

UNIT – VI

Grammar Lesson Plan

6.0 Introduction

In unit 5 we saw various aspects of unit plan, content analysis and task analysis. We also saw how the knowledge of these help you plan daily lessons. In this unit you will learn the importance of a grammar lesson, the important steps involved in the planning and presentation of a grammar lesson, model lesson plan, reflective questions; etc.

6.1 Why Grammar Lesson Plan?

As you know grammar is an important component of language knowledge of grammar enables you to speak and write well. Grammar forms even the basis of a composition lesson. In short an essential part of the teaching of any language is the teaching of its grammar. Planning a grammar lesson enables you to present the item step by step.

6.2 Steps involved in the Plan

A grammar lesson plan has five important steps or stages, namely, motivation or warm up, presentation, practice-mechanical and meaningful, communicative activities and home task.

(i) Motivation

In the motivation stage we revise a related structure which has a close relationship with the new structure. For example in the lesson

‘Onam’, Class IX (old syllabus) the structure is the simple present tense. For purposes of leading the students to the new structure we could revise the related structure, the simple past with regular and irregular verbs. By revising the simple past you could arrive at the new structure. For example, Mohan got up at 6 a.m. yesterday? He got up at 6 a.m. day before yesterday. He got up at 6 a.m. today too. He gets up at 6 in the morning.

(ii) *Presentation*

In the presentation stage you may create a suitable situation and develop a chain of statements. For example, you may use examples as follows. Mohan gets up at 6 a.m. everyday. Mohan gets up at 6 in the morning. He then washes his face, brushes his teeth. Then he takes bath. After bath he says prayers. Then he sits down for doing his lessons; etc. For presenting this you may use various classroom techniques, namely, verbal illustration, demonstration; etc. In this case the most suitable technique is verbal illustration. Since the structure is abstract in nature. At this stage you may write some model sentences on the blackboard and this could be copied down by the students. You may also have your students repeat these sentences written on the blackboard.

(iii) *Practice*

(a) *Mechanical Practice*

In this stage you may use a substitution table or a pattern practice drill. The main purpose of this stage is to give the students practice in repeating the sentences.

(b) *Meaningful Practice*

In this stage you may use either a paragraph or a dialogue prepared with the help of the new structure taught, namely, the present tense. This paragraph or dialogue could be written on a roll-up board and it could be displayed in your class. You could ask your students to read the paragraph / dialogue silently and it could be followed by questioning. If you are using a dialogue, then you could ask two or three students to dramatize the dialogue.

(iv) *Communicative Activities*

In this stage you could give your students communicative activities or tasks. These could be done in pairs or groups. In this grammar lesson the appropriate communicative task could be preparation of a personal diary of activities of the partners in a pair. For example, A in a pair could collect information about B's routine activities and B could collect information about A's routine activities. After collecting the information, members of each pair could be asked to present diary of events of his / her partner.

(v) *Home Task*

This is the last stage of a grammar lesson. You need to note that it is not necessary to give home task for every lesson you teach. However, you may think of suitable home tasks for some of the lessons. In this case you could give them exercises or tasks, namely, fill in the blanks, arrange the jumbled words in each sentence, correct the following; etc.

6.3 Model Lesson Plan

Basic Skills / Type of Lesson

Aural – Oral / Grammar

Topic : The Simple Present Tense of Lesson 3, Onam, Class IX

Previous knowledge assumed.

The pupils are familiar with the related structure, the simple past tense, with regular and irregular verbs.

❖ *Overall aims*

To enable the learners to acquire some basic English patterns and thereby develop their aural – oral (listening – speaking) skills.

❖ *Specific aims*

To enable the learners to understand the form, meaning and use of the structure, the simple present tense.

To enable them to use this structure in various life situations for purposes of communication.

