Grammar Lesson Plan

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| **“ With ” adverbial phrase**  used to specify an additional circumstance or condition |

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| Instructor:  Heidi & Eunice | Level:  Intermediate | Students:  12 | Length:  30 Minutes |

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| Materials:   1. Matching activity sheets (12 copies) 2. TPR game sheets (12 copies) 3. TPR game cards (24 pieces) 4. Realias (Stick, ball, hat, handkerchief, curling pin) |

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| Aims:   1. Students will understand the meaning of the “with” the adverbial phrase by watching and listening teachers’ demonstration & explanation. 2. Students will know the form of the “with” adverbial phrase by doing a matching activity in pairs. 3. Students will practice the form of the adverbial phrase in a variety of sentences by playing a TPR game in two groups. 4. Students will practice speaking and listening by doing a matching activity and playing a TPR game. |

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| Language Skills:   1. Listening: teacher’s elicitation & instructions, partner’s ideas and opinions, classmates’ explanations 2. Reading: matching activity sheet, TPR game sheet & cards 3. Speaking: discussion to choose the answers on the matching activity sheet, explaining the cues in the TPR game 4. Writing: matching activity answers |

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| Language Systems:   1. Grammar: use of the “with” adverbial phrase, imperative sentence 2. Phonology: clear pronunciation for the imperative sentence 3. Lexis: wide-open, half-way down 4. Function: specifying an additional circumstance or condition 5. Discourse: using physical movement to react to verbal input |

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| Assumptions:   1. Students have already known the adverbial phrase. 2. Students are adult learners. 3. Students know about the adverbs and participles. |

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| Anticipated Errors and Solutions:   1. Students may have difficulty in understanding the meaning.  * Teacher provides them more examples.  1. Students may have a hard time doing activities.  * Teacher gives them more chances to practice.  1. If students need more time to finish their activity,  * Be flexible with the time as giving students more time to finish their activity and cut off the time of post activity.  1. If students finish their tasks earlier than anticipated,  * Give students more time on the final activity. |

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| References:   1. TESOL Student book “Grammar Lesson Plan” 2. http://enjoyenglish.co.kr/lecture/65031 |

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| L**ead-In** | | |
| Materials: White board and markers, a phone, a stick | | |
| Time | Set Up | Procedure |
| 5 mins | Whole  class | **[Greeting Students]**  Hi, everyone, how are you today?  (Students greet back.)  As you know, all of us studied English many years, but we cannot speak it fluently because we spent lots of time knowing about English language systems, especially the grammar.  I am very happy to have a chance to practice interesting activities using the useful expressions.  They might help you use them in everyday conversation.  **[Elicitation]**  (Put the paper of five sentences on the board.)  Could you tell me the common expression in these sentences?  (Students answer.)  Teacher Heidi will demonstrate these sentences for your understanding and I will explain them.  (Divide each sentence into two parts and act it out.)  **CCQ**  What is Teacher Heidi going to do?  Will I explain them first?  (Demonstrate and explain.) |

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| **Pre-Activity** | | |
| Materials: Matching activity sheet, board and markers | | |
| Time | Set Up | Procedure |
| 5 mins | Whole  Class  Pair | **“Matching Activity”**  **[Instruction]**  Now, we’re going to do a matching activity in pairs.  Read the sentences relating to your names and fill in the blanks.  You can discuss what words match well with your partner.  I’ll give you a minute. After finishing, we can share the answers.  **CCQ**  What should you do?  Do you work alone?  (Run the activity and monitor and answer the questions if they ask.)  Let’s share the answers. Who goes first? |

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| **Main Activity** | | |
| Materials: TPR game cards, ball, stick, hat, handkerchief, curling pin, board, markers | | |
| Time | Set Up | Procedure |
| 18 mins | Whole  Class  Group  & pair | **“TPR Game”**  **[Introduction]**  Now, we are going to do another activity “TPR game.”  You can do this activity in two groups.  I’ll give you the game sheets and you read the sentences on the sheet  and think of the reaction to verbal input in a minute.  (Read the game sheet.)  Each member of a group will come to the front and listen to the imperative sentence spoken by the other members and act it out.  I am going to show 12 sentences one by one, so each of you can have the chance twice.  **CCQ**  Do you work as a whole?  Can you speak during the game?  (One group plays the “TPR game” first.)  (Next, the other group plays the “TPR game”.) |

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| **Post Activity** | | |
| Materials: Board and markers | | |
| Time | Set Up | Procedure |
| 2 mins | Whole  class | **[Feedback]**  How was today’s activity?  (Listen to students’ feedback on the activity.)  **[Error Correction]**  (Write on the board students’ errors during the activity and facilitate peer correction.)  Today’s activity might help you remember and use the expression.  I hope you can use this expression freely in everyday conversation. |

**5 Sentences for eliciting**

1. Heidi fell asleep with her phone **on**.
2. Heidi is sitting with her legs **crossed**.
3. Heidi is dancing with a stick **in her hand**.
4. Heidi is running with Eunice **following** behind.
5. Heidi is looking at Eunice with her eyes **wide-open**.

**Matching Activity Sheet**

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| 1. Lucy is taking a photo with colorful autumn leaves  2. Hyun shall be lonely with him  3. Aeri sat silently with the cat | **dozing on her legs**  **falling**  **away** |
| 4. Tim is looking at us with a smile  5. Winnie came home with her mission  6. Ellen left the room with her gifts | **on the table**  **on his face**  **completed** |
| 7. Hayang sat in the darkness with tears  8. The lesson plan was completed with Marcia & Stella  9. Jack is driving with the driver’s seat window | **cooperating**  **in her eyes**  **down** |
| 10. Hayley stood on the hill with her hair  11. Sunny is vacuuming the living room with the window  12. Dana likes iced coffee with whipped cream  13. The man went into the interview room with the zipper on his trousers | **open**  **waving in the wind**  **half-way down**  **on it** |

**TPR Game Sheet 1**

1. Smile with your hands **on your cheeks**.
2. Sit with your right hand **on your left shoulder**.
3. Sing with a ball **in your hands**.
4. Run with a stick **in your left hand**.
5. Jump with a hat **on your head**.
6. Hop with a smile **on your face**.
7. Spin around with your hands **on your waist**.
8. Dance with a handkerchief **on your head**.
9. Bend down with your head **between your knees**.
10. Kneel down with your arms **stretched out**.
11. Bend your head back with a curling pin **in your hair**.
12. Stand with your right hand **grabbing your right foot**.

**TPR Game Sheet 2**

1. Smile with your eyes **closed**.
2. Sit with your legs **crossed**.
3. Sing with your eyes **wide-open**.
4. Run with your finger **on your nose**.
5. Jump with your arms **folded**.
6. Hop with tears **in your eyes**.
7. Spin your neck with your hands **in your pockets**.
8. Dance with your hands **on your thighs**.
9. Bend down with your hands **on your back**.
10. Kneel down with your neck **bent back**.
11. Bend your neck back with your tongue **sticking out**.
12. Stand with your left leg **lifted up high**.