Grammar Lesson Plan

I wish I were tall.

Length:

25 minutes

es

Students:

19

Level:

Inter-mediate

Instructor:

**Maggie**

**Materials:**

* 4 Kinds of pictures describing different situations with script.
* A big sheet to present grammar rule and time line
* A big sheet of substitution table
* 6 kinds of pictures describing different situations without script.
* Work sheet (19 copies)

**Aims:**

*(1) Primary Aim* :

I want to enable students to improve their grammar skill by having students do several activities on “wish” sentences.

*(2) Secondary Aim :*

* presenting activity :
* Students will find out the grammar rule of “wish sentence”.
* practice :
* Students will practice the “wish sentence’ using worksheet.
* Produce activity
* Students will produce some sentences using “wish sentence”. .

*(3) Personal Aim :*

- I will manage the class effectively by time management.

- I will be more confident when teaching by perfect preparation.

- I will adjust my talking speed to allow Students to follow my lesson.

- I will use more accurate grammar when talking to the students.

**Language Skills:**

* Reading:

# Students will learn to read various sentences related to “Wish” sentence..

* Listening:

# Students will listen to other students present.

* Speaking:

# Students will speak out the “wish sentences” they make during produce activity

* Writing

# Students will fill the worksheet.

**Language Systems:**

* Phonology : None to discuss.
* Lexis : Students will learn various words through the activities.
* Grammar : Students will learn the grammar related to “Wish sentence” Function : Students will learn to make “Wish” sentence.
* Discourse : None to discuss.

**Assumptions:**

* All students are over 20 years old, and University students or University graduates.
* All students know the past and past perfect tense.
* All students know how the class will be set up and run.

**Anticipated Problems and Solutions:**

* Students may not be able to understand wish sentences.

# Teacher gives more clear instruction and more practice time.

* Students may need more time to make advertisements.

# Teacher may cut the produce activity by suggesting only 2 or 3 pictures rather than 6 pictures.

* If students finish their tasks earlier than anticipated,

#Teacher may ask students about their own wish..

**Anticipated Problems and Solutions:**

* Students may not be able to read the story easily.

# Teacher gives more time to read again and help them with grammar and words.

* Students may need more time to work on worksheet.

# Teacher may shorten the time needed to complete the worksheet individually and make students as a group answer.

* The whole activity may not end until the class is over.

# Teacher may cut the post-task activity by grouping into 2 groups, rather than 4 groups.

* If students finish their tasks earlier than anticipated,

#Teacher may ask students about their own experience of generation gap.