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used
Stage 1 : Motivation			
<ul style="list-style-type: none"> ➤ To enable the learners to revise the related structure the simple past tense 	<ul style="list-style-type: none"> ➤ The pupils will listen to the teacher. ➤ They will answer his questions. 	<ul style="list-style-type: none"> ➤ When did you get up yesterday? ➤ After getting up what did you do? ➤ Did you wash your face? ➤ Then what did you do? 	<p>Interaction Pattern</p> <p>Questioning</p> <p>T → S</p> <p>S → T</p>
Stage 2 : Presentation			
<ul style="list-style-type: none"> ➤ To enable the pupils to understand the form, meaning and use of the new structure the simple present. ➤ To enable them to repeat the sentences after the teacher. 	<ul style="list-style-type: none"> ➤ They will listen to the teacher. ➤ They will repeat the sentences written on the board after the teacher. ➤ They will copy down these sentences from the blackboard. 	<ul style="list-style-type: none"> ➤ Mohan is in class IX. He got up at 6 yesterday. He gets up a 6 everyday. He gets up at 6 in the morning. ➤ Does he get up at 6 in the morning? <p>Make sentences from the table.</p>	<p>Verbal Illustration</p> <p>Questioning</p>

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used
Stage 3 : Mechanical			
		Mohan goes to school	by bus train
		They go	on foot scooter bicycle
<p>Practice To enable them to fix the pattern in their minds</p> <p>Meaningful To enable the pupils to understand the use of the structure in a context</p>	<p>➤ They will frame sentences from the table.</p> <p>➤ They will do choral individual drilling.</p> <p>➤ They will read the passage silently and answer the questions.</p>	<p>➤ Read the paragraph and answer the questions.</p> <p>➤ Gopal gets up in the morning. Then he washes his face. He brushes his teeth. He says prayers. He drinks milk. He does his lessons.</p>	<p>Substitution</p> <p>Chorus drilling</p> <p>Individual drilling</p> <p>Read & Say</p> <p>Questioning</p>
Stage 4 : Communicative Activity			
➤ To enable the pupils to take part in meaningful communicative interaction	They will work in pairs and will collect information regarding their daily routine.	Work in pairs and collect information about your partner regarding his daily activities. Prepare a diary of events.	<p>Pair Work</p> <p>T → S</p> <p>S → S</p>
Stage 5 : Home Task			
To enable the pupils to think do some independent written work at home.	They will do the home work.	Write about your father's routine daily activities.	Assignment

6.4 Preparation and Presentation

Now you are familiar with the various stages of a grammar lesson plan and the model lesson plan. Based on the model lesson plan you could plan a grammar lesson and teach the same to the students of Class IX. For teaching a grammar lesson, you could use appropriate classroom techniques namely, demonstration, pictorial illustration, do and say, verbal illustration, choral drilling, pair work, group work activities, etc. Once you complete your teaching, you could sit down for reflection.

6.5 Reflective Questions

You could ask a number of questions of yourself about the session, students and your own competence as a teacher. These questions such as the following will help you to reflect over your own teaching:

- 1) What did I plan to teach?
- 2) What were my objectives / goals?
- 3) Was I able to achieve the goals?
- 4) What teaching material did I use?
- 5) How effective were those materials?
- 6) What techniques did I use?
- 7) Did something amusing happen in my lesson?
- 8) What kind of teacher-student interaction occurred?
- 9) What kind of grouping arrangement did I use?
- 10) Was it a teacher dominated or learner centred class?
- 11) What was the main accomplishment of the lesson?
- 12) What stage was most successful?
- 13) Which stage was less successful?

- 14) Did I discover anything new about my lesson?
- 15) Would I teach the lesson differently if I taught it again?
- 16) What changes would I suggest?
- 17) Did I teach all the pupils in my class?
- 18) Did my pupils participate actively in my class?
- 19) Were my students challenged by my teaching?
- 20) What did they like most?

6.6 Afterthoughts

As you reflect over your lesson with the help of the above questions, it would give you some specific understanding about the lesson you just gave.

Time was a problem with me. I have planned my lesson properly in order to complete it in time. This time I could not complete my communicative activities. I should have reduced the time for practice. I did not involve many students and I went on speaking. I should have spoken less and should have involved more students. In short your reflection would yield sufficient clues for improvement as you proceed to teach next time.

6.7 Conclusion

You are quite familiar with a grammar lesson by now. You have learnt how to reflect on a grammar lesson and to your plan in the light of your experience. You have also learnt how to make journal entries for future reference. If you make journal writing a habit, that will enable you to give better lessons. You could also do lesson reports, namely, noting down the main points of a lesson and writing about it. Now let us move on to the second type of lesson, namely, vocabulary lesson.