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| **Grammar Lesson Plan** |
| Comparatives |
| Instructor | Level | Students | Length |
| SoYoung Kim | Beginner | 6 | 50 minutes |
| **Materials:*** A board and markers(at least 2)
* A PPT files (Comparative examples, activity material)
* A beam project
* Small gifts for winners (3)
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| **Aims:*** Students will be able to learn how to use comparatives by examples of T’s
* Students will be able to learn the rules of making comparatives though examples of T’s and T’s eliciting
* Students will practice comparatives by answering concept check questions and group activity
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| **Language Skills :*** Reading: reading teacher’s examples
* Speaking: participating in the activity, practice sentences using the grammar rule
* Listening: listening to teacher’s instructions, classmates ideas
* Writing: answering grammar questions
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| **Language Systems :*** Grammar: comparatives
* Lexis: basic adjectives, comparatives
* Function: comparing things
* Pronunciation: checking and practicing pronunciation of vocabulary while listening and speaking
* Conversation: discussion, dialogue, answering questions
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| **Assumptions :**Students already know:* How the class is set up and run
* The teacher’s style of teaching and the pace of the course
* How to express the ideas and opinion in English
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| **Anticipated Errors and Solutions:*** Students may have a hard time practicing
* Give more chances to practice
* If time is running out
* Shorten the discussion time
* If activity is finished earlier than expected
* Give students more time to produce sentences
* If the computer and the beam project is not working
* Prepare prints-out of data files and attach / write on the board
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| **References :*** <https://www.youtube.com/watch?v=wam5PscoSjU>
* <http://www.onestopenglish.com/esol/esol-lesson-plans/pdf-content/cambridge-esol-skills-for-life-comparatives-and-superlatives-lesson-plan/146924.article>

[Images]* <http://www.usmagazine.com/celebrity-moms/news/new-gerber-baby-is-7-month-old-girl-named-grace-2015211>
* http://chataboutheroesrp.wikia.com/wiki/William\_Williams
* <http://www.templates.com/blog/come-up-smiling-amazing-3d-characters/>
* <http://www.livetradingnews.com/crude-oil-extended-losses-gold-silver-nat-gas-finish-in-the-green-56258.htm>
* <http://www.dreamstime.com/royalty-free-stock-photo-cartoon-businessman-pair-one-happy-other-sad-two-businessmen-image31231275>
* http://blog.saltmoney.org/the-good-the-bad-and-the-indebted-excerpt/
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| **Lead-In** |
| **Materials** | Board, markers |
| **Aims** | To intriguing students by giving guiding questions |
| **Time** | **Setup** | **Students** | **Teacher** |
| 3 min | Whole class | - Students greet the teacher- Students listen to the introduction and share their opinion | - Greet- Introduce how to make comparison  |
| **Note** |  |

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| **Presentation** |
| **Materials** | Board, markers, PPT file for comparatives examples, computer |
| **Aims** | To develop understanding how to use comparatives |
| **Time** | **Setup** | **Students** | **Teacher** |
| 12 min | Whole Class | - Students watch the examples and give answers | - Set up to beam the PPT file to the board- Elicit the rules for comparatives (with one sound) 1) One sound 🡪 + ‘-er’1-1) one vowel + one consonant 🡪 double consonant + ‘er’1-2) ends with ‘y’ 🡪 transform ‘y’ to ‘i', then +’er’ 2) more than two sounds 🡪 ‘more’ +  3) exceptions (good, bad)- C.C.Q |
| **Notes** | If students have difficulties to elicit the answers and the rules, give more clues |

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| **Practice** |
| **Materials** | Board, marker, PPT file for activity, computer and beam project |
| **Aims** | To practice making comparatives of different rules via working on the activity |
| **Time** | **Setup** | **Students** | **Teacher** |
| 5 min | group | - Students group | - Set up to beam the PPT file to the board- Make 2 groups- Give instructions- ICQ |
| 5 min | Group | - Students work on the activity | - Monitor |
| 8 min | Whole | - Students elicit answers | - Check the answers together- Correct errors if there’s any- Let students practice making sentences |
| **Notes** | Errors during activity will be handled during checking answers time\* For exceptional rules, it might need changes on activity material |

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| **Production** |
| **Materials** | Board |
| **Aims** | To have free practice using comparatives and get constructive feedback from Students |
| **Time** | **Setup** | **Students** | **Teacher** |
| 14 min | pair | - Students make pair- Students have discussion  | - Regroup students - Let students discuss with partner- ICQ- Monitor- Ask sharing ideas |
| 3 min | Whole class | - Students share experiences on today’s activity | Get feedback |
| **Notes** | Monitoring is important to ensure that students are working in appropriate way  |