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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#1Comparative Superlative Song - Rockin' English.(Rockin' English Lessons.2015.4.7.).In youtube. Retrieved January 8, 2019, from https://www.youtube.com/watch?v=872gqAJjc1gWorksheetSUPERLATIVE ADJECTIVES - Grammar Worksheet.(n.d.).In All Things Grammar. Retrieved January 10, 2019, form https://www.allthingsgrammar.com/superlatives.htmlArticlePollution 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.pdfVideo#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:** |
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| **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** |
| 555 | 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. |
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| **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 |  |