THE GRAMMAR REPAIR SHOP

Ed Rush | 12 Jan 26 | 46 mins | B1 (Mixed A2-B2)

Objective: By the end of the lesson, learners will be better able to self-correct common grammatical errors while writing a descriptive paragraph.

Materials: Student Feedback Reports (JSON/PDF), Grammar Repair Worksheet (Typst generated)

Assessment: Continuous Assessment (Writing Task)

Lesson Stages

	STAGE 1: The Diagnostic Report (Lead-in)			
1	To frame feedback as a constructive tool	**The "Car Mechanic" Analogy** • T draws car with smoke. "Runs, but needs fixing." • "Mechanics get a report. YOU are the mechanics today." • Hand out Feedback Reports.	5 min	T-Ss

	STAGE 2: Analyzing Repair Targets			
2	To identify high-frequency errors	**Mission Prep** • Ss look at Page 1 of Worksheet. • Identify "Top 3 Errors" from their report. • Write them down (e.g., Past Tense, Articles).	8 min	Indiv

	STAGE 3: Dot-Dash Planning			
3	To plan content structure	**Differentiated Planning** • A2: Recipe Steps (First, Then…) • B1: Trap (Situation -> Complication -> Resolution) • B2: Signature (Complexity vs Reward) • Use margin to plan.	8 min	T-Ss

STAGE 4: The Repair Shop (Drafting)

| 4 | To production with monitoring | **Drafting with Radar Checks**
• Ss write paragraphs in area provided.
• **Constraint:** Must check "Radar" boxes as they write.
• T monitors: "Did you check your plurals?" | 15 min | Indiv |

| | | **STAGE 5: Quality Control** | | |

| 5 | To practice error spotting | **Peer Inspection**
• Swap papers.
• Check their Radar points (did they do it?).
• Circle mistakes politely. | 5 min | Ss-Ss |

| | | **STAGE 6: Checkout** | | |

| 6 | To consolidate habits | **Exit Ticket**
• "Which error was hardest to fix?"
• Collect worksheets. | 5 min | T-Ss |