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| **Grammar Lesson Plan** |
| **Preposition of Time**  *on time, in time, at that time, in years, in advance, at last* |

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| Instructor:  **Hayley Noh**  **&**  **Lucy Choi** | Level:  **Advance** | Students:  **12** | Length:  **30 Minutes** |

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| ***Materials:***   * 12 copies of Worksheets * Digital images to show from USB * Computer & Projector or Monitor |

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| ***Aims:***   * Ss will learn how the preposition work in the phrase * Ss will think and discuss with their group or individually whether the appropriate expressions should be used in sentences based on rules * Ss will practice the prepositions by answering concept check questions and completing the worksheets * Ss will be able to understand the differences between confusing prepositions. |

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| ***Language Skills:***   * Reading: reading worksheets to answer questions * Listening: listening to the teacher’s instructions & explanation * Speaking: sharing ideas, drilling, practicing activities * Writing: taking notes, checking the answers on the worksheets |

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| ***Language Systems:***   * Grammar: the uses of prepositions (at, in, on, in advance, at that time, etc.) * Function: giving information, answering the questions * Discourse: discussing and sharing other’s ideas * Lexis: vocabularies on worksheets |

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| ***Assumptions:***   * Ss may already know some prepositions * Ss may have no problems to understand teacher’s explanation * Ss may have different opinions |
| ***Anticipated Errors and Solutions:***  ▶Ss may not understand the dialogue  → Explain to Ss what kind of situations their having on the dialogue.  ▶Ss may need more time to finish their activity  → Be flexible and let them consider on the answers together.  ▶Ss may have difficulty in understanding some parts  → encourage and provide them more examples for clear understanding |

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| **Introduction and Reading** | | |
| **Materials: Board & Markers, Digital pictures, Computer & a Projector or a Monitor** | | |
| **Time** | **Set Up** | **Procedure** |
| 5 min | Whole Class | Greeting to Students  Introduce the lesson on the uses of prepositions specifically on time.  Turn on the monitor and show 2 types of similar pictures.  Make Ss think and elicit interesting response |
| 5 min | As a Pair | Make Ss as a pair and exchange their opinions  Let each of the pair talk on their ideas and go through all groups  CCQ:  Where is the place on these images?  What are the students doing?  Do you know the differences on these pictures? |

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| **Main Activity** | | |
| **Materials: Board & Markers, Worksheets** | | |
| **Time** | **Set Up** | **Procedure** |
| 7 min | Whole Class | Introduce different prepositions that are using differently by meaning.  Ask Ss what they already know about it.  Explain how to use prepositions appropriately and giving them examples regards to different situations for more understanding |
| 5 min | Pairs as a group | Distribute worksheets  Each pair discuss and check the answers together.  Encourage Ss to speak out on their opinions  *CCQ:*  What kind of discussion are you having?  How is your partner’s understanding of preposition?  Have you ever had using confusing on preposition?  What is the dialogue about? |
| 5 min | Whole Class | Divide into two teams, check the dialogue  Team A is Sandy and Team B is Justin  Each team read their role together with teacher |

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| **Feedback** | | |
| **Materials: Board & Markers** | | |
| **Time** | **Set Up** | **Procedure** |
| 3 min | Whole Class | Ask Ss what they learned on this lesson:  Was there any differences between lesson and what you’ve been thinking of?  How can you make mistakes through by misunderstanding the meaning of preposition?  Was this lesson useful for you?  I hope you enjoyed today’s lesson to have a clear mind on prepositions on time. |