

## Lesson Plan: Parallel structure

**Level:** Intermediate/Advanced (B2-C2)

**Time:** 60 minutes

**Topic:** Parallel structure in English

**Focus:** Writing and speaking

### **Objectives :**

By the end of the lesson, students will be able to:

- Identify examples of parallel structure in writing and speech.
- Correct sentences that lack parallelism.
- Use parallel structure to improve sentence fluency and clarity in writing and speaking.

### **Materials**

- Whiteboard/Markers
- Handouts with practice exercises
- Sample sentences (good and bad examples)
- Short video clip or speech excerpt (optional)
- Timer or stopwatch (for activities)

### **Lesson Procedure**

#### **1. Warm-up (5–10 minutes)**

**Activity:** Sentence Brainstorm

- Write three similar sentences on the board, one with correct parallelism and two with errors.

Example:

1. I like reading, to swim, and biking. (✗)
2. I like to read, swimming, and to bike. (✗)
3. I like reading, swimming, and biking. (✓)

Ask students which one "sounds best" and why.

**Transition:** Introduce the term "parallel structure" and explain its importance in writing and speech clarity.

## 2. Presentation (10–15 minutes)

### Explanation:

- Define **parallel structure**: using the same grammatical form for elements in a list or series.
- Common cases:
  - Lists: *She likes dancing, singing, and painting.*
  - Comparisons: *He is not only smart but also hardworking.*
  - Correlative conjunctions: *Neither the manager nor the employees were prepared.*

### Examples on Board:

- Faulty: *He wants to win, to train, and success.*
- Correct: *He wants to win, to train, and to succeed.*

**Tips:** Use consistent verb forms, noun forms, prepositions, or clauses.

## 3. Practice (15–20 minutes)

### Activity A: Fix It! (Pair Work)

- Give students a handout with 8–10 faulty sentences.
- Task: Identify and correct parallel structure errors.

## **Activity B: Create Your Own (Individual)**

- Students write 3 original sentences using parallel structure: one list, one comparison, and one using a correlative conjunction.

## **4. Production (10–15 minutes)**

### **Group Activity:**

- In small groups, students write a short speech or advertisement (4–5 lines) promoting a product or idea using parallel structure.
- Present to class or in breakout groups.

## **5. Wrap-Up & Homework (5 minutes)**

### **Wrap-Up Questions:**

- Why is parallel structure important in communication?
- How can you check your writing for parallel structure?

### **Homework:**

- Write a short paragraph (6–8 sentences) about a goal or experience using at least **three examples** of parallel structure.

## **Assessment**

- Informal: Observation during pair/group activities
- Formal: Evaluate written sentences and homework for correct usage of parallel structure