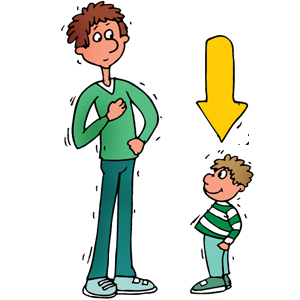
**Grammar Lesson Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TITLE** Comparative | | | | | | | | | | | |
| **INSTRUCTOR** | | | **Ss’ LEVEL** | | **AGE GROUP** | | | **No of Ss** | | **LENGTH** | |
| Rebecca | | | Upper beginner | | Adult | | | 12 students | | 50 minutes | |
| **MATERIAL**  White board, Markers, Picture 1-6 (1copies each), Scotch tape, Projector, Worksheet #1, #2, #3 (6copies each for the pair) | | | | | | | | | | | |
| **AIMS**   1. Ss will be able to know the form of comparative through understanding teacher’s explanation and doing the worksheets 2. Ss will make comparative sentences by describing pictures and charts 3. Ss will make grammatically correct sentences through worksheets | | | | | | | | | | | |
| **LANGUAGE SKILLS**  -Reading: Worksheets instructions & questions  -Listening: Listening to teacher’s instructions and classmates  -Speaking: Making comparative sentences  -Writing: Answering the questions | | | | | | | | | | | |
| **LANGUAGE SYSTEMS**  -Phonology: Listening to teacher and classmates speaking  -Grammar: Making comparative sentences  -Lexis: Learning more adjectives  -Discourse: Sharing their sentences using comparative form | | | | | | | | | | | |
| **ASSUMPTIONS**  - Ss already know the Ts style of teaching and how the classroom works  - Ss are familiar with sharing ideas and group work.  - Ss have already known some adjectives | | | | | | | | | | | |
| **Anticipated Errors and Solutions**  Ss don’t understand vocabulary  →T tells example sentences using the vocabulary  Ss may not clearly understand the form of comparative  → provide more examples  Ss may have a hard time drilling  → error correct immediately & give Ss more chances to practice | | | | | | | | | | | |
| **REFERENCES**   * Bricks Smart Grammar 2 -Publisher: Chul Ho Yoon   -Published by Sahoipyoungnon Publishing Co.,Inc.  (Bricks Education)   * Google image searching * http://www.eflnet.com/tutorials/adjcompsup.php | | | | | | | | | | | |
| **PRETASK TITLE** Review adjectives | | | | | | | | | | | |
| **AIMS**  To Remind adjectives that learned in previous lesson | | | | | | | **MATERIALS**  Picture 1-6(1copies each), Scotch tape, Whiteboard, Marker | | | | |
| **TIME** | **SET UP** | | | **STUDENTS** | | | | | **TEACHER** | | |
| 5 | Class | | | Picture 1-6  -Ss will guess some words looking at the pictures on the whiteboard  -Ss will complete the sentences | | | | | -Elicit  -Make sentences with blanks | | |
| **TASK PREPARATION TITLE** How to make the comparative form | | | | | | | | | | | |
| **AIMS**  To learn the comparative form | | | | | | | **MATERIALS**  Whiteboard, Markers, Projector, Worksheet#1 (6copies each for the pair) | | | | |
| **TIME** | **SET UP** | | | **STUDENTS** | | | | | **TEACHER** | | |
| 5 | Class | | | -Ss will learn what comparative is through teacher’s explanation | | | | | -Explain what comparative is  -Explain how to make comparative form | | |
| 8 | Pair | | | Worksheet #1  -Ss will learn how to make comparative form  and practice through worksheet  -Ss will write their own answers on the board (projector) | | | | | -Demonstrate using projector  -Monitor  -Give correction | | |
| **NOTE**  T should monitor closely if there are some students who have hard time to complete the worksheet #1  ￫ give Ss more explanation and examples  ￫ encourage them to finish the worksheet | | | | | | | | | | | |
| **TASK REALISATION TITLE** Comparative sentences | | | | | | | | | | | |
| **AIMS**  To make comparative sentences through practicing on worksheets | | | | | | | **MATERIALS**  Material #1, Worksheet #2,Worksheet#3 (6copies each for the pair), Projector, Whiteboard, Markers | | | | |
| **TIME** | | **SET UP** | | **STUDENTS** | | | | | **TEACHER** | | |
| 5 | | Class | | Material #1 (projector)  -Ss will look at the board and listen to teacher  -Ss will try to answer the questions and fill in the blanks | | | | | -Show them how to make comparative sentences through giving examples | | |
| 12 | | Pair | | Worksheet #2  -Ss will practice making sentences through filling in the blanks  -After finishing worksheet, Ss will write their own answers on the board (projector) | | | | | -Monitor  -give correction | | |
| 8 | | Pair | | Worksheet #3  -Ss will make their own charts and sentences with partner | | | | | -Monitor | | |
| **POST TASK TITLE**  Sharing | | | | | | | | | | |
| **AIMS**  To share the chart and sentences with class | | | | | | **MATERIALS**  Worksheet #3 | | | | |
| **TIME** | **SET UP** | | | **STUDENTS** | | | | | **TEACHER** | |
| 7 | Class | | | Worksheet #3  -Ss will share their comparative sentences with classmates | | | | | -Monitor | |











