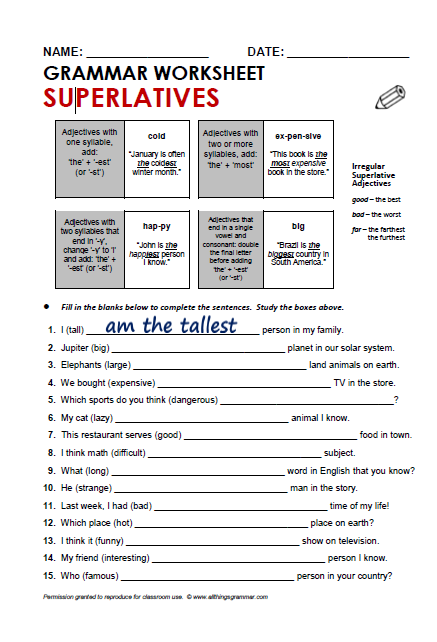
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| --- | --- | --- | --- | --- |
| **Topic:** Pollution is the world’s biggest killer | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Sunmi Kim(Cindy) | Intermediate | Adults | 3 | 30 minutes |
| **Materials:**  - Pictures#1 : presentation (eliciting)  - Pocket(with words) : practice  - Video#1 : practice  - Worksheet : practice  - Article : practice  - Pictures#2 : production (game)  - Video#2 : SOS | | | | |
| **Aims:**  - Students will be able to know the structure of superlative and use it properly.  - Students will be able to realize how pollution negatively affects people. | | | | |
| **Language Skills:**  - Listening : Students will listen the video about how superlative can be used.  - Reading : Students will read the article of pollution.  - Speaking : Students will have a discuss about worksheet and present an opinion about pollution.  - Writing : Students will fill the blanks of the worksheet. | | | | |
| **Language Systems:**  - Phonology : the + adjective +/ **-est** /  - Lexis : adjective words in the article  - Grammar : superlative  - Function : expressing  - Discourse : discuss about pollution and compare the words | | | | |
| **Assumptions:**  - Students have thought about the pollution.  - Students know the vocabulary of the basic adjective words. | | | | |
| **Anticipated Errors and Solutions:**  - Students keep quiet for fear of making mistakes while speaking.  → encourage them to speak with ease, not to correct their errors immediately  - Students may not be able to use the superlative exactly.  Ex) Air pollution was the bigger killer in the world.(X)  → Air pollution was the biggest killer in the world.(O)  EX) She is the beautifulest.(X)  → She is the most beautiful.(O) | | | | |
| **References:**  Video#1  Comparative Superlative Song - Rockin' English.(Rockin' English Lessons.2015.4.7.).In youtube. Retrieved January 8, 2019, from https://www.youtube.com/watch?v=872gqAJjc1g  Worksheet  SUPERLATIVE ADJECTIVES - Grammar Worksheet.(n.d.).In All Things Grammar. Retrieved January 10, 2019, form https://www.allthingsgrammar.com/superlatives.html  Article  Pollution is the world’s biggest killer.(Copyright Sean Banville.23rd October, 2017).In Breaking News English. Retrieved January 10, 2019, from https://breakingnewsenglish.com/1710/171023-pollution-2.pdf  Video#2  Superlatives︳Superlative Adjectives︳English for Kids︳Grammar for Kids.(Miss Puppi.2017.9.24).In youtube. Retrieved January 11, 2019, from https://www.youtube.com/watch?v=orLwiZBVoyA | | | | |
| **Notes:** | | | | |

