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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) | | | |
| **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 | | | |
| **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 | | | |
| **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 | | | |
| **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 | | | |
| **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 | | | |
| **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 | | |