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| **Grammar Lesson Plan** | | | | | |
| **TITLE** | **What is adjective?** | | | | |
| Instructor | | Ss' Level | Age Group | No of Ss | Length |
| MJ | | beginner | 8~9 ages | 8 | 50 minutes |
| **Materials:**  · Falsh card  · handout about Quiz for SOS plan  · White board, marker | | | | | |
| **Aims:**   1. Comprehend adjective 2. Making a sentences using adjective 3. expand to Express with adjective | | | | | |
| **Language Skills :**   1. Listening: Classmates and teacher talk, discussion, presentation 2. Speaking: Activity, answer teacher 3. Reading: Presentation 4. Writing: Presentation | | | | | |
| **Language Systems :**   1. Grammar: Adjective+ noun 2. Phonology: T and Ss talk 3. Lexis: Words of adjective 4. Discourse: Discussion, Presentation, making sentence activity 5. Function: Discussion, Presentation, Q&A | | | | | |
| **Assumptions :**   1. Ss have experienced eating an ice cream 2. Ss can make a simple sentence 3. Ss already learned subjective, verb and noun 4. Ss have knowledges that they can express their feeling well | | | | | |
| **Anticipated Errors and Solutions :**   |  |  | | --- | --- | | **Problems** | **Solutions** | | Ss are reluctant to speak their idea | Encourage and help them to speak | | Ss may not exactly understand the  meanig of adjective | Give more example about adjective of place | | In main activity, Ss have a hard to make story | Give them enough time to do that | | If the class time is left | T give Ss SOS Plan() | | | | | | |
| **References : Grammar in use, http://www.funeglishgame.com** | | | | | |

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| **Pre-task** | | | |
| **Aim : eliciting Ss to the class and comprehend meaning of adjective** | | | |
| **Materials** | White board, marker | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 1 min | Whole class | Greet to teacher | Greet to Ss |
| 3 min | Whole class | Answering | Ask Ss to the question when you eat an ice cream, what do you feel like?  (wammer) |
| 10 min | Whole class, | Understand to adjective  meaning  (function of adjective in the sentences),  Answering | - Write on the white board what Ss  answers  -Make Ss to understand adjective  within Ss answered the sentences  -Ask Ss to what is the adjective within  Ss answered the sentences |
| Note   1. T leads all Ss to think lots of expression about an ice ream 2. CCQ : Ss can follow well the aim | | | |

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| **Task-Preparation** | | | |
| **Aim : inform Ss of many kinds of adjective** | | | |
| **Materials** | Flash card | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 5 min | Whole Class | Answering | show the flash card and then eliciting  Ss to describe the flash card as much as  Ss can do it |
| 10 min | Whole Class | Understanding | Give Ss more information about adjective  that Ss don’t know  (e.g: color, number, character, quality) |
| Notes  · Help Ss to express whatever they want to say  · Make Ss to wonder about other adjective that they don’t know  · Monitor : Check Ss can understand or not about T’s information  and then T gives two way to help misunderstood Ss  1. Classmates help misunderstood Ss to use other words or describe  2. T give misunderstood Ss synonyms with the adjective | | | |

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| **Task Realization** | | | |
| **Aim : Making a story using adjective** | | | |
| **Materials** | Flash card | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 10 min | Pair work | Doing activity | Making a story using 5 more adjective  in the flash card with partner |
| 5 min | Whole Class | Presentation | Listen to Ss’s presentation |
| Notes  · Give Ss enough time to activity  · Listen carefully when Ss present their activities and monitor their wrong pronunciation | | | |

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| **Post Activity** | | | |
| **Aim : feedback (wrong pronunciation, adjective+noun)** | | | |
| **Materials** | White board, marker | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 3min | Whole class | Listen and practice | Feedback about wrong pronunciation in the presentation |
| 2 min | Whole class | Answering | Feedback what adjective means |
| 1 min | Whole class | Doing homework | Reading the book named “Pinocio” and  find an adjective in the book |
| Notes  If the class has enough time, T give Ss the handout related on adjective like quiz(SOS Plan) | | | |