GRAMMAR LESSON PLAN

|  |  |  |  |
| --- | --- | --- | --- |
| **COMPARATIVE FORM** | | | |
| **Instructor:**  Dayeon Son(Emily) | **Level:**  Upper Intermediate | **#of Students:**  15 | **Length:**  30 min. |
| **Materials:**  - worksheet  - wall chart  - papers  - White board, markers  - pictures | | | |
| **Aims:**  **Main:** Ss will be able to improve their grammar skill by have Ss talk about comparatives  **Secondary:** Ss will learn the structure of comparative form by shopping role play  **Personal:** I want to speak loud and confidently. I want to give Ss CCQ clearly.  . | | | |
| **Language skill:**  **Reading:** Ss will read dialogue and vocabulary of comparative.  **Listening:** Ss will listen to other student’s speaking.  **Speaking:** Ss will practice speaking by role play.  **Writing:** Ss will write comparative form of each vocabulary. | | | |
| **Language systems: None to discuss**  - **Lexis:** Comparative form of vocabulary will be used.  - **Function:** make sentence using comparative form.  - **Phonology:** none to discuss  - **Discourse:** discussions on activities.  - **Grammar:** Comparative form and comparative adjective | | | |
| **Assumption**  -Ss know the meaning of adjectives.  -Ss have good understanding. | | | |
| **Anticipated error and solution:**   |  |  |  | | --- | --- | --- | | **Problems**  -Ss may not be able to understand the instruction.  -Ss may need more time to work on the questions.  if Ss finish their tasks earlier than I anticipated. | ←→  ←→  ←→ | **Solutions**  -give them more specific indications  -Cut the post-activity short->only ask 2~3 Ss to share their opinions about their wishes.  Ask as many Ss as possible about their idea of a good partner for life, and differences between an idle date and a idle spouse. | | | | |
| References:   * www.naver.com, | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-in** | | | |
| **Materials:** Board, Pen, picture department store. | | | |
| **Time**  1min | **Set up**  Whole class | | **Procedure:**  **Greeting:**  \*Hello everyone,  **2 Guiding questions:**  - Do you have any sister or brother? Then, Are you taller than he/she?  - when you buy something, what is important thing? |
|  | | | |
| **Pre-activity (10minutes total)** | | | |
| **Materials:** Board, markers | | | |
| **Time**  3minutes  1minute  2minutes  2minutes  2minute | **Set up** | | **Eliciting**  (Attach picture of items)  Last Sunday I bought gloves. It was nice but expensive for me. So I asked clerk if they have **cheaper** gloves. Fortunately, they showed me another one. So I bought cheaper one.  How did I make a decision?  ( make Ss unscramble word “compare” )  Yeah, I compared 2 items especially price.  When you compare 2 things, we can use comparative form.  There are lots of comparative adjectives end with –er  For example, (write on the board)  A is \_\_\_\_\_\_\_\_\_\_\_\_ er than B  (Demonstration)  I’m younger than my sister.  But, if the word has more than 3 syllables, we have to put ‘**more**’ before the adjectives.  For example, (write on the board)  more im/por/tant , more beau/ti/ful. More fa/shion/a/ble  **CCQ**  Can we use comparative form when we compare 2 things?  -yes!  Do you put **‘more’** before the adjectives if the word has more than 2 syllables?  -No!  Now, can you make comparative form using these words?  (write down some words and let Ss to guess and speak)  -Good.  Now, I’ll make 3 groups.  I want you to make as many comparative adjectives as you can. I’ll give you 2minutes. But I don’t want you to start before I say go.  **ICQ**  \* What are you going to do?  \* How many minutes do you have?  \* Are you working individually or in groups?  Ok, go!  (Monitoring)  (Time management)  -1minute left! 30 seconds! 10 seconds! Time’s up!  Let’s check the answers.  Choose one person and please come out and write the answers on the board.  Good job everybody. |
|  | | | |
| **Main-activity (10minutes)** | | | |
| Materials**: wall chart** , **worksheet , board, markers.** | | | |
| **Time**  2minutes  4minutes  3minutes | **Set up** | | **Procedure :**  Now! It’s time to go to the shopping mall!  This time, I want you to work as a pair.  We are going to shopping. I’ll give you a shopping list and you can buy only 1 thing. So you have to discuss and make a decision with your partner.  (make Ss in pairs)  (Attach the dialogue wall chart and give Ss demonstration)  I: hey I want to buy that MCM gloves.  Sister: it’s good. But I think COACH gloves are better than MCM.  I: why?  Sister: because COACH is slightly more expensive than MCM, but it has better quality.  I: Oh,, then I’ll buy that one.  **ICQ**  \*What are you going to do?  \*Are you work individually or in pairs?  \*Are you going to start when I say go?  **Explicit icq**  But I don’t want you to start before I say go.  \*are you going to start when I give you a paper? – no!  \*are you going to start when I say go? – yes!  (Monitoring, Time management)  2minutes! 1minute! 30seconds! 10 seconds! Time’ up!  Let’s share the answer together!  (Error correction)  If there is no error  -I didn’t hear any mistakes. |
| **Post-activity (7minutes)** | | | |
| **Materials:** papers. | | | |
| **Time**  1minute  2minutes  3minutes | | **Set up**  individually | **Procedure:**  I’ll give you a paper and you need to write 2 any items. I’ll give you 1 minute.  Go!  (Time management)  30 seconds! 10 seconds! Time’s up!  Let’s crumple the paper like a ball.  Now let’s move seats and desks to the wall and gather around.  I want you to throw a paper until the music stop.  **ICQ**  What are you going to do?  Are you going to throw a paper until the music stop?  Okay, Go!  10seconds after..  Stop!  Ask Ss about the answers.  Error correction. |