

# Grammar Lesson Plan

TITLE    Using "the" Article in General Statements				
INSTRUCTOR	Ss' LEVEL	AGE GROUP	No of Ss	LENGTH
Soo Kyeong Lee	Intermediate	Adult (20s)	7 Ss	50 mins
MATERIALS				
PowerPoint				
Handouts				
Audio File				
White Board & Marker				
Multimedia (Computer and speakers)				
AIMS 1.    Develop students' grammatical understanding of the usage of "the" article in general statements.				
2.    Increase the students' ability to use "the" article within general statements, both orally and written.				
3.    Provide opportunities for students to listen to and use "the" article naturally and critically analyze its suitability for use within different contexts.				
LANGUAGE SKILLS				
Listening	Ss will listen to classmates and an audio file using "the" article in general statements.			
Speaking	Ss will form personalized general statements using "the" article.			
Reading	Ss will read the worksheet and ppt presentation of general statements using "the" article.			
Writing	Ss will complete gap fill and various written handout exercises.			
LANGUAGE SYSTEMS				
Phonology	There are two different ways to pronounce ‘the’ article: /ði:/ or /ðə/. The pronunciation depends on the <b>sound</b> of the following word. The /ði:/ pronunciation appears before a vowel sound, whereas, /ðə/ pronunciation appears before a consonants sound. e.g.  <i><b>the</b> sea /ðə 'si:/    the air /ði: 'eə/</i>			
Lexis	Myth, kilts, polite, general, the, lexical chunks: crazy about; very keen on, etc.  In most cases, clauses using ‘the’ article places ‘the’ as the first word of its noun phrase, preceding all other adjectives and modifiers e.g. <i><b>The children know the fastest way home.</b></i>			
Grammar	However, the language during the class will focus on the use of ‘the’ article and when to use or not use it in general statements.  We don't use ‘the’:			

- When talking about people or things in general e.g. People have two legs/Dogs have four legs.
- With the names of people and countries e.g. English people like tea.
- With many place names e.g. continents, cities, mountains, roads/streets, countries, Lakes, Hills, Islands.

We use 'the':

- When there is only one of something e.g. the moon, the sun.
- With the superlative form e.g. the biggest
- With some place names e.g. Oceans and seas, Rivers, Mountain ranges, Countries which are republics/unions.

e.g. Therefore a sentence that is a general observation rather than referring to specific children would take the form of: **Children know the fastest way home**

**Discourse** To develop and strengthen students' comprehension and correct usage of "the" article while making general statements.

**Functions** The correct usage of the lesson's grammar within the context of the lesson's theme.

### ASSUMPTIONS

I assume the students will be familiar with the language being used, but have had little chance to practice the language orally.

I assume that the students will understand the meanings of the CCQs that will form the basis of checking the students' vocabulary understanding.

I assume that all learners will be strong enough speakers to engage actively in the class.

I assume that all learners will want to try and participate actively in a communicative class.

I assume that the learners will know most of the vocabulary and teaching clarification will be concentrated on the problematic vocabulary and reinforcing 'the' article usage.

### ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS

**Problem:** Students might have problems pronouncing the strong and weak forms of 'the' article and be confused when to use them.

**Solution:** Repeat the different pronunciation to offer a good natural model and drill the whole class to improve pronunciation. Listen to production and correct pronunciation if required. If the students are confused when to use the different forms, explain the rules highlighted in the phonology section of the plan and practice.

**Problem:** Students might be confused about the different meanings of the difficult vocabulary and how to use them in utterances.

**Solution:** Clarify meaning of the vocabulary by using CCQs use the following practice exercises to reinforce students' understanding of the different meanings and encourage them to using the language in context.

**Problem:** Students might not have good discourse management skills, so are not able to talk for extended periods in the discussion exercise.

**Solution:** Be prepared to move students so they can discuss the self-description sentences with an alternative partner if they finish their discussion early.

**Problem:** The student's ability to use the class target language maybe lower/higher than what I am anticipating.

**Solution:** Be prepared to modify the language I use to the level of the students and explain the language simply.

## REFERENCES

Materials adapted from page 70 & 71 of New Cutting Edge Pre-Intermediate.

## NOTES

**Plan B:** If the audio file doesn't work, the teacher can read the audio script to the students, and they can answer the True & False statements.

**Cut-off:** The Task 3 portion from the main task.

**SOS activity:** Be prepared to have students switch partners and swap information about themselves with another student if they finish their discussion early after the post task activity.

