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| Grammar Lesson Plan | | | | | | | |
| TITLE | I’m a ‘Chameleon’ | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Mirae kim | | | | Lower intermediate | 10-11 years old | 10 | 50mins |
| MATERIALS | | | | | | | |
| worksheets, white board, colored pens. | | | | | | | |
| AIMS 1. | | Students can use several ‘be’ verb by studying worksheets. | | | | | |
| **2.** | | Students can know changing of ‘be’ verb by watching worksheets. | | | | | |
| 3. | | Students can know past, present, future tense by studying worksheets. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Students will be listening about past, present, future sentences. | | | | |
| Speaking | | | Students will be talking about that how subject can change. | | | | |
| Reading | | | Students will be reading time sentences on the worksheets. | | | | |
| Writing | | | Students will be writing changing of ‘be’ verb on the worksheet. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Distinguish /f/ and /p/ sound. E.g /f/ for frog, family and /p/ for paper, spawn. | | | | |
| Lexis | | | Flour, thread, texture, spawn, larva, cocoon | | | | |
| Grammar | | | Changing of ‘be’ verb that according to stime. E.g I was a girl, I am a girl | | | | |
| Discourse | | | I was – (baby, seed etc), I am – (student, apple etc), I will be – (teacher, jam etc). | | | | |
| Functions | | | To speak sentences that according to time. | | | | |
| ASSUMPTIONS | | | | | | | |
| Students can’t understand some words like thread, spawn, cocoon and so on. Students can confuse changing of verb that according to time. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Student can confuse changing of verb. Teacher explains each verb through using time line. | | | | | | | |
| REFERENCES | | | | | | | |
| <http://m4study.blog.me/220360106991> | | | | | | | |
| NOTES | | | | | | | |
| Plan b : if students can’t understand changing of verb, teacher can explain that through own experiences that include each sentence like ‘I was –‘ , ‘I am –‘, ‘I will-‘. Cut off : If teacher have not enough time, teacher can skip part 3 in the a work sheet and can give homework  SOS : If the teacher have extra time, students can conversation about their future dream. Teacher gives some guiding sentences. For example, ‘what is your dream job?’ ‘why are you want to be that job?’ and so on. Teacher help to student can use ‘I will be~’ sentence. | | | | | | | |

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| PRETASK TITLE | | | What did you do yesterday? | | |
| AIMS | | | | MATERIALS | |
| Talk about what did student does yesterday.Ask student about ‘Chameleon’ and try to understanding that verb can change. | | | | X | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10mins | Whole class | Students can tell about what did student does yesterday.  E.g. T : What did you do yesterday? | | | Ask some guiding question. |
|  |  | Students can talk about chameleon.  E.g. T : Do you know what is the chameleon?  What is the characteristic of chameleon?  In the English structure, there are chameleon,  let’s find that one. | | | Pay attention for speaking students. |
|  |  |  | | | Give worksheets. |
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| NOTES | | | | | |
| Checking the time and consider that all students can talk.  Before give to worksheet, count each table’s student number. | | | | | |

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| TASK PREPARATION TITLE | | | Where am i? | | |
| AIMS | | | | MATERIALS | |
| Students can find changing of verb. Student can understand that verb can change according to time and subject. | | | | Worksheet, white board, colored pen. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 2mins | Whole class | Students will look worksheet.  E.g T : Look at the worksheet.  There are 3 stages of changing some subject.  What is the different?  What is the change? | | | Teacher guide how can understand worksheet. |
| 4mins | Pair groups | Students will conversation about changing of verb. | | |  |
| 4mins | Whole class | Students can talk .  E.g. T : Did you find what is the change?  Why they are change? | | | Teacher gives guiding question. |
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| NOTES | | | | | |
| Checking time and student’s activity. Helping student who need help. | | | | | |

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| TASK REALISATION TITLE | | | I can change another! | | |
| AIMS | | | | MATERIALS | |
| Student can understand changing of verb according to time and subject. Student can learn verb by looking ‘verb table’ | | | | Worksheet, white board, colored pen. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10mins | Whole  class | Students will learn changing of verb. | | | Teacher explains ‘verb table’ |
| 5mins | individual | Students will practice changing of verb in the worksheet.  E.g T : look at the practice in the worksheet.  Please put the property verb each blank. | | | Teacher guide how can student do the practice |
| 10mins | Whole class | Students can check the answer and review changing of verb.  E.g T : what is the answer?  Correct. The subject is ‘I’, so was can be located. | | | Teacher gives answers. |
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| NOTES | | | | | |
| Explain clear and obviously. Don’t tell answer to student, before students answer first of all. | | | | | |

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| POST TASK TITLE | | | I will be a teacher. | | |
| AIMS | | | | MATERIALS | |
| Students can review what they learn. Students can use property verb. | | | | Worksheet, white board, colored pen. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins | Whole class | Students will practice sentences about time and subject.  E.g. How can we speak when we baby?  How can we speak now?  How can we speak about dream job? | | | Giving guide question which students can remind. |
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| NOTES | | | | | |
| Giving sentence( I was- / I am - / I will be- ) and changing of verb. | | | | | |

Paste worksheets, handouts and lesson materials here

worksheet

