**Grammar Lesson Plan**

**Antonyms**

Length:

30 minutes

Students:

6

Level:

 Intermediate

Instructor:

Groria Kim

**Materials:**

* `You and I` mp3 music file (for eliciting)
* Antonym worksheet (6 copies).
* Game power point file & Score board
* White board and board markers
* Writing worksheet (6 copies)
* White screen and beam projector

**Aims:**

* Main aim: Ss will improve their grammar skills by playing a main Jeopardy game on the screen and solving antonym problems with prefixes on the worksheet.
* Secondary aim: Ss will learn vocabularies and prefixes that touch on the antonyms and practice writing for keeping their diary with 3~5 sentences.
* Personal aim: I want students to enjoy my lesson, let them recognize today`s topic briefly and reduce my commentary to a minimum.

**Language Skills:**

* Reading: Ss will read some problems of the worksheet and various game directions, questions on cards of the screen
* Listening: Ss will listen to a simple music about antonyms and teacher`s talking.
* Speaking: Ss will predict and compare answers within groups.
* Writing: Ss will take notes some sentences at diary using antonyms.

**Language Systems:**

* Phonology: None to discuss.
* Lexis: Vocabulary with antonyms and 3 prefixes (on the worksheet).
* Function: The knowledge of the words that have a opposite meaning.
* Grammar: Antonyms and prefix (usage of un-,in-, dis-)
* Discourse: None to discuss.

**Assumptions:**

Students already know:

* How the class is set up and run (there will be 6 students in the classroom).
* The teacher’s style of teaching and the pace of the course.
* Most students have been on working antonyms before.

**Anticipated Errors and Solutions:**

* Students may not be able to follow the whole class easily.

🡪Make them study antonyms of the easy level before to such an extent as to solve the problems of the worksheet easily and play a J game actively.

* Students may not be able to pick up the answers on the worksheet.

🡪Help directly and Give some hints if they ask.

* Students may need more time to work on their worksheets and playing a game.

🡪Give the timing. If it takes longer than 5 minutes, cut the activity short by verbally controlling the game rules as a teacher.

* If time is short,

🡪 Cut preparing of the pre and post-activity short.

* If students finish their tasks earlier than anticipated,

🡪 Ask as many students as possible about other antonyms, and add synonyms working or studying for next lesson.

**References:**

* *The dong-sim music tract 6*  “You and I”
* Worksheet aid: <http://www.google.co.kr>
* Game aid: <http://www.google.co.kr> game templates

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| **Lead-In**  |
| Materials: **None** |
| Time2 min | Set UpWhole Class | **Procedure:**Hello everyone, how was doing today?Are you happy or not happy?Here’s a question for you all. Why did I use two words that have a certain relation? Can you guess?(T can add more examples)  |

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| **Pre-Activity**  |
| Materials: **Worksheets(6copies)** |
| Time2 min4min1min | Set UpWhole ClassPairsWhole Class | **Procedure:**1. **Brainstorming**

Elicit(Let them listen to music ``You and I`` from music file)What can you hear this song?Which words can you catch?What do I suppose to talk about?ModelWrite “Antonym” on the board. (with the `opposite` )CCQWhat is the antonym of the word `happy`?Is the antonym of pretty the word, *cute*?1. **Worksheet**

InstructionWork in pairs. Solve the many problems about antonyms. Specially, You will see un, in, dis on the bottom of the worksheet. Those things make the word meaning opposite. You can call prefixes. (Write the prefixes on the left side of the board).  I will give 4 minutes*.*(Distribute the worksheet)DemonstrationLook at the #1… Write the alphabet number on the this line. ICQ Who are you working with?How much time do you have? Monitor discreetly. Answer students if they ask questions.Give time warning: 5 minutes; 1 minute; 30 seconds left.Be flexible with time. Give 1 more minute if they need it.“Time’s up.”Check answers: Let students check the answer with teacher.- Go through the problem one by one.- Elicit the meaning from students.- Explain the meaning if necessary.- Do error correction. |

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| **Main Activity**  |
| Materials: **Jeopardy game power point file** |
| Time15min | Set UpTeam pairs | **Procedure:**1. **Playing a game**

InstructionsDivide 2 teams for playing Jeopardy game.Do you know how to play Jeopardy game? Have you ever done this? Listen to rules carefully. We will play for 15min.ICQ*What are you supposed to do?**Are you working alone?* *(Distribute the score boards to 2 captains after picking up the captains )*Check the answers in a whole class while the students are playing a game. Let them get the scores.(Control the whole process of the game) |
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| **Post-Activity**  |
| Materials: **None** |
| Time3 min2min | Set UpIndividuallyWhole Class | **Procedure:**1. **Free production**

InstructionsWrite your diary using 4 antonyms that we learned. Have a small presentation if you want to be a volunteer. *You have 3 minutes.*ICQ *Are you working in pairs?* *For how long?* Monitor actively and participate within each student.Give time warning: 3 minutes;1 minute left.“Time’s up.”Take 2-3 volunteers if running out of time.1. **Conclude lesson**

Elicit today’s antonyms for Ss and do any error correction.*Good job today.**Thank you for your participation and see you tomorrow!* |

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| **SOS Activity**  |
| Materials:  |
| Time3min2min | Set UpPairsWhole Class | **Procedure:**1. **Be a speaker with antonyms**

Instructions*Be a speaker using antonyms.* *Tell about your friend, his/her hobbies and personalities etc after having short conversation with your partner.* *Which kinds of subjects can they talk?* *You have 3 minutes.*ICQ *Are you working in pairs?* *For how long?* Monitor discreetly. Answer students if they ask questions. Give time warning: 2 minutes; 1 minute left.Be flexible with time. Give 1 more minute if they need it.“Time’s up.”Students will do their speech plays. |

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