<b>PRETASK TITLE</b> Lead In: Intro Topic			
<b>AIMS</b>  To strengthen students' comprehension of myths (general statements), improve their lexi, and further develop their prediction skills.		<b>MATERIALS</b>  PowerPoint	
<b>TIME</b>	<b>SET UP</b>	<b>STUDENTS</b>	<b>TEACHER</b>
1 min	Whole class	Ss listen to the teacher in order to comprehend what the lesson is going to be about.	Greet students and highlight that this class will be focusing on the grammar of making general statements.
3 mins	Whole class	Ss focus on the language and answer the teacher's CCQs.	Introduce the first task by asking the students to look at language focus exercise and check the students' understanding of difficult lexis via CCQs. <b>e.g. Is a myth a true story?</b> <b>Do many people believe myths are true?</b>
2 mins	Whole class	Ss make predictions based on the myths from the ppt and their prior knowledge.	Tell the students they should predict which of the myths maybe true and do the first myth as an example.
<b>NOTES</b>			

TASK PREPARATION TITLE      Grammar Task			
AIMS		MATERIALS	
To introduce student's to grammar rules concerning the correct usage of "the" article in general statements		PowerPoint Handout	
TIME	SET UP	STUDENTS	TEACHER
3 mins	Individual	Ss read the grammar task and complete the grammar tasks on their work sheet.	Provide students with the handout and monitor for possible errors.
2 mins	Pairs	Ss compare their answers and check for differences to encourage self-correction.	Monitor for possible errors.
1 min	Whole class	Ss provide their answers, and discuss differences.	Provide feedback to highlight the correct answers.
NOTES			

TASK REALISATION TITLE		Sentence Forming Activity, Gap-fill Activity, & Listening Activity	
AIMS		MATERIALS	
To develop student's comprehension, understanding and correct usage of "the" article in general statements.		PowerPoint Handout Audio file Multimedia (Computer & speakers)	
TIME	SET UP	STUDENTS	TEACHER
2 mins	Whole class	Ss listen to and focus on the teacher's explanation and sample sentence.	Tell the students they will be forming general statements using the information in the boxes and demonstrate an example of a sentence.
5 mins	Individual	Ss individually create sentences on their hand out using the lesson's grammar correctly.	Ask the students individually form some sentences on their hand out. Then instruct them to get together with a partner to discuss their sentences.
	Pairs	Ss tell their sentences to their partners and their partners must decide whether they agree or disagree with the statement.	Monitor and provide error correction.
10 mins	Whole class	Ss read and pay close attention to the grammar rules for correct usage and comprehension of 'the' article in general statements.	Introduce the grammar rules of when and when not to use 'the' article via the ppt.
	Pairs	With a partner, Ss complete the gap-fill exercise.	Ask the students to work in pairs and complete the gap fill exercise. Encourage the students to refer back to the grammar rules highlighted in the grammar explanation and grammar activity section of the class.
	Whole class	Ss provide their answers during the feedback portion.	Check the correct answers via class feedback of the ppt.

9 mins	Whole class	<p>Ss check which statements are True or False and then listen to the audio files to check their predictions.</p> <p>Ss provide their predictions and then tell the class how many they got correct.</p>	<p>Ask the students to check if they believe the general statements to be true or false, then listen to the recording</p> <p>Class feedback checks which statements are true and false.</p>
<p style="text-align: center;"><b>NOTES</b></p>			

POST TASK TITLE      Speaking Activity			
AIMS		MATERIALS	
Provide opportunities for students to use "the" article naturally and critically analyze its suitability for use within different personalized contexts.		Handout PowerPoint	
TIME	SET UP	STUDENTS	TEACHER
4 mins	Individual	Ss individually complete sentences about themselves while paying close attention to correct grammar usage.	Ask the students to individually complete the sentences about themselves encouraging them to pay particular attention to their grammar usage.
3 mins	Pairs	Ss have two important roles; <b>Student A:</b> Tells their partner about themselves. <b>Student B:</b> Listens to student A and asks follow up questions.	Tell the students to work in pairs and tell each other about themselves, the students whom are listening are told to ask follow up questions to the sentences so their partners can tell them more details.
3 mins	Pairs	After 3 minutes, the students find a new partner on a different table and repeat the activity.	After 3 minutes ask the students to find a new partner and repeat the activity. Monitor the students in case they need further assistance and to check there were no major problems. Make notes of any language errors that may occur during the questions and answers in preparation for the feedback stage.
2 mins	Whole class	Ss listen to the teacher's lesson summary.	Sum up the class and the main aims, then say "goodbye" to the class.
NOTES			





Worksheets, handouts and lesson materials