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| Grammar Lesson Plan | | | |
| Title : Where’s the cat? | | | |
| Teacher | Student Level & Age | No of Students | Length |
| Jessica Yoo | False-beginner & Elementary Students | 12 students | 50 mins |
| Materials:  * White board & Markers * 15 copies of Cat worksheet * 15 copies of Grammar club book * 15 copies of Where’s monster worksheet * Computer & TV (or speakers) * Scissors & Glue sticks | | | |
| Aims:  * To be able to get the main idea by working on the worksheets and the book. * To learn or be familiar with key vocabulary relating to the topic. * To improve grammar skill by completing the worksheets. | | | |
| Language Skills: Reading: reading the text from the worksheets  Writing: answering questions and working on the projects.  Speaking: sharing ideas or discussing with a partner.  Listening: listening to the teacher’s presentation, instructions and other students’ opinions. | | | |
| Language Systems: Grammar: from the text and worksheets, Ss get to learn how to use preposition.  Lexis: new words and idioms used in the text.  Phonology: pronunciation of the key vocabularies.  Functions: talking with the usage of preposition and presenting one’s answer for the worksheet.  Discourse: teacher-student interaction and student-student interaction through the activities. | | | |
| Assumptions:  * Some students might know the song I’ve prepared * Some students might know the vocabularies that I have prepared | | | |
| Anticipated Errors and Solutions: | | | |
| References: <http://www.youtube.com/watch?v=hx8i-Wq_jtc>  <http://kizclub.com/Phonics/word/position.pdf>  A book, *Grammar Club 1by Gillian Flaherty and James Bean* | | | |
| Notes:  * If students finish their tasks earlier than anticipated   ☞ SOS activities (play a game or worksheets) | | | |

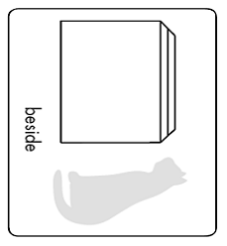
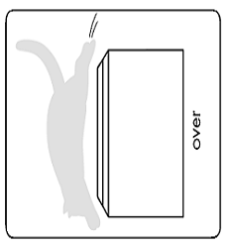
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| Pre-task | | | |
| Title: Greeting & song | | Aims:To greet students and get them ready for the new lesson  * To help the students to think and speak only in English * To get Ss interested in the topic | Materials: White board & markers  Computer & TV  Cat worksheet |
| Time | Set Up | Students | Teacher |
| 5mins | Whole class | * Listen and respond to the teacher * Learn the song and sing out loud | * Greet students kindly and enthusiastically * Play a song through youTube * Sing out loud |
| Notes: | | | |

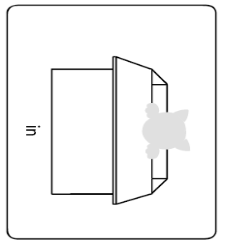
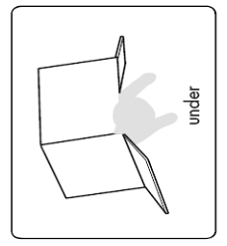
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| Task Preparation | | | |
| Title: Cat worksheet | | Aims:  * To develop their vocabulary * To encourage Ss to learn the topic * To help students to understand the main task easily | Materials: Cat worksheet  Scissors & Glue sticks |
| Time | Set Up | Students | Teacher |
| 11mins | individually | * Listen and respond to the teacher * Individually work on the worksheet (cut and paste) | * Distribute worksheets to everyone (Cat worksheet) * Give instructions * Ask them to complete the worksheet– give mins * **Ask ICQ:**   +How much time do you have?  + What do you need to use?  **Ask CCQ:** Why do you think you’re doing this?   * Monitor and guide Ss |
| Notes: | | | |

