**Grammar Lesson Plan**

**Youngjong Ko (Young)**

**TESOL 114th WK July 3rd, 2015**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title:** Comparative Adjectives | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| Young | Beginner | 10~13 | 10 | 50 minutes |

|  |
| --- |
| **Materials:** Whiteboard and markers; pens and paper, worksheets |

|  |
| --- |
| **Aims:**   1. To be able to compare things or people using comparative adjectives 2. To practice writing skills when preparing for role plays 3. To practice speaking skills when role playing with a partner |

|  |
| --- |
| **Language skills:**  **Listening:** Listening to teacher’s instructions, and other students’ opinions  **Speaking:** Speaking grammatically correct sentences  **Writing:** Taking notes while preparing for a role play |

|  |
| --- |
| **Language systems:**  **Grammar:** Students learn to use comparative adjectives in writing and speaking.  **Speaking:** Students practice speaking through role playing exercises.  **Function:** Students learn to compare things and people. |

|  |
| --- |
| **Assumptions:**  Students know the function of adjectives.  Students are expected to form simple English sentences.  Students feel comfortable working in pairs and groups. |

|  |
| --- |
| **Anticipated Errors and Solutions:**  Students find the grammar lesson boring.  ☞ Eliciting the target adjectives using examples and doing role plays will help.  The activities finish earlier than expected.  ☞ Encourage the students to make more sentences using the target grammar form. |

|  |
| --- |
| **References:** Google search “comparative adjectives” |

|  |
| --- |
| **Notes:** It is important to design a class which functions as a speaking class too because we learn grammar to be more verbally competent. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pre-task:** Warmer: | | | | |
| **Aims:** To establish the notion of comparative adjectives and use them in sentences | | | **Materials:** Whiteboard and markers; pens and paper; poster | |
| **Time** | **Set Up** | **Students** | | **Teacher** |
| **7 mins** | **Whole Class** | Two students come up to the front of the class.  The rest of the class chooses the adjective which best describes the action taken place during the class. | | Greetings  Invite two students to the front of the class. Elicit the target adjective from the class. Write it on the board.  Repeat the above.  Elicit the notion of the comparatives. |
| **7 mins** | **Whole Class** | Students learn to form comparative adjectives through listen and repeat. | | Show how to make comparative adjectives. Read the example sentences and let the students repeat them.  Ask CCQs. |
| **Notes:** When eliciting an adjective, it is not advisable to use the words the students might find offensive. For example, I do not think it is a good idea to say that Jane is fatter than Janice. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Preparation:** Worksheets | | | | |
| **Aims:** To have students practice making comparative adjectives in sentences and to prepare for the main task | | | **Materials:** Whiteboard and markers; pens and paper; worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **8 mins** | **Whole Class** | Students answer the questions from the first worksheet.  Students in turn read the questions and answers. | | Distribute to the students the worksheets.  Demonstrate one question and answer.  Set up task and monitor. |
| **6 mins** | **Whole Class** | Students do the first activity from the second worksheet. | | Set up task and monitor. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Realization:** Shopping Role play | | | | |
| **Aims:** To have students practice comparatives by real-life speaking activities | | | **Materials:** Whiteboard and markers; pens and paper; worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 mins** | **5 pairs** | Students in pairs prepare for role plays using the second worksheet. | | Divide the students into 5 pairs.  Demonstrate a role play with one student for the class. |
| **15 min** | **5 pairs** | Students in pairs perform a shopping role play in front of the class. | | Set up task and monitor. |
| **Notes:** Encourage the students to use their own choices of the comparative adjectives. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Post Task:** Feedback | | | | |
| **Aims:** To have students evaluate the usefulness of the class | | | **Materials:** Whiteboard and markers; pens and paper; worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 mins** | **Whole Class** | Students give feedback about usefulness of the class. | | Encourage students to give feedback. |

**Fill in the spaces with the correct comparative adjectives**

양식의 맨 위

1. The red jacket is (cheap) than the blue jacket.   
  
2. The shoes are (nice) than the boots.   
  
3. The pink socks are (expensive) than the white socks.   
  
4. The brown sweater is (good) than the blue sweater.   
  
5. The chocolate looks (bad) than the candy.   
  
6. The radio is (new) than the DVD player.   
  
7. The CDs are (old) than the DVDs.   
  
8. These apples are (bright) than those apples.   
  
9. This dress is (beautiful) than that dress.   
  
10. Those green tomatoes are (sweet) than the red tomatoes.

양식의 맨 아래

grammartitle

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| As a class: Look at the advertisements below and make comparisons between the products: | | | | |
| coolwalkers2 | **Advantages of Cool Walkers** | | | |
| (1) | | Cool Walkers are *cheaper than* Slim Jimms. | |
| (2) | |  | |
| (3) | |  | |
|  | |  | |
| slimjims3 | **Advantages of Slim Jimms:** | | | |
| (1) | | Slim Jimms are *more durable than* Cool Walkers. | |
| (2) | |  | |
| (3) | |  | |
|  | |  | |
| Work in pairs. Compare these items. Write your comparisons down below. Prepare for a role play with your partner. | | | | |
| ad2 | | ad4 | | ad6 |
| ad1 | | ad3 | | ad5 |