Grammar Lesson Plan

Topic: Reducing Adverbial Clauses

Length:

25 minutes

es

Students:

19

Level:

Advanced

Instructor:

Jessica

**Materials:**

**-***2 pictures for eliciting*

-6 pieces papers for the task

-Two small charts of sentences

- 1chart including 3 questions for combining and 19white papers

-1 chart for demonstration

-19 worksheets of a story.

- Substitution table chart

- Some bread and vitamin as a reward

-White board, board markers

**Aims:**

**Primary aim:** Students will learn how to reduce adverbial clauses by drilling substitution tables.

**Secondary aim:** Students will learn about expressing time and cause and effect in modifying adverbial phrases by practicing worksheets

**Personal aims:** *I want to teach students to understand the advanced grammar rules.*

*I want to be professional.*

**Language Skills:**

* Reading: Students will read the charts and worksheets.
* Listening: Students will listen to partners or classmates’ speaking.
* Speaking: Students will speak their thoughts through activities.
* Writing: students will write the answers through activities.

**Language Systems:**

* Lexis: students will learn some new words’ meaning.
* Function: students will understand the meanings that are reduced adverbial phrases.
* Grammar: students will learn the rules of reducing adverbial clauses.
* Discourse: students will understand the sentences of modifying adverbial phrases
* Phonology: students will try to pronounce some difficult words like fatigue.

**Assumptions:**

Students already know:

* How the class is set up and run.
* All students are adults who are goal-oriented.
* All students are self-directed
* Students already know the words such as before, after, while, when, and since.

**Anticipated Errors and Solutions:**

* Students could not know the places exactly.

🡪 It could be solved by giving hints.

* Students may not be able to change the adverbial clauses to the adverbial phrases

🡪Students could change it by looking at the substitution tables.

* Students may need more time to complete worksheets.

🡪 Students do not necessary to be perfect.

* If students finish their tasks earlier than anticipated,

🡪Students who finished their tasks earlier could feel free to be volunteer to help others.

**References**

**Jan, F., Janet, E., (2007). Grammar Dimensions, 16, 300-310.**

**Betty, S.A., (1999, July). English Grammar, 18, 374-384.**

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| **Lead- In;**  **Time**  *2min* | **Set up** | *Hello, everyone!!!*  *How was your weekend?*  *Did you enjoy the beautiful sight to the full?*  *You can see cherry blossoms come into full bloom here and there, right?*  *I am sure you had good weekend.*  *Let me show two pictures.* |

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| **Presentation**  **Materials; 1chart of Colum A, B, two small chart of sentences, 1 chart of substitution table, 19white papers** | | | | | | |
| **Time**  **2min**  **3min**  **2min** |  | | **Procedure;**  **Eliciting**  *Showing one picture and ask students;*  *What is she doing? She is doing homework.*  *And then show another picture and ask:*  *What is she doing? She is sleeping.*  *So we can guess she finished first and then went to bed, right?*  *So you can say “After she finished her homework,*  *She went to bed.”*  *But, this sentence is a little long, so you can make it shorter.*  *Do you know how to make it shorter?*  *You can make it “after finishing her homework, she went to bed. Attach this sentence on board.*  *So we are learning to the reducing adverbial clauses today.*  *Attach the charts of column A, B on board and hand out white papers and then give instructions.*  *Directions: make sentences by combining the ideas in column A and column B. Use the idea in column A as a modifying adverbial phrase.*  *Demonstrate one question and the give instructions.*  *Make pairs and then you are doing tasks with pairs for two minutes.*  **ICQ:**  *Are you working alone? No*  *How long are you going to do? 2 min.*  **CCQ;**  *Which one could be combined with 2?*  *Which one could be combined with 3?*  *Show the chart of substitution table.*  **Drilling**  *Drilling with it(simple substitution drill).*  **CCQ:**  *Can I reduce the adverbial clauses when the subject of the main clause and the adverbial clause are different? No*  *Everybody understands through the table?*  *Now let me make groups into six with 3 for the task to confirm the lesson.* | |
| **Practice**  **Materials**  **4min**  **5min** | | 6 pieces of  Whole class | | Papers for the task  Instructions;  Hand out the questions  Every group gets one question?  Now discuss the meaning of those sentences and then remake the sentences adding before or while.  Demonstrate; one sentence showing the chart.  You are working with groups for 3min and then a volunteer is writing on board the result of the task.  **ICQ;**  *What are you doing now?*  *Are you working alone? No*  *How long are you going to do?*  *Go!*  *Present the results on board and check.*  **CCQ;**  *-Which meaning for expressing cause and effect relationship is hidden in the modifying adverbial phrases? Because, since , as*  *-which meaning for expressing the times is hidden in the modifying adverbial phrases? Before, after, while, since.*  *Good Job everybody.*  *I’m sure now you can understand clearly the reducing adverbial phrases such as hidden meaning, how to make it, etc.* |
| |  |  |  | | --- | --- | --- | | **Production**  **Materials**  7min  **SOS task**  5min | Whole Class  Whole class | **19worksheets of a story**  **Procedure:**  Let me hand out worksheets for the last task.  There is a story missing commas, so you should insert commas where needed in the story.  **Instructions;**  *Read the story with pairs and insert commas where needed in.*  *You have 5min for the task.*  **ICQ;**  *What are you doing now?*  *Are you going to alone?*  *How long are you going to do?*  **CCQ**  *How many commas there are needed?*  *Good Job!!*  **Instructions;**  *Good job to insert commas!!*  *Now let me give you one more task.*  *Change the adverbial phrases which you found commas to the adverbial clauses adding because, while, since, etc.*  *You are working with pairs for 4 min.*  **ICQ;**  *What are you doing now?*  *Are you going to alone?*  *How long are you going to do?*  **CCQ;**  *Check the answers.*  *Good Job everyone!!!*  *Have a nice the rest of the day!!!* | | | | | |