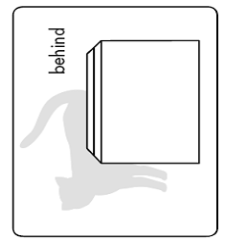
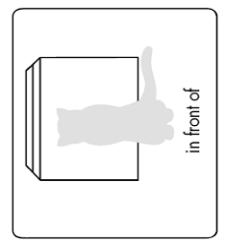
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| Task Realization | | | |
| Title: Grammar club | | Aims:To develop Ss ability to read and understand the grammar, through answering some questionsTo help Ss to improve their grammar skills | Materials: White board & markers  Grammar club book (15copies) |
| Time | Set Up | Students | Teacher |
| 24mins | Individually | * Listen and respond to the teacher * Work on the copies of the book and answer them * Participate actively with the presenting their answers | * Distribute Grammar club book to all (15 copies) – give 20mins * Give instructions * **Ask ICQ:**   + What are we going to do?  + How much time do you have?   * Monitor and guide Ss * After Ss are done with the worksheet, ask them for the answers – give 4mins |
| Notes: | | | |

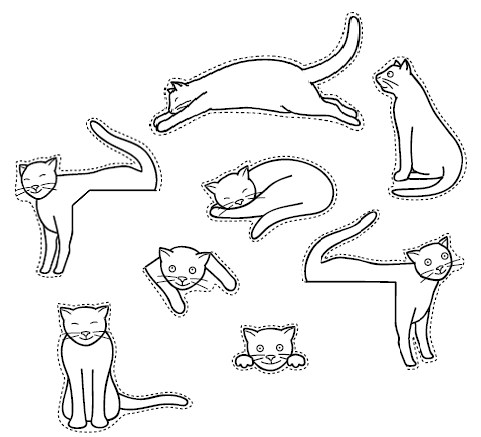
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| Post Task | | | |
| Title: Where’s the monster & closing | | Aims:To check whether Ss fully understood the lesson  * To improve Ss comprehension skill  To wrap up the class | Materials: Board & marker  Where’s the monster (15 copies) |
| Time | Set Up | Students | Teacher |
| 10mins | Individually | * Listen and respond to the teacher * Work on where’s the monster worksheet individually * Participate actively with the presenting their answers | * Give instructions * Distribute Where’s the monster worksheet to all (15 copies) – give 7mins * Monitor and guide Ss * After Ss are done with the worksheet, ask them for the answers – 3mins * Give feedbacks * Tell Ss what we are going to do for the next class |
| Notes:  * If time is running short, ask for a volunteer to answer * After all the work is finished but still got some time left, play a game on the white board (hang man, etc.) or SOS activity (worksheet) | | | |

# Worksheets, handouts and lesson materials



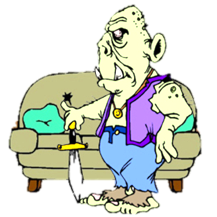
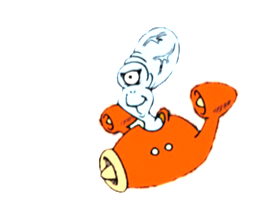
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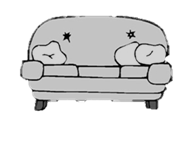
**Where is the Monster?**

Match the sentence the right picture.

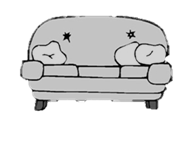


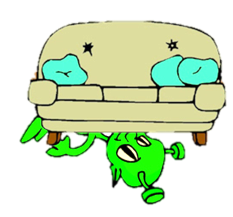
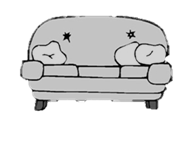
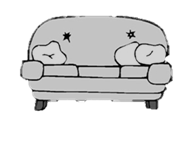
He is:

1. In the chair

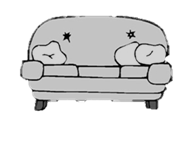


1. On the chair



1. Over the chair
2. Under the chair
3. In front of the chair



1. Behind the chair



1. Between the two chairs