#### Grammar Lesson Plan

Instructor:

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Level:

Elementary

Students:

11 students

Length:

35 minutes

*I am taller than you.*

**Materials:**

- Board & board marker

- Picture cards

- 11 copies of worksheets

**Aims:**

- Students will know and understand the rule of changing comparative degree sentence by completing worksheet and group work.

- Students will able to make comparative degree by free production activity

- Students will practice speaking and listening ability by their group/pair work.

**Language Skills:**

- Reading: reading worksheet to answer questions and example sentences

- Speaking: drilling, practice activities and sharing ideas

- Listening: listening teacher’s instructions

- Writing: answering worksheet questions

**Language Systems:**

- Phonology: drilling

- Grammar: the comparative degree

- Function: describe and present given pictures

- Discourse: discuss with classmates

**Assumptions:**

Students already know:

* Students know the teacher’s style of teaching
* Students are used to work individually, pairs and groups
* Students can read, write express their ideas in English but may not very accurately

**Anticipated Errors and Solutions:**

* Students may have difficulty in rule of grammar

→ Provided detail explanation and chance to practice

* Students may need more time to finish their worksheet

→ be flexible with the time: give more time to finish

* Some students may feel easy so they can finish their tasks earlier

→ Teacher can check the answer of the student and ask more CCQ.

**References:**

* **Grammar Zone unit 27**
* **Complete Basic Grammar with Practice unit 7**

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| **Lead-In** | | |
| Materials: pictures cards | | |
| Time  1minutes  3 minutes | Set Up  Whole class | Procedure:  Good Afternoon class!  How are you?  Last week was Korea Lunar new year’s day. Did you have a great time with your family?  Yeah. I think we have enough energy to study. Right?  Ok! Let’s start!  **Contextualization:**  Let’s see the picture.  Who are they? Do you know them?  Do they look same?  Could you find differences between two pictures?  (student answer)  **Guided Warmer Activity:**  Here is another picture.  They have some differences.  For example, her hair is longer than other people.  Now, you will find the differences with your group.  I will give you a minute.  CCQ:  What are we doing now?  Are you working alone? |

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| **Pre-Activity** | | |
| Materials: board & board marker | | |
| Time  3 minutes  10 minutes  5 minutes | Set Up  Whole class  Whole class  Whole class | Procedure:  **Recall:**  Did you finish?  How many differences in there?  (Students answer and teacher write down their answers)  **Reflect:**  Good job!  What do you see in the form of this sentence?  (students answer)  (Is she small or not? Yes we don’t know.  Is she Tallest girl in the world? No.  **Conclude:**  Well, done. We have just learn comparative degree.  Let’s talk about meaning again.   1. Form:   Write *subject + verb + comparative degree + than + something*  We can change any adjectives or adverb to comparative degree. Here is some rules.   |  |  |  | | --- | --- | --- | | 1 syllable | (e)r | Tall – taller | | -y | y →I + er | Easy – easier | | Single vowel+consonant | one more consonant + er | Big – bigger | | More 2 syllables | More | Beautiful – more beautiful |   CCQ:  Is ‘beautifuler’ right?  Is the sentence ‘I am walker then you’ right?  How can we change other adjective/adverb.  Look at this page.  Is this right sentence? No.  When you use comparative degree, you need something to compare. You need least two things.  CCQ:  ‘I am taller than.’ Is it right?(N)  We can just know the relation between two things. We cannot compare with other things that not compare.  For example. Look at the sentence.  CCQ:  Through the sentence, can we know who is tallest person in this class?(N)   1. Drilling:   Substitution table   |  |  |  |  |  | | --- | --- | --- | --- | --- | | I  You  He  she | am  are  is | Taller  Happier  Faster  More prettier | than | you  Matt |   <Simple repetition drill>  (Show the substitution table to students)  Listen to what I say and do not repeat!  CCQ:  Are you repeating after me or not?  Now, listen carefully and repeat after me!  CCQ:  Are you repeating after me or not?  (Read as pointing the substitution table)  Pick some students to read the substitution table |
| **Main Activity** | | |
| Materials: power point file and worksheets | | |
| Time  7minutes | Set Up  Individual | Procedure:  **Controlled practice**  Instruction  Look at the part A.  There are lots of words and blanks.  Let’s change the adjective or adverb to comparative degree words.  Demonstration  For example, look at number 1.  (solve the number 1 together)  Let’s start answering the other questions.  You work alone quietly and you have 1 minute.  CCQ  Are you working alone?  How much time do you have?  Do you need more time to finish?  (If yes, give them 1 minute extra time. If not, Check the answer together)  Instruction  Look at the second one.  There are questions to fill in the blanks.  You have to use the word in the brackets.  Demonstration  For example, look at number 1.  (solve the number 1 together)  Let’s start answering the questions.  You work alone quietly and you have 1 minute.  CCQ  Are you working alone?  How much time do you have?  Do you need more time to finish?  (If yes, give them 1 minute extra time. If not, Check the answer together)  **Less – controlled practice**  Instruction  I will give you a handout.  There is a picture. There are different points in the picture.  Find out the differences and write down full sentence. Work alone and I’ll give you 2 minutes.  CCQ  Do you work with others?  How many differences in there?  How much time do you have?  Do you need more time to finish?  (If yes, give them 1 minute extra time. If not, each group starts to present their answers) |

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| **Post-Activity** | | |
| Materials: | | |
| Time  5 minutes  1minute | pair  Whole class | Procedure:  **Free production:**  Good job everyone! I think you are all professional to use comparative degree.  I think we are all different. Right?  Someone is tall and someone is small.  Here is our last work.  How about find out your good point compare with your partner?  You work with your partner and you have 3 minutes to work.  CCQ  Do you understand what to do now?  How much time do you have?  Do you need more time to finish?  (If yes, give them 1 minute extra time. If not, each student can present their own sentence. If there is no time, wrap – up)  **Closing:**  It’s time to finish now! You did a great job today!  Did you enjoy the class?  Next time, We will have writing class. I hope you enjoy that class, too.  Thank you for your concentrating. See you next class. |

Part. A

* Change the word to comparative degree.

1. Young – ( younger )
2. Popular – ( more popular )
3. Short – ( shorter )
4. Small – ( smaller )
5. Pretty – ( prettier )
6. Hard – ( harder )
7. Poor – ( poorer )
8. Expensive – ( more expensive )
9. Famous – ( more famous )
10. Good – ( better )

Part. B

* Fill in the blanks.

1. Taylor is taller than sunny. (tall)
2. Matt is smater than Liam (smart)
3. Wonbin is more handsome than Okdongja. (handsome)
4. Korea is colder than Egypt. (cold)
5. Steak is more expensive than ham. (expensive)
6. Girls Generation are more beautiful than Park Ji-sun. (beautiful)



