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| Grammar Lesson Plan | | | |
| Title: Participles | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Hannah | Upper Intermediate | 12 (aged 15-17) | 50 mins |
| Materials: Worksheet 1, Worksheet 2  PPT (for vocabulary)  Game materials, Stickers  White board and markers | | | |
| Aims:  1. To learn and practice the correct use of participles through speaking, reading and playing a game 2. To improve speaking skills by pair and group discussions and a game 3. To improve reading skills by reading some passages 4. To learn new vocabulary | | | |
| Language Skills: Listening: Listening while others speak  Speaking: Group discussion and Game  Reading: Reading Worksheets  Writing: Working on Worksheets | | | |
| Language Systems: Grammar: participles of esp. emotion-related verbs  Phonology: practicing new vocabulary  Lexis: amaze, frighten, confuse, embarrass, frustrate, stress, depress, delight, annoy, thrill, irritate, relieve, etc.  Discourse: Group discussion  Functions: Discussing, Playing games | | | |
| Assumptions: Even when students know the grammar about participles, they need some intensive practice to get used to using them in a correct way in their daily conversations.  Playing a game invented for that purpose will be very helpful. | | | |
| Anticipated Errors and Solutions: 1. Students may have to give some nonsense answers to why they feel in a certain way in a certain thing -> It’s fine and it’s intended in that way for fun. The purpose of the game is to help students practice the use of some participles used often in daily conversation.  2. Game rule may be complex to some students –> demonstrate how to play.  3. Some proverbs on the game strips may be hard to understand -> Let the whole group figure out the meaning. | | | |
| References: Kim, Jun Hee. *Reading Tutor*. NE education, 2012. | | | |
| Notes: SOS Plan: Get students to talk more about the most frustrating (overwhelming…) moment in their lives and why they were frustrated (overwhelmed…). | | | |

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| Pre Task or Warmer | | | |
| Title: Introduction | | Aims:To learn the difference of the present participles and the past participles especially of the emotion-related verbsTo learn new vocabulary | Materials: White board and markers  PPT |
| Time | Set Up | Students | Teacher |
| 7  mins | pairs | Talk to each other about the most moving film that they have ever seen and why they were moved. | For the introduction to the lesson topic,  Get students to talk about the most moving film (book) that they’ve ever seen (read) and explain why they were moved.  Check each group “What was the most moving film that you’ve ever seen?” and “Why were you moved by that film?” (or book?)  CCQ:  What’s the difference between the word “moving” and “moved”?  Using PPT, introduce vocabulary to be used for the lesson:  participles of verbs such as amaze, frighten, confuse, embarrass, disappoint, satisfy, frustrate, stress, depress, delight, annoy, thrill, irritate, relieve.  Make sure that students know the meanings of all the words. |
| Notes: | | | |
| Task Preparation or Presentation | | | |
| Title: practice | | Aims:To learn the correct use of participles by reading and group talking | Materials: Worksheet 1. |
| Time | Set Up | Students | Teacher |
| 10  mins | individually  groups | .  Work individually,  then in groups. | Hand out Worksheet 1.  Get students to work on it and then check the answer as whole class  Get students to talk about their most exciting (and embarrassing) moments in their lives by using the expressing “The most exciting (and embarrassing) … in my life was …. I was excited (embarrassed) because…..” |
| Notes: | | | |

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| Task Realization or Practice | | | |
| Title: game | | Aims:  1. To practice the correct use of participles through a game. 2. To improve speaking and reading skills through a game.  .. | Materials: Game Materials  Stickers |
| Time | Set Up | Students | Teacher |
| 25 mins | groups | Play the game and practice using participles in their speaking. | Explain how to play the game. Demonstrate it.   1. Pick up a strip from each bag and make a sentence with them using a participle of the verb they pick up, like either “Something is …ing,” or “I am …ed in something.” 2. One of the other group members ask either “Why it is … ing?” or “Why are you… ed in it?” 3. When the student gives a good reason for their saying, he/she gets a sticker. (The group members should agree to give one.).   The answer should be like “Something is …ing because….” Or “I am……ed because….” .   1. The student should give the answer within count 5. If not, he/she can’t get a sticker. 2. The student who gets the most stickers in each group wins.   Get students to play a game with using participles.  Monitor. |
| Notes: | | | |
| Post Task or Production | | | |
| Title: Revies | | Aims:To review the lesson by choosing or writing correct answers | Materials: Worksheet 2 |
| Time | Set Up | Students | Teacher |
| 8  mins | Individually  &  Whole class | Review what they learn by choosing or writing correct participles on the worksheet 2.  Check the answer as a whole class | Hand out worksheet 2.  Get some feedback. |
| Notes: SOS Plan: Get students to talk more about the most frustrating ( or overwhelming…) moment in their lives and why they were frustrated (overwhelmed…), using the proper participles. | | | |

# Worksheet 1

I was so excited I could hardly stand it. I felt all sparkly inside – sort of scared and happy both at the same time. When lunch time came I could hardly force myself to eat, although of course I did, so nobody would suspect anything. Being so delighted worried me. A couple of times I almost blurted something out. You know how it is when you get really interested in something, you forget what you’re doing or even where you are. Well, I was thinking so hard about going up to Tom Warrup’s and finally seeing my brother after all this time that I kept forgetting it was a secret.

1. Underline all the participles in the passage.
2. Describe the feeling of “I” in the passage.

I got in the elevator, hit the button, and it stared. But suddenly, it stopped dead. I started panicking, pressing all the buttons and screaming. I used all my strength to force the doors open. Thankfully, they opened- to reveal about 30 people standing with their mouth open and shock on their faces! I had been only two inches off the ground!

1. Underline all the participles in the passage.
2. How was the situation?)
3. How would “I” feel in the situation?

# Worksheet 2

* Choose a correct answer (1-6) and Write a correct answer using the verb provided (7-12).

1. She was (frustrating, frustrated) at her son’s disobedience.
2. The news of hurricane was (distressing, distressed).
3. I am still (confusing, confused). Could you explain that again?
4. It’s an (exciting, excited) story of adventure.
5. He is an (amazing, amazed) baseball player.
6. His lecture was (boring / bored). Everybody in his class felt (boring / bored).
7. My grade was (disappoint ), so Mom was (disappoint ) at seeing it.
8. The movie was so (touch ) that people had tears in their eyes watching it.
9. I was (embarrass ) when I fell down on the ice.
10. Most of ghost stories are (horrify ).
11. They were (overwhelm ) at the sight of a magnificent cathedral.
12. The parents were (relieve ) hearing that their children safely had arrived at the destination in the face of the storm.