**Grammar Lesson Plan**

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| **Title: Prepositions after verbs** | | | |
| **Instructor** | **Level** | **Students** | **Length** |
| Ms. Woikyung (Anna) Kim | Upper intermediate or advanced | 16 | 45 minutes |

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| **Materials**   * White board, board markers * 16 copies of today’s grammar * Worksheets for exercise A (16 copies) * Worksheets for exercise B (16 copies) * 16 sheets of blanked A4 paper |
| **Aims**   * At the end of this lesson, students should have learned some common prepositions after verbs. * Students should have exercised about prepositions after verbs through worksheets. * Students should have practiced writing the prepositions after verbs by creating sentences. * Students should have practiced speaking and discussing in English. |
| **Language Skills**   * Reading: Worksheets * Listening: Student’s presentation, teacher’s talk * Speaking: Sharing ideas in pairs * Writing: Worksheets, Memory board |
| **Language System**   * Grammar: Prepositions after verbs * Lexis: Vocabularies * Phonology: * Function: Questioning uncertain grammar * Discourse: Group discussion |
| **Assumptions**   * Students already know how the class is set up and run. * Students have some mistakes when making sentences with preposition. |
| **Anticipated Errors and Solutions**   * Students may be confused using some common prepositions after verbs.   : Review together.   * Some student may get board   : Let students write a memory board then they can create their sentences using prepositions after verbs. |
| **References**   * Advanced grammar in use (2nd edition) published by Cambrige university press |

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| **Lead-in** | | |
| Materials: White board, Board markers | | |
| Time  3 min | Set Up  Whole Class | Procedure:  **Greetings**  Start talking about the last micro teaching lesson.   1. Elicit preposition 2. Write it on the board |

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| **Pre-Activity** | | |
| Materials: White board, Board markers, Worksheets for exercise (16 copies) | | |
| Time  5 min | Set Up  In pairs | Procedure:  **Pre test**   1. Elicit what they have learned about prepositions after verbs such as agree, argue, ask, care, know, learn, talk. 2. Write them one by one on the board. 3. Hand out worksheets for exercise A (2 min). 4. Draw a table on the board. 5. Check answers in pairs. 6. There will be some prepositions we may be confused. |

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| **Main-Activity** | | |
| Materials: White board, Board markers, Blanked sheets of papers (16) | | |
| Time  20 min | Set Up  Whole class  Individually  In groups | Procedure:  **Grammar**   1. Take a look the table on the board we are going to study. 2. Hand out worksheets 3. Explain how the prepositions used one by one.   **Exercise**   1. Give them a worksheet of exercise. 2. Work individually (5 min). 3. Check the answers in groups. 4. Read the questions with answers together one by one. 5. If asked, explain more. |

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| **Post-Activity** | | |
| Materials: White board, Board markers, Blanked A4 papers (16 sheets) | | |
| Time  17 min | Set Up  Individually | Procedure:  **Make a “Memory Board”**   1. Explain students how to do it. (Encourage them to use today’s grammar). 2. Demonstration & CCQs 3. Provide them blanked sheets. 4. Ask them to write their name on the top of the paper, write a sentence describing about them, and then pass it to a person sitting on their right. 5. If finished, they can have 16 comments or messages from 15 students.   **Review & Conclusion**   1. Ask them whether they have enjoyed. 2. Encourage students to practice today’s grammar. |

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| **SOS-Activity \_Title: Making a movie poster** | | |
| Materials: White board, Board markers, A3 papers (8 sheets) | | |
| Time  10 min | Set Up  In pairs | Procedure:  **Making a movie poster**   1. Give students A3 papers. 2. Work in pairs. 3. Explain how to make a movie poster. 4. Ask them to use today’s grammar. |