86th WDT MIRI (JENNY)

SB: 93

Grammar Lesson Plan

Before / After

Length:

25 minutes

es

Students:

19

Level:

Intermediate

Instructor:

Jenny (Miri)

**Materials:**

* White board, board markers & tape
* 2 Pictures (a woman is jogging, and a woman is drinking water)
* Wall chart about the 1st action and 2nd action
* 3 work sheets (Fill in the bank and complete the sentence, complete the sentence, and combine the sentence and connect)

**Aims:**

* Primary aim: to enable students to improve grammar skills (Before and After) by having students filling in the bank and completing the sentence, completing the sentence, and combining the sentence and connect
* Secondary aim: students will learn about the Before and After by having students filling in the bank and completing the sentence, completing the sentence, and combining the sentence and connect
* Personal aim: to practice grammar(Before and After) by having students filling in the bank and completing the sentence, completing the sentence, and combining the sentence and connect

**Language Skills:**

* Reading: reading worksheets to answer questions
* Listening: listening teacher’s instructions, explanation, and classmates’ ideas
* Speaking: practice activities, and sharing ideas
* Writing: students worksheet

**Language Systems:**

* Lexis: none to discuss
* Discourse: none to discuss.
* Function: none to discuss
* Grammar: use of the Before and After
* Phonology: drilling

**Assumptions:**

Students already know:

* how the class is set up and run
* the teacher’s style of teaching and the pace of the course
* most students are college graduates (Age 23 and up)

**Anticipated Problems and Solutions:**

* Students may not be able to pick up details from the grammar

🡪 Make the presenter speak it twice

* Students may need more time to work on worksheet

🡪 If it takes longer than 5 minutes, make them get help from others (other team)

* If time is short

🡪 Cut post-activity discussion short

**References:**

* Junior Grammar Book 4

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| **Lead-In** | | |
| Materials: **Board** | | |
| Time  2 min | Set Up  Teacher  Whole Class | **Description of activities**  **Procedure:**  Greeting:  Hello everyone.  How are you doing?  (Students great back)  Two guides in questions:  “What did you do before you had dinner yesterday?”  “What did you do after you had dinner yesterday?” |

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| **Presentation** | | |
| Materials: **Pictures of a girl who is jogging, Pictures of a girl who is drinking water,** **Wall chart of the 1st Action and 2nd Action, Work Sheet, Board, Board Markers, and Tape.** | | |
| Time  5 min | Set Up  Teacher  Whole Class  Whole Class and Individually | **Procedure:**  Getting to know about the Before / After  **Introduction**  Show 2 pictures:  Picture of a girl who is jogging  Picture of a girl who is drinking water  Eliciting  Ask students:  What do you see in the picture?  What is she doing in the picture  Students would say  “She is jogging” and “she is drinking water”  Ask students  “Is she thirsty ( ) jogging?”  Write on the board  “I drink water (after) I jog”  “(After) I jog, I drink water”  These pictures are about today’s topic.  Do you know what the topic is?  *Today, we will talk about “Before and After”*  Write topic of the lesson on the board:  “Before / After”  **I. Fill in the blank**  Instruction  *Now we will get to know about Before and After*  *(Put “Wall Chart of the 1st and 2nd Action” on the Board)*  *(Distribute the worksheet)*  *Look at the board*  *Here is a Wall Chart about 4 people’s 1st and 2nd action*  *Mike, Sally, Curly, and Kate*  *Using this chart, complete the handout*  *First part, fill in the blanks with Before or After and*  *Second part, complete the sentence*  *Work individually*  *You have 2 minute*  ICQ  *What are you doing now?*  *Who are you working with?*  Go over the answer  Ask the answer of #2 to one student  Do the rest of the answer in the same way  - Go through the answer one by one  - Explain the meaning if necessary |
| **Practice** | | |
| Materials: **Worksheet and Board.** | | |
| Time  8min | Set Up  Pairs | **Procedure:**  **1. Talking about the scene of the movie with partner**  Instructions  *First part, look at the pictures and match*  *Second part, complete the sentences*  (Distribute the handout)  *You will work in pairs*  *You have 3 minutes*  Demonstration  *Here is series of picture about the movie theater*  Look at the first picture. It is ticket counter  So “ I bought a ticket”  ICQ  *What are you doing now?*  *How long do you have time?*  *Now start it!*  *(Time checking: 30 seconds)*  *Times up*  Go over the answers  One by one |

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| **Production** | | |
| Materials: **Work Sheet** | | |
| Time  5 min  1 min | Set Up  Pairs  Whole Class  Individually  Whole class | **Procedure:**  **I. Change /Dramatize the Story**  Instructions  *First part, combine the sentences*  *Add comma if necessary*  *You will work in pairs.* You have 3 minutes  ICQ  *Are you working alone?*  *For how long?*  (Distribute the handout)  Go over the answers  One by one  **SOS Activities**  **Bingo**  Instruction  *Bingo is a great ice breaker activity. It is easy to customize for your particular group and situation and everyone knows how to play it.*  *Instead of bingo numbers insert any sentence about “what you usually do after having dinner” using Before and After*  *Each student will receive a Bingo card*  *Walk around the room and find students who write the same sentence*  *The game will give the students an opportunity to talk with each other*  You have 2 minute to fill out the boxes  Demonstration  Fill out the boxes  ICQ  Do you work in pairs?  What are you going to do?  Now walk along the class.  If you find the person who wrote the same word, check the boxes.  If you get the 3 lines, say Bingo! And you are the winner. Now let’s start.  **II. Conclude lesson**  Give homework  *Write a story using Before and After*  *Good job today. See you guys tomorrow!* |