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| **Presentation:** Check the syllable to use the superlative and words | | | | |
| **Aims:** Students will learn how can use the superlative through the syllable. | | | **Materials:** Pictures#1 | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 | Whole Class | - pollution  - bigger / biggest  - killer | | - Greeting  *Hello, everyone. Good morning. How’s the air outside today? Is there a lot of fine dust today? Fine dust is really bad for us.*  *Ok, Now let’s guess what the topic is today.*  - Eliciting  *What can you see in this picture?*  *How about this?*  *What does this painting mean?*  *Good. So today’s topic is ‘Pollution is the world’s biggest killer’(Write)*  - Eliciting  *Is pollution good? Of course not.*  *What kind of pollution do we have?*  *(Write the Ss’ answer)*  *Good try. So It’s ‘the biggest’ that we’re going to focus on.*  *Before we start, we can check something together. How many syllables are there in our name? Let’s check by clapping our hands.*  *(Clap) We’re clapping hands as many as the number of vowels.*  *How many vowels does ‘big’ have?*  *Yes, so you can make the superlative by putting ‘-est’ behind it.*  *But, if you have more than 2 syllables, you should put a ‘most’ in front.*  *For example, let’s think about ‘important’. How many vowels does it have?*  *Right. So you have to put ‘the most’ in front of the word like ‘the most important ~’. (attach the sign picture)* |
| **Notes:** | | | | |
|  | | | | |
| **Practice:** Main activity | | | | |
| **Aims:** Students will be able to use the superlatives properly. | | | **Materials:** Pocket(with words) / Video#1 / Worksheet / Article | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5  5  5 | Whole Class | (Take turn)  - air pollution  - water pollution  - workplace pollution  (underline) | | - Drilling  *Let’s play game together.*  *(Write sample sentence - He is the \_\_\_\_man)*  *Here’s a sentence, and let’s take a piece of paper out of the pocket and change the form to fill the blanks.*  *I’ll do it first ; demonstrate*  *In fact, there’s some exception to the superlatives. Watch the video please.*  *(Video)*  *Can you find the exception? What is it? Right. Good and Bad.*  *This time I’ll give you a worksheet and fill in the blanks sharing your ideas.*  - ICQ  *Are you working alone?*  *Did you check the meaning of the words before you write?*  *Can you clap for how many vowels?*  - Error correction  *I’ll give you an article which is related to our topic. Let’s read it together.*  *(Read)*  *What is the biggest pollution in the world?*  *What’s the second?*  *What’s the next?*  *Find all the superlatives and underline.*  *How can the pollution negatively affect to people? For example breath hard and ~?* |
| **Notes:** The definition of workplace pollution is the presence of hazardous materials or noises within a workplace that may affect people while performing their job. | | | | |
|  | | | | |
| **Production:** Play a game | | | | |
| **Aims:** Students will think about the pollution and be able to express using superlatives. | | | **Materials:** pictures#2 | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 | Whole Class |  | | *How can we reduce pollution?*  *I prepare some pictures of them and you can attach it to the right place.*  *<cue; good/bad/healthful/efficient>*  *- It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.*  *Ok. Now let’s read with cue words. I’ll read it first, just follow me. (Echo)* |
| **Notes:** | | | | |
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| **Post Production:** Feedback | | | | |
| **Aims:** Students review what they learned today and expect to learn next time. | | | **Materials: -** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 | Whole Class | - best  - worst | | - Asking about the lesson  *What is the highest quality of good?*  *How about bad?*  *Next time, let's look at more exceptions.*  *Our time is finished. Thank you for participating.* |
| **Notes:** | | | | |

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| **SOS Activity** | | | | |
| **Aims:** Students will enjoy the video while reviewing the usage. | | | **Materials:** Video#2 | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 | Whole Class |  | | *We have a little time left, so let’s review again looking at the other video.*  - turn on the video  *(Review)* |
| **Notes:** | | | | |

**\* Worksheet #1**



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| --- | --- |
| 1. am the tallest | 9. is the longest |
| 2. is the biggest | 10. is/was the strangest |
| 3. are the largest | 11. the worst |
| 4. the most expensive | 12. is the hottest |
| 5. are the most dangerous | 13. is the funniest |
| 6. is the laziest | 14. is the most interesting |
| 7. the best | 15. is the most famous |
| 8. is the most difficult |  |