|  |
| --- |
| **Grammar Lesson Plan** |

|  |
| --- |
| **Harder, Better, Faster, Stronger** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:**  Shin Young Chung | **Level:**  Intermediate | **Students:**  13 | **Length:**  25 minutes |

|  |
| --- |
| **Materials:**  Board  Video Clip- Harder, Better, Faster, Stronger (YouTube)  Comparative Worksheet (14copies)  Pictures of celebrities  Projector  Computer |

|  |
| --- |
| **Aims:**  To practice speaking by drilling the grammar form.  To practice listening by listening to the T’s instructions.  To improve and practice speaking by discussing and presenting.  To practice comparing by solving the worksheet and comparing the pictures.  To improve writing by finishing the table. |

|  |
| --- |
| **Language Skills:**  Reading: Worksheet and table on the board.  Listening: Listening to T’s instructions and music “Harder, Better, Faster, Stronger.”  Speaking: Discussion within groups and share their thoughts.  Writing: Making a table. |

|  |
| --- |
| **Language Systems:**  Phonology: Drilling  Grammar: Use of comparative form.  Function: Using the comparative form to describe people around them. |

|  |
| --- |
| **Assumptions:**  1. Ss can write, read, and listen to the English well.  2. Ss can speak or communicate in English but not fluent.  3. Ss are aware that it is a grammar lesson class.  4. Ss are adult learners. |

|  |
| --- |
| **Anticipated Errors and Solutions:**  Ss may need more time reading or answering questions.  -Give more time but not too long. |

|  |  |  |
| --- | --- | --- |
| **References**:  “Harder, Better, Faster, Stronger”. *YouTube*. 17Oct. 2012.  < http://www.youtube.com/watch?v=gAjR4\_CbPpQ>. | | |
| **Lead-In** | | |
| Materials: Video Clip- Harder, Better, Faster, Stronger (YouTube) | | |
| Time  3mins | Set Up  Whole Class  Whole Class  Whole Class | Procedure:  Good morning class.  Does anybody know a French artist called Daft Punk? If you do can you name any of their music?  (Listen to their response. Try to elicit the music title ‘harder, better, faster, stronger’. If no one knows tell them the title.)  One of their music was collaborated with Kanye West at the Grammy Awards on 2008.  Okay, harder, better, faster, strong is one of the most famous music they have ever made. To warm up the class I will show you a video clip with their music.  **Guided Warmer Activity:**  You do not have to concentrate too much on the lyrics but try to link the lyrics with the video to understand what this video is about.  CCQ:  What do you do as you listen?  (Play the video and let students watch.) |
| **Pre-Activity** | | |
| Materials: Board, Projector, Computer | | |
| Time  3mins  2mins  5mins | Set Up  Whole Class  Whole Class  Whole Class  Whole Class  Whole Class | Procedure:  **Recall:**  How was the video? Was it interesting? What was the name of the music?  What were the words that you hear the most? I know there are some words that you cannot miss.  (Listen to the students and write down the words.)  Relate these words with the video. In groups of 4 discuss and summarize the content of the video. Also discuss from what or how they have become harder, better, faster, and stronger.  CCQ:  Are you working alone?  What will you discuss about?  (Monitor discreetly.)  **Reflect:**  Good discussions. Can anyone tell me from what and how they have become harder, better, faster, and stronger? (Try to elicit an idea that something has become stronger than the past by adding something. Ask more questions.)  Where were they at the beginning of the video?  What do you think they were?  Can they move?  What were the computers or machines doing to them?  (Systemizing them into human.)  What do you think they have become at the end of the video?  Do they move by themselves?  Right. They were robots that are fixed in the factory at the beginning which later turned into humans by systemizing and computerizing them.  Can robots move by themselves?  What about the human?  Therefore, we can use the expression that ‘Humans are \_\_\_\_\_\_\_ (harder, better, faster, stronger) than the \_\_\_\_\_\_\_(robots)’ or ‘they have become \_\_\_\_\_\_\_ than the \_\_\_\_\_\_\_.’  (Write down the sentence on the board.)  Can anyone finish off the sentence?  CCQ:  Ex) Tom is fatter than John.  In this case who is fat?  **Conclude:**  Meaning:  Great! You have learned how to use comparative.  Let’s talk about the meaning of the title. We use comparative to compare two different things.  What things do you think the title harder, better, faster, stronger were used to compare?  (Wait for student’s response)  Right, the title was used to compare a robot and a human.  Form:  The comparative form is subject + is + comparative (adjective/adverb) -er + than + object pronoun. You may have noticed the –er added to the adjective or adverb. By adding –er on the adjective or adverb we can make the comparative.  Ex)Warm > Warmer  Words that ends with the letter Y > ier  Ex) Sexy > Sexier  Words with more than 3 syllabus change differently but we are not going to look over it today.  Drilling:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | I | am | -er  -ier | than | him | | He | is | her | | She | John |   (Draw the table on the board)   1. T read the table and Ss listen. 2. T read the table and Ss repeat. 3. Pick some students to repeat. |
| **Main Activity** | | |
| Materials: Comparative Worksheet (14copies), Pictures of celebrities | | |
| Time  3mins  5mins | Set Up  Whole Class  Whole Class  Whole Class  Whole Class  Whole Class  Whole Class | Procedure:  **Controlled Practice:**  Instruction:  Now I will hand out a worksheet. Choose or fill out the right answer. Work individually. I will give you 2 minutes. Do not start until I say so.  CCQ:  Are you working alone?  How much time do you have?  Do you begin right away?  (Distribute the worksheet.)  We will go over the first question together.  (Monitor discreetly.)  Feedback:  Do you need more time?  Y>Give 30 seconds more.  N>Check the answers together.  **Less-Controlled Practice:**  Instruction:  I will show you some pictures. By looking at the pictures make a sentence using the comparative form. You may work with a partner. I will give you 3 minutes.  CCQ:  What will you see?  What will you do?  Are you working alone?  How much time do you have?  (Run task)  We will go over the first question together.  (Monitor discreetly)  Feedback:  Do you need more time?  Y>Give 30 seconds more.  N>Check the answers together. |
| **Post-Activity** | | |
| Materials: | | |
| Time  4mins | Set Up  Whole Class  Whole Class  Whole Class  Whole Class | Procedure:  **Free Practice:**  Instruction:  Think about your family members. By using the comparative form describe them each in one sentence. Work individually. You will have 2 minutes.  CCQ:  Who are you describing?  In how many sentence?  Are you working alone?  How much time do you have?  Good, you may begin.  (Monitor discreetly.)  Feedback:  Do you need more time?  Y>Give 30 seconds more.  N>Check the answers together.  Let’s hear it from everyone.  **Conclude:**  Great job guys. We have learned and done some activities related to the comparative. How was the lesson? Was it difficult? I hope it was easy to follow. |

**Comparative Worksheet**

1. Seoul is (bigger / big) than Busan.

2. I can’t reach as high as you. You are (tall / taller) than (you / me)

3. Eric is rich. He is richer than David. But Sarah is richer than he is.

1. Eric has $10 million, Sarah has $8 million, and David has $2 million
2. Sarah has $10 million, Eric has $8 million, and David has $2 million
3. David has $10 million, Sarah has $8 million, and Eric has $2million
4. None of the above.

4. Yesterday the temperature was 28 degrees. Today it’s only 20 degress.

It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ today than it was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.