**Worksheet #1**

**Forming Comparative**

|  |  |
| --- | --- |
| **One-Syllable Adjective** | **Comparative Form** |
| * old * young * fast |  |
| **One-Syllable Adjective with Final -e** | **Comparative Form** |
| * large * wise * nice |  |
| **One-Syllable Adjective Ending with a Single Consonant with a Single Vowel before It** | **Comparative Form** |
| * hot * big * thin |  |
| **Two-Syllable Adjective Ending with -y** | **Comparative Form** |
| * happy * heavy * busy |  |
| **Adjectives with three or more syllables** | **Comparative Form** |
| * beautiful * expensive * important |  |

**Worksheet #2 (using projector to write correct answer)**

**1. Write the adjectives of city life or country life in the right boxes. Then write comparative sentences below.**

|  |  |
| --- | --- |
| **~~fast~~ slow loud quiet** | |
| **citylife.jpg**  **City life**: fast, | **countrylife.jpg**  **Country life:** |

(1) City life is than country life

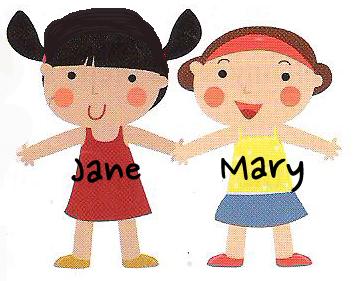
(2) City life is country life

(3) Country life is city life

(4) Country life is city life

**2. Look at the chart and make sentences comparing the children**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Age** | **Height** | **Weight** |
| **Jane** | **12** | **105cm** | **40kg** |
| **Mary** | **10** | **100cm** | **38kg** |

****

(1) Jane is

(2) Jane is

(3) Jane is

(4) Mary is

(5) Mary is

(6) Mary is

**Worksheet #3**

**★Make your own chart and sentences**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

(1)

(2)

(3)

(4)

(5)

(6)

|  |  |
| --- | --- |
| **John** | **Mike** |
| **180cm** | **175cm** |
| * **John is than Mike** * **Mike is than John** | |

**Teaching material #1 (using projector)**

|  |  |
| --- | --- |
| **Tina** | **Jenny** |
| **30 years old** | **28 years old** |
| * **Tina is Jenny** * **Jenny is Tina** | |

|  |  |
| --- | --- |
| **Train** | **Plane** |
| **70 km/h** | **700 km/h** |
| * **Train is** * **Plane is** | |