

SAMPLE ACE GRAMMAR LESSON PLAN #2

Teacher Name: <i>Margaret Matthews</i>	Date: <i>December 18th, 2018</i>
Class Description: Number of students: <i>10</i> ; Class level: <i>Intermediate</i> ; Class length: <i>45 minutes</i>	
Objectives: SWBAT to use simple, compound and complex sentences to orally express likes and dislikes about food.	
Materials: CP Handouts (see below), AP Handout	

Procedure		
Time	BB	Steps
5 min	WU	<p>In order to engage the students and builds their motivation to stay on topic, I will use the following activity to warm them up. Ask students to stand in a line in front of the teacher. One half of the room is like, and the other half is dislikes. The teacher will name a food, and students will move to one side of the room depending on their likes or dislikes.</p>
30-35 min	LK	<p>Put students in groups. Give each group a set of scrambled sentences. Have one simple sentence, one compound sentence and one complex sentence. Have them put the sentences in the correct order. Have students put finished sentences on the blackboard. Look at the sentences.</p> <p>Three examples are:</p> <p style="padding-left: 40px;"><i>love/I/bananas</i></p> <p style="padding-left: 40px;"><i>I/love/bananas/I/but/like/don't/apples</i></p> <p style="padding-left: 40px;"><i>I/love/bananas/I/because/I/eat/them/a lot</i></p> <p>Tell students we are going to look at what kinds of sentences the boarded sentences are, and how we make them. Try to elicit from students what kind of sentence each one is. See if the class can identify the differences between the sentences. Use these differences to start establishing the rules for each type of sentence.</p> <p>Correct the students' first sentence if required.</p> <p style="padding-left: 40px;"><i>I love bananas. (Simple sentence)</i></p> <p>Establish that a simple sentence is an independent clause. It can have more than one subject and more than one verb. For example:</p> <p style="padding-left: 40px;"><i>The man ate. (one subject and verb)</i></p> <p>Correct the students' second sentence if required.</p>

		<p><i>I love bananas, but I don't like apples. (Compound Sentence)</i></p> <p>Establish that a compound sentence is made up of two independent clauses connected by a coordinating conjunction (for, and, nor, but, or, yet and so). Teach students the acronym FANBOYS to represent these coordinating conjunctions.</p> <p>Illustrate the use of the coordinating conjunctions, for example:</p> <p><u><i>I like reading, but biographies are my favourite.</i></u></p> <p>Establish that we never begin a sentence with a coordinating conjunction.</p> <p><i>But, I am tired. X</i></p> <p>Correct the students' third sentence if required.</p> <p><i>Because I love bananas, I eat them a lot. (Complex sentence)</i></p> <p>Establish that a complex sentence is made up of one independent clause and one dependent (subordinate) clause. The independent clause is the main/important one. Remember that a dependent clause cannot stand alone. It needs the main clause to complete its meaning. For example:</p> <p><u><i>I will telephone you before I go home today.</i></u></p> <p>Establish that the dependent clause is separated from the main clause by a comma when it comes before the main clause. Try to elicit examples of subordinating conjunctions. For example:</p> <p><i>after before when because</i></p> <p><i>Because I have a lot of free time, I can help you today.</i></p> <p>Establish that the comma is not used when the main clause comes before the dependent clause.</p> <p><u><i>I would love to help you after I finish watching this TV show.</i></u></p>
25 min	CP	<p>Put students in pairs and give them the CP handout. Have them identify each type of sentence. Confirm answers as a class.</p> <p>Put students in new pairs still with the same handout. Have them identify the error and correct it. Confirm answers as a class.</p>
10 min	AP	<p>Put students in new pairs and give them the AP handout. One person will be the homestay mother, and the other will be the student. Switch roles halfway through. Before beginning the activity, model a possible conversation between the homestay mother and the student.</p> <p>Homestay mom: <i>I am making roast beef for dinner. Do you like mashed potatoes?</i></p> <p>Student: <i>I like mashed potatoes, but I prefer roast potatoes.</i></p> <p>Homestay mom: <i>Okay. Do you like corn or carrots better?</i></p>

		Student: <i>While I like corn, I think that carrots are tastier.</i> (and so on)
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Grammar CP Handout

Sentences

A. Work with a partner. Look at the following sentences. Identify what kind of sentence it is (simple/compound/complex).

1. Sarah told jokes in the classroom.
2. I was really tired and hungry because I had forgotten to eat breakfast.
3. He studied really hard, but he still failed.
4. I don't like to watch scary movies, nor do I like to watch action movies.
5. Since I started speaking English all of the time, I have really improved.
6. I bought bananas, apples, carrots, and lettuce.
7. Even though I have made a lot of new friends, I am still homesick.
8. The bell rang, so the students left.
9. I was so very tired last night.

Correcting Sentences

A. Work with a partner. Look at the following sentences. Each sentence contains an error. Identify the error, and then correct it.

1. I like shrimp but I don't like fish.
2. I ate the fish, even though I didn't like it.
3. I made the cake. So, I know that it tastes good.
4. Because she likes chocolate I baked a chocolate cake.
5. I ate too much ice cream I have a stomach ache.

Grammar AP Handout

You have come to Calgary to study English. You are living in a homestay. Your homestay mother/father wants to know what kinds of food you like. Tell her if you like both foods, or if you prefer one. Also explain why you like or dislike something. Give her as much information about your food preferences as possible. The homestay mother/father can also ask questions.

ice cream / chocolate

ground beef / chicken

carrots / broccoli

green salad / potato salad

milk / soya milk

spaghetti / pizza

potato chips / popcorn

coke / water

