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| A TEMPLATE FOR GRAMMAR LESSON PLAN **TASK-BASED LEARNING (TBL)** | | | | | | | |
| TITLE | Would you rather…? | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| SOPHIE KIM | | | | UPPER INTERMIEATE | 33 | 10 | 50 mins. |
| MATERIALS | | | | | | | |
| * White-board, to organize the content. * 3 different colors of marker, to recognize the categorization of content for adult learners. * Expression card that is written the certain expression, to aid the main task by visualization. * 10 chairs, to make in a circle in the middle of the class and develop student-student interaction in an efficient way, eye-contact. * 11 pieces of paper and pen, to write down the listening content. | | | | | | | |
| AIMS 1. | | By the end of the lesson, the learners will be better able to communicate with those who have higher level of English proficiency than the proficiency they have though doing an activity (TBL) in the class. | | | | | |
| **2.** | | By the end of the lesson, the learners will be better able to use the grammar rule, auxiliary verb and the certain expression, by substitution drills (bottom-up skills) in the class. | | | | | |
| 3. | | By the end of the lesson, the learners will be better able to know when to use and how to use this grammar rule and expression (function and discourse) by explanation of them in the class. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | The learners will be listening to explanation about substitution drills and presentation which is demonstrated by other learners | | | | |
| Speaking | | | The learners will be talking about summarization they write down. | | | | |
| Reading | | | The learners will be reading the given expression. | | | | |
| Writing | | | The learners will be writing the summarization they listen to. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | The pronunciation between constant /f/ and /p/ sounds will be concentrated on for the lesson. | | | | |
| Lexis | | | The vocabularies will be concentrated on based on the given instruction by guessing the letter for the lesson. | | | | |
| Grammar | | | The key grammar points of the lesson, auxiliary verb (would), will be concentrated on for the lesson. | | | | |
| Discourse | | | The main topic of lesson, would you rather…?, will be concentrated on by explanation and summarization. (How to use) | | | | |
| Functions | | | The language (which can be said as grammar) the introduced expression, ‘would you rather…?’, will be concentrated on in the lesson. (When to use) | | | | |
| ASSUMPTIONS | | | | | | | |
| The learners already know the grammar rules, auxiliary verb, which will help the teacher during the lesson.  The learners already know one of basic language system, lexis and phonology, which will help the teacher during the lesson. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS The leaners might not use the infinitive verb after using auxiliary verb accurately.  Explaining the error by substitution drills | | | | | | | |
| The learners might not know how to pronounce between constant /b/ and /p/ sounds accurately.  Presenting the examples of vocabularies, banana and past, accurately. | | | | | | | |
| REFERENCES | | | | | | | |
| Diane Lasen-Freeman and Marti Anderson. 2011. Task-based Language Teaching in Techniques & Principles in Language Teaching (3rd edition). Oxford: Oxford University Press. Teaching Grammar in STUDENT WORKBOOK. California State University. Long Beach: College of Continuing and Professional Education.  **ADDITIONAL RESOURCES: WEBSITE**  There is one online resource:  Grahame Knox. (<http://www.insight.tapepad.co.uk>). 40 Icebreakers for Small Groups. | | | | | | | |
| NOTES | | | | | | | |
| The teacher prepare to provide a video clip, which is relevant to the topic that the learners are recently educated. And, the learners would write down what they listened and summarize of it. The last step is that the summarizing would be presented or demonstrated in front of the class. It helps them have a good relationship with other learners (student-student interaction) by working in a group. (SOS) | | | | | | | |

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| PRETASK TITLE | | | A greeting & an introduction of an activity, would you rather….? | | |
| AIMS | | | | MATERIALS | |
| To maintain a good relationship with peers and lead guideline questions of an activity. | | | |  | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 2 mins. | The whole class | The leaners will greet each other. | | | The teacher will have a greeting time with his/her students. |
| 3 mins. | The whole class | The learners will answer the teacher’s questions without noticing a topic. | | | The teacher will introduce and have little conversation that is relevant to an activity.  (Eliciting) |
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| NOTES | | | | | |
| Some of learners would be pointed as a volunteer | | | | | |

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| TASK PREPARATION TITLE | | | Phonology, lexis and substitution drill for the activity, would you rather…? | | |
| AIMS | | | | MATERIALS | |
| To prepare doing an activity. | | | | Whiteboard 3 different colors of marker | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5 mins. | The whole class | The learners will have time acquisition of the certain words from the given expression through guessing the missing letters of it.  e.g.) hairy, bald, diarrhea, constipation, eliminate, be stranded on, fight, past, wrestle. | | | The teacher will teach the certain vocabularies by guessing the letters of word. |
| 5 mins | The whole class | The learners will practice the introduced words with accurate sounds several times by repetition. | | | The teacher will be a model to pronounce the certain words with accuracy. |
| 5 mins. | The whole class | The learners will learn the rule of grammar by one of teaching methods, substitution table. | | | The teacher will teach the rule of grammar, axillary verb, by substitution table. |
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| NOTES  * The teacher should show his/her lip movement to the learners when pronouncing the words and it helps them distinguish the vowel and constant sound. | | | | | |
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| TASK REALISATION TITLE | | | Playing the activity, would you rather….? | | |
| AIMS | | | | MATERIALS | |
| To play an activity to adjust in real life situation. | | | | 11 pieces of paper and pen. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 4 mins. | The whole class | The learners will follow the instruction of activity. | | | The teacher will introduce the instruction of activity. |
| 11 mins. | The whole class | The other learners will listen and summarize one’s explanation while one learner presents the answer for the question. | | | The teacher will monitor passively to check whether they are speaking in English or not. |
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| NOTES | | | | | |
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| POST TASK TITLE | | | Feedback (checking & testing) from the activity, would you rather…? | | |
| AIMS | | | | MATERIALS | |
| To develop the learner’s English system that are especially function and discourse, based on the given expression and the rule of grammar, | | | | 10 pieces of paper and pen. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 8mins. | The whole class | The learners will present the summarization whose are sitting right next to them. | | | The teacher will monitor the learners passively with writing down their errors |
| 5 mins. | The whole class | The learners will have the time to receive genuine feedback from their work. | | | The teacher will use hand gestures and facial expressions to give their use of the incorrect tense to the learners. |
| 2 mins. | The whole class | The learners will share their emotional feeling, how the activity was like, after the activity is done. | | | The teacher will ask some question about running activity today. |
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| NOTES | | | | | |
| Prepare some questions for the learners to check the instructions and concept the content and receive genuine feedback from the learners.It is imperative section and they will be better to generate their own language through this task even though it takes some time to process generating it by themselves.  * The teacher need to take note to make them use sentence correctly. | | | | | |

Lesson materials

Would you rather….

• Visit the doctor or the dentist?

• Eat broccoli or carrots?

• Watch TV or listen to music?

• Own a lizard or a snake?

• Have a beach holiday or a mountain holiday?

• Be an apple or a banana?

• Be invisible or be able to read minds?

• Be hairy all over or completely bald?

• Be the most popular or the smartest person you know?

• Make headlines for saving somebody's life or winning a Nobel Prize?

• Go without television or fast food for the rest of your life?

• Have permanent diarrhoea or permanent constipation?

• Be handsome/beautiful and dumb or be ugly and really smart?

• Always be cold or always be hot?

• Not hear or not see?

• Eliminate hunger and disease or be able to bring lasting world peace?

• Be stranded on a deserted island alone or with someone you don't like?

• See the future or change the past?

• Be three inches taller or three inches shorter?

• Wrestle a lion or fight a shark?