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| Grammar Lesson Plan | | | |
| Title – The Comparative Grammar | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
|  | Intermediate-low | 8 | 20 |
| Materials: Some pictures that can be used for an activity, some word boards | | | |
| Aims:  * Students will learn about the comparative grammar by today’s lesson. * Students will improve their listening skills by listening to the instructor and other student’s speaking.. * Students will practice the comparative grammar to understand the concept better. | | | |
| Language Skills: Listening: to listen to their instructor and other students’ speaking.  Speaking: to speak their answer about the grammar  Reading: to read some words and sentences about the comparative grammar  Writing: | | | |
| Language Systems: Grammar: The comparative grammar  Discourse: Making short sentences to compare two positions | | | |
| Assumptions: Students already know:   * The concept of using comparative grammar in their native language. | | | |
| Anticipated Errors and Solutions:  * Class time is too long enough to do this lesson. (Give them more time to practice and exercise) * They don’t understand the concept of this grammar in English (Give them easier sample to understand them) | | | |
| References: | | | |
| Notes: | | | |

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| Pre Task or Warmer | | | |
| Title: Introduce the concept of the comparative grammar | | Aims:To be able to get to know about the comparative grammar | Materials: Two different pictures to show them |
| Time | Set Up | Students | Teacher |
| 3mins | Whole class | Greeting | Greeting:  Let them know what they will learn today’s lesson: the comparative grammar  Ask them some questions using two different pictures  Q. What is the difference between two pictures?  Get their answers, and gradually get the main lesson. .  Eliciting/Prediction:  They will understand the concept of comparative, but are not sure how to use it exactly. |
| Notes: | | | |

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| Task Preparation or Presentation | | | |
| Title: Pre-activity | | Aims:To understand the comparative grammar and know how to use it | Materials: Chalk, Board, some more pictures for comparison, some words and sentence cards |
| Time | Set Up | Students | Teacher |
| 7mins | Whole class  Individual | Talk with the teacher.  Practice individually. | Procedure  Attach or hold two different pictures.  The grammar form should be on the board so that students can see and read them.  Instructions  Ask them questions   * What is the difference between two pictures? * Which picture has the big ball and which picture has the small ball? * How do you say comparison?   CCQs plus expected As   * Do you understand this grammar? * How can you make the sentence using the comparative grammar? |
| Notes: | | | |

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| Task Realization or Practice | | | |
| Title: Main activity-attach the word | | Aims:To improve their understanding of the comparative grammar by the activity | Materials: Chalk, Board, some more pictures for comparison, some words and sentence cards |
| Time | Set Up | Students | Teacher |
| 7mins | Individual | Come up to the board and follow what the instructor says. | Procedure:  Attach some more comparable pictures on the board.  Instruction:  Call them one by one to the board  Let them choose the right word to make comparative grammar..  CCQs:   * Which one is bigger? * Which picture has the older item?   Transition:  Have Ss rotate and speak their answers.  Check the correct answers. |
| Notes: | | | |

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| Post Task or Production | | | |
| Title: Review | | Aims:To review and practice what they learned in this class.. | Materials: Chalk, Board, some more pictures for comparison, some words and sentence cards |
| Time | Set Up | Students | Teacher |
| 3mins | Whole class | Answer the instructor’s questions. | Instructions:   * Repeat the activity by asking comparative grammar questions. |
| Notes: | | | |