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| **Lead In** | | | | |
| *l* Materials: **The picture of Ginie , board, marker** | | | | |
| Time  1 min | Set Up  whole Class | | | *Hi, everyone! How are you?*  (Showing the picture of Ginie*).*  *Do you know who he is?*  *When you see him, what word comes to your mind?*  *I believe everyone think of one word.*  *(*When students say ‘wish’, write the word on board.)  *Yes, we are going to study on the uses of the word “Wish.”*  *“Wish” has a very wide range of usage from noun to verb. Today, we will study one of them.* |
| **Present** | | | | |
| Materials: **4 Pictures of different situations with description on top of each, one big sheet to present wish clause, one big sheet of substitution table,** | | | | |
| Time  1 minute  5 min.  3 minutes | | Set Up  Whole class | | *I will show you 4 pictures. Each picture has ‘wish’ sentence on it. Each time I show you a picture, please read the sentence loudly.*  *ICQ*   1. What would you do when I show you the pictures?   (Show students the pictures one by one and have them read the sentence, and put the pictures on the board after they read them)   1. **Inducing the grammar rule**   *Now let’s look at the situation on the pictures in a more detailed way.*  (Pointing each pictures and ask students questions on their situation. )   1. *Is he tall now? (no)* 2. *Does he have much money now? (no)* 3. *Did he studies hard yesterday? (must be not)* 4. *Did this cat eat too much food? (must be yes)*   *In the case of number 1, the be verb is changed into were after I. Is it correct?*  *Yes. In normal sentence, this is wrong.*  *But in wish sentence, the past form of be verb is only ‘were’ regardless of the subjective. In reality ‘was’ is also used. But ‘ were’ is formal and correct grammar form in ‘wish sentence’, as is in second conditional form.*  *Anyway, very good. Now, for these two pictures, are they talking about past or present situation? (present.)*  *Yes, they are talking about present, but the verb tense here is what? (past)*  *And for these two pictures, are they talking about past or present situation? (past)*  *And the verb tense here is? (Past perfect).*  *Ok, now can you see some rules of ‘wish’ sentence?*  *Here, we can clearly see the rule and time line.*  (Suggest the big sheets which describe the grammar rule of ‘wish’ sentence and timelines.)  *Not always, but generally, as you have seen, the wish sentence is about the situation that is opposite to real situation in the present or the past and generally have some feeling of regrets. So, the clause after wish verb is sometimes classified as ‘conditional clause.”*   1. **Drilling with substitution table**   *Now, let’s do some repetition drilling activity with substitution table.*  (Unfold the Substitution Table sheet already been put on the board.)  *Read the sentences as I guide.*  (using hand, guide the sentences to read.)  *And now please transform the verbs here into the proper form while reading.*  ICQ :   1. Will you read them just as written?   (Have students read the sentences changing the verb suggested in root form into the correct form.) |
| **practice** | | | | |
| Materials: **work sheet** | | | | |
| Time  5 min | | Set Up  individually  Whole class | | *Now, I will give you a worksheet with which you can practice the wish sentences we’ve just studied.*  *Answer the questions individually. You will have 3 minutes.*  *ICQ*   1. Are you working alone? 2. How much time do you have?   (Distribute the work sheet monitor them during they answer the questions.)  Time Warning  1 minute left. Do you need more time?  30 seconds. Times up!  *Let’s check the answer*.  (Make students read the full sentence with blanked part fulfilled.)  CCQ   * Choose 2 questions and ask back to the students when they finish answering. |
| **produce** | | | | |
| Materials: **6 pictures with different situations without any description** | | | | |
| Time  7 min | | Set Up  4 groups with 5 or 4 people in each  Groups | | *Ok. Let’s do some group competition with what we have just learned.*  *I will divide you into 4 groups.*  (make group according the seating position)  *Now, I have 6 pictures which are with very different situation or sight. I will show them one by one to all of you. When you see the picture, make two sentences one including wish and one including the explanation to the with clase. For example;*  Demonstration:  (Show students a picture of very glamorous girl.)  *I wish I had exercised hard! So, I can have nice body like her. Or I wish I were beautiful like her! So I can wear pretty clothes.*  OK?  *Like this, raise your hand and if I point you, say two sentences. Anything that comes to your mind will be OK.*  *The group with more members who do the presentation will be the winning team.*    ICQ:   1. Is this individual work? 2. What should you do before make presentation?   (Show 6 pictures one by one, and point some students who raise their hands and have them present what they think.)  *Ok. Team got the most point.!*  *Did you have interesting time?*  *Thank you very much for your corporation*. |
| **SOS Activity** | | | | |
| Material **: None** | | | | |
|  | | Whole class | Ask Students about their own wish. | |

**I wish I were taller.**

**I wish I had more money.**

**I wish I had studied harder.**

**I wish I had eaten less food.**

**Work sheet**

1. I didn’t save much money last summer

* I wish I much money last summer.

1. I spent too much money on video games last year.

* I wish I less money on video games last year.

1. I bought too many clothes on the weekend.

-> I wish I too many clothes on the weekend.

1. I don’t understand math well.

* I wish I math better.

1. I get really angry at my friend last night.

* I wish I so angry at my friend last night.

1. I don’t have enough time to do volunteer work.

* I wish I enough time to do volunteer work.

1. I don’t know how to swim very well

* I wish I how to swim very well.

1. I drank too much coffee before bed last night.

* I wish I less coffee before bed last night.

1. Tom didn’t study very hard for his exam.

* Tom wishes he very hard for his exam.

1. Our class has too many assignments this week

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* Our class wishes we less assignments this week.

1. I felt really sleepy in class and couldn’t pay any attention.

* I wish I so sleepy in class and

attention.

1. I wasn’t very obedient student in elementary school.

* I wish I obedient student in elementary school.

1. I refused to take piano lessons when I was young.

* I wish I to take piano lessons when I was young.

1. Bob is shy and doesn’t make friends very easily.

* Bob wishes he shy and

friends easily.

1. I am not very good at cook.

* I wish I good at cook.