple Repetition Drill>  (Show students the substitution table)  OK. Listen to what I say and do not repeat  CCQ  Do you repeat after me?  (Point to the substitution table while reading)  OK. Now listen and repeat.  CCQ  Do you repeat after me this time?  (Point to the substitution table while reading and whole class repeat)  Now, I will pick some students to repeat individually  (Point to the substitution table and pick students) |
| **Practice** | | |
| Materials: board, marker, and 14 copies of the practice worksheets | | |
| Time  2 min  2 min  2 mins | Set Up  Whole class  Individually  Whole class  Individually  Whole class | **Controlled Practice 1**  Instruction  Please complete questions number 1 to 6. Change the question with using noun clause. Choose the correct answer and work individually. You have 1 minute.  (Hand out the worksheet)  CCQ  How much time do you have?  What do we do?  Do you work alone?  Feedback  Do you need more time to complete?  (If yes – give extra 30 seconds)  **Controlled Practice 2**  Instruction  Please complete questions number 7 to 10. Correct errors in each question. Choose the correct answer and work individually. You have 1 minute to complete.  (Hand out the worksheet)  CCQ  How much time do you have?  What do we do?  Do you work alone?  Feedback  Do you need more time to complete?  (If yes – give extra 30 seconds)  (Check answers together)  **Less-controlled Practice**  Instruction  Now, we will do another activity to practice the usage of the noun clause.  We can ask any question you want to ask to person seated next to you. Then the person got a question should answer by using noun clause.  Demonstration  I will start by questioning to student sitting in the front side  And you can answer with using noun clause. Then the person answered the question will ask the question to the person sitting next to you. Then we will go around until everyone has had a chance to make a sentence.  CCQ  What do we do in the first before we answer the question?  Do we answer with using noun clause?  (Start with the sentence and let all students make a sentence. Correct errors of form appropriately) |

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| **Production** | | |
| Materials: Board and marker | | |
| Time  13 mins | Set Up  Whole class  Whole class | **Free Practice**  Introduction  Now, let’s make our own situation and structure. Please think about what your cheese is, Please write down your personal story. If you have a story you were satisfied with any particular situation, please write down your story by using noun clause. Your writing should include more than 3 noun clauses. I will give you 5 minutes to complete.  Demonstration  For example, I could tell my story with using noun clauses. What my cheese was a secure job which make a decent salary. But I was not really sure if I was doing the right things for my future. So, I decided to leave where I worked for.  CCQ  What will you do?  How much time do we have?  Now, please share you story with your group.  Feedback  Have you all finished?  (if no, give them an extra time  Let’s share each group’s idea  **Wrap-up**  Did you have fun today?  I hope you enjoyed today’s lesson.  We will learn about adjective clause in the next class.  So, what we are going to learn is adjective clause |

**Noun Clause**

**Practice 1**

Change the question to a noun clause.

1. (How old is he?) I don’t know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. (Where do you live?) Please tell me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. (How much does it cost?) I can’t remember\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. (Is he coming to the party?) I don’t know\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. (Where did she go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is none of your business

6. (Did she say the truth?) I don’t know\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practice 2**

Correct errors.

7. Please tell me what is your name.

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8. Be sure to tell the doctor where does it hurt.

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9. I wonder does Tom know about the meeting or not.

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10. My son wants to know where do the stars go in the daytime.

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