|  |
| --- |
| Grammar Lesson Plan |
| Title – Prepositions of Time and Date.(in, at, and on) |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Sue(Kim Mi Sook) | Intermediate | 12 | 50 |
| Aims:- To learn the proper usage prepositions of time and date by using diverse contexts like a daily schedule.- To recognize the difference between ‘in’, ‘at’, and ‘on’.- To be familiar with expressing the experience by using question sentence such as “What time, what month, what day, and what year?, etc.”- To acquire more usage by simple variable substitution drill. |
| Language Skills:-Listening: T’s instruction and explanation. Classmates answer of T’s questions.-Speaking: Drilling and answering of T’s questions.Practice activities.-Reading: Worksheets instructions and questions-Writing: Answering worksheets. |
| Language Systems:- Grammar: Prepositions of Time and Date.(in, at, and on)- Phonology: Speaking and listening to instruction, explanations, and drilling.- Function: Describing time and date with prepositions ‘in’, ‘at’, and ‘on’. |
| Assumptions:Students already know- How the class is set up and run (there will be form five groups of four).- Ss know prepositions of time and date.(in, at, and on)- Ss know the teacher's style of teaching and the pace of the course- Ss are familiar with doing practice activity with worksheets. |
| Anticipated Errors and Solutions:- Ss may not explicitly understand the meaning. Give more examples about prepositions of time and date.- Ss may not be familiar with use ‘in, ‘at’, and ‘on’. Explain them the difference between ‘in’, ‘at’, and ‘on’.- If Ss finish practice activities earlier than anticipated. Extra-activity (s.o.s plan): Let Ss make up sentence their daily schedule using ‘in’, ‘at’, and ‘on’.- If Ss need more time. Cut-off post-activity and give them homework. |
| References:- http://esl.about.com - English Grammar in Use was published Cambridge University Pres. - Basic English Grammar was published Betty Schrampfer Azar. |
| Notes: |

|  |
| --- |
| Pre Task or Warmer |
| Title: Lead-inEliciting Prepositions of Time and Date | Aims:To improve understanding Prepositions of Time and Date(in, at, and on) by watching pictures of topic and by listening to demonstration | Materials: Board & Marker, Pictures about Prepositions of Time and Date(PPT) |
| Time | Set Up | Students | Teacher  |
| Time7 min | Set UpWhole Class | GreetingSs respond clock, calendar, bed, prepositions, etc.Ss repeat after T. | **Procedure:****Greeting Students****Introduce the topic** **:**show the picture and let Ss elicit.What do you see?(If Ss don’t answer, point each picture)Okay. Let’s look together one by one what he does.**Instruction**1st picture: Jason was born in 1986. He was born on May 5th.2nd picture: He wakes up at 7 o’clock.3rd picture: He goes to school at 8:00am.4th picture: He goes to bed at 10:00pm.5th picture: He goes back home in the afternoon.6th picture: He had a picnic in March.7th picture: Winter vacation is going to start on December 25nd. That day is on Friday.So today’s lesson is prepositions of time and date.**CCQ)** What is the today’s lesson?(prepositions) What are they? (in, at, and on) |
| Notes: |

|  |
| --- |
| Task Preparation or Presentation |
| Title:Pre activity | Aims:To know when prepositions are used by listening teacher’s demonstrationTo improve speaking skills by making various structures | Materials: Substitution Table(PPT), pointer. |
| Time | Set Up | Students | Teacher  |
| Time14 mins  | Set UpWhole Class | Ss Just ListenSs Listen and repeat Ss Listen and repeat new sentences with some clue words | **Procedure:****Meaning****Instructions** We use preposition ‘in’ for month, year and seasons. We use ‘at’ for precise time like a specific time on the clock. We use ‘on’ for days of the week. Also use ‘on’ for a specific calendar days.**CCQ)**What kind of prep do you use for month? (In)What do you use in front of a specific time? (at)Do you use same prep both year and time?(N)**Listening Drill****Instruction****1. Demonstration**(Show substitution Table)First, I read 3 times. You just listen. Do not repeat.**CCQ)**Do you repeat after me? (N)How many times do you listen? (3)T reads ‘I wake up at 7 o’clock in the morning.**2. Demonstration**T tells Ss “Now, listen and repeat.” Point to the substitution table while reading andbecomes position mouth. And whole class repeats.Read every example in the substitution table.T picks some Ss and makes them repeat individual.**3. Demonstration**“I’m going to change some words to substitute in possible slots and I’ll give you cue words.” (e.g. 5 o’clock instead of 6 o’clock / He instead of I / ‘He wakes up at 5 o’clock in the morning.’)**CCQ:** What do I do? (change word) Do you change only one word? (N) Do you change word by yourself? (N)\*T reads 1st table: He, eat dinner, night. 🡪 Class says “He eats dinner at night.”\*T reads 2nd table: My mom, born, 1945. 🡪 Class says “My mom was born in 1945.” |
| Notes: |

|  |
| --- |
| Main Activity |
| Title: Fill in the blanksPrepositions of Time and Date.(in, at, and on) | Aims:To help students’ understanding about the meaning of preposition of time and date (it, at, and on)To improve Ss’ writing skills | Materials: Worksheet #1, White board, makers |
| Time | Set Up | Students | Teacher  |
| 22mins | individuallyIn pairs or in their groupGroups | Read sentences and fill in the blanks Discussing with their partner and check the answer with teacherSs make one sentence using prepositions ‘in’, ‘at’, or ‘on’. And tell their sentences each other. | **Procedure:****Practice** Worksheet #1: Fill in the blanksGiving instructionShow students teacher’s demonstration (with the sentences written on the white board)**CCQ)** Do you fill in the blanks? ( Y ) What will you say after choosing the correct answers? (blank) How much time do you have? ( 3 )Walk around the class and help the students, if they need.Do group activity.Each one of group members makes one sentence using prepositions ‘in’, ‘at’, or ‘on’.Tell your sentences each other.If your group members are done, say “hooray!” with action.CCQ How many sentence do you make?(1) Are you working alone?(N) What do you say if you are done? (hooray) |
| Notes: |

|  |
| --- |
| Post Task or Production |
| Title:Post activities-Fill in the blanks | Aims:To improve writing skills by writing like diary with preposition of time and dateTo let Ss review what today they learned | Materials: White board, makers |
| Time | Set Up | Students | Teacher  |
| 7mins | individualWhole Class | Ss write their sentences with diary.Ss Share written sentences with classmates. |  **Practice** Well. Do you have any plan for this month? Just think about your plan for this month. And make two or three sentences and write it down with time and date on your note like a dairy now. You have 3minutes.**CCQ)** How many sentences do you have? ( 3 ) Are you working alone? ( Y )Walk around the class and help the students, if they need. (2-3 people are up and expression it.) **Wrap up the class**Error correction /T monitor when Ss solve the worksheets and write down their error on the white board. After answer together, T explains.Good job every one! See you tomorrow. |
| Notes: The lesson finishes early -5mins) do SOS plan |

# Worksheets, handouts and lesson materials

**Worksheet 1**

|  |
| --- |
| **\* In \* on \* at** |

1. Let’s meet six o’clock.

2. He was born July.

3. I went there 1978.

4. She’ll be at work Friday.

5. We met Christmas day.

6. They drove to Rochester September 15th.

7. We arrived in there country October.

8. I love to go shopping Christmas time.

9. We get up early the morning.

10. What do you like doing Friday?

11. Do you dream night?

12. He’s working in his homework the moment.

13. I lived in the US the 1980s.

14. I’ll see you a few weeks.

15. We liker going to the movies the evening.