**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hanhoon Lee(Hoon) | 198wd | Oct.16,2019 | Grammar | PPP | 45 min |

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| **Lesson** | |
| **Topic** | What is the fastest and the most expensive means of transportation? |
| **Main Aim** | Students will learn ‘the superlative’ |
| **Secondary Aim** | Students will practice their speaking fluency by using the superlative form. |

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| **Materials and References** |
| **Board and colored markers, worksheets, pictures** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Adults | | **Number of Students** | 10 |
| **Detail** | | Students are all native Korean. A few students have lived abroad and have the local accent. Everyone is motivated to learn English. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the superlative in lesson * Students have learned about the root and comparative of adjective and adverb. * Students have had formal grammar lessons and are familiar with grammatical terms. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** People are likely to compare things or other people. E.g.” What is the most expensive out of those? Who do you think is the best person among them?” etc. Students possibly use the expression in a real life situation pretty often. But many of them are afraid of whether they can say it correctly. Make a clear visual context and C.C.Q. 2. **Form:** Students may confuse how to use ‘the Superlative Form’ of ‘adjectives and adverbs’ because there are so many variations and exceptions of them. E.g. Airplanes are the fastest means of transportation. ‘Fast’ changes to ‘the fastest’ adding ‘est’. But in ‘Airplanes are the most expensive form of vehicle,’ ‘expensive’ changes to ‘the most expensive’ using ‘the most’. Interestingly, there are other exceptions like ‘good->the best, bad->the worst, far->farthest/furthest’ 3. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words sound stressed?” Board the stress markers in red. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| The quantity of new language points to be learned about the superlative is too much for students to handle in a short 45 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only a few new concepts about the superlative. The remaining new language points can be presented in the next lesson. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * present the target language using a situational presentation * to be an involver type teacher | | | | | |
| **Stage Name:** Lead-in  **Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language. | | | | | |
| **Materials:** Board and colored markers, eraser, pictures | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 5 min |  | | Hello everyone. Look at the pictures(put pictures on board). Tell me about the pictures. Make a sentence. **Point at the airplane picture with fingers**(It is an airplane, an airplane is flying fast).  **Point at the bike picture**(A bike is slow).  In terms of speed, can you make a sentence comparing with the three transportations?  (Airplanes are the fastest transportation. Bikes are the slowest transportations.)  Make other sentences focusing on the cost of the transportation?  (Airplanes are the most expensive transportation.. Bikes are the least expensive transportation.) | | |
| **Stage Name:** Presentation  **Purpose of this stage:** Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. | | | | | |
| **Materials:** Board and colored markers, eraser. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  2 min  4 min  3 min | T  T-S  T-S  T-S | | **Board the model sentence**(Airplanes are the fastest transportation. Bikes are the slowest transportations. Airplanes are the most expensive transportation.. Bikes are the least expensive transportation.)  **CCQ**   1. Is an airplane fast? (yes) How fast is it ?(very fast/super fast) 2. Is an airplane faster than a car? (yes) Is a car faster than a bike? (yes) 3. Is a bike slow? (yes) How slow is it? (very slow) 4. Is a bike slower than a car? (yes) Is a car slower than an airplane? (yes) 5. Is an airplane slower than a car or a bike? (no) 6. Is an airplane expensive? (yes) how expensive is it ?(very expensive) 7. Is an airplane more expensive than a car? (yes) 8. Is a car more expensive than a bike? (yes) 9. Is a bike more expensive than a car or an airplane ?(no) 10. Is a bike less expensive than a car or an airplane ?(yes)   **Form**  Look at this sentence again. Pay attention to the adjectives on how they are changed.  How many syllables does the word ‘fast’ have?(one). Then ‘fast’ changes to what**?(the fastest -> putting article ‘the’ in front and adding ‘est’ at the end of the word)**  How many syllables does the word ‘expensive’ have?(three). Then ‘expensive’ changes to what**?(the most expensive -> putting article ‘the’ and ‘most’ in front of the word)**  We focus on change depending on number of syllables. Count syllables first.  Can we say airplanes are the most fast ?(no)  Can we say airplanes are the expensivest ?(no)  Why?(**One-syllable adjectives add ‘the’ and ‘-est’. Two or more adjectives use ‘the most’**)  Now, we understand how to make superlative sentences.  Can you make a superlative sentence using one-syllable word ‘slow’ (Bikes are the slowest transportation.)  Can you make another sentence using three-syllable word ‘beautiful’?(Angelina Jolie is the most beautiful woman I’ve ever met.)  However, we can never miss exceptions.   1. **Two-syllable adjectives ending in ‘-y’: change ‘y’ to ‘i’ and add ‘the + -est’**. Can you make a sentence using ‘busy’ or ‘easy’?(He is the busiest person that I’ve ever met. This is the easiest job that I’ve ever done.) 2. **good -> the best, bad -> the worst, far -> farthest/furthest**. Can you make a sentence using those words?(A Ferrari is the best car that I’ve ever seen. This is the worst experience that I’ve ever had. New York is the farthest city that I’ve ever visited.) 3. **3 letter adjectives: double the last consonant and add ‘the +-est’** Can you make a sentence using ‘big’ or’ long’?(What is the biggest animal on earth? A snake is the longest animal on earth.)   **Drill**  Lookat model sentences again. How are the sentences changed from the original sentences?(**add ‘the’ and ‘-est or ‘the most’ to adjectives, and some exceptions**)  Listen to 3 different sentences(Airplanes are the fastest means of transportation. Angelina Jolie is the most beautiful woman I’ve ever met. A Ferrari is the best car that I’ve ever seen.), and repeat3 times. **Conduct the drill chorally 3 times with gestures.**  **And nominate for individual drilling** | | |
| **Stage Name:** Controlled Practice  **Purpose of this stage:** students practice working with the form (scrambled sentences, split sentences, select the correct form of the superlative, correct incorrect sentences, and change one form into another form). Accuracy must be checked. | | | | | |
| **Materials:** Worksheets, board and marker, eraser | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  3 min  1 min  2 min | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A.**  Superlative sentence with one-syllable adjective: Airplanes are the fastest means of transportation..  Superlative sentence with two or more syllable adjectives: Angelina is the most beautiful woman.  Superlative sentence with exceptions: A Ferrari is the best car.    **Hand out the worksheets**  Everyone does Worksheet A individually.  **Pair check.**  **Feedback to check accuracy. Board correct answers visually.** | | |
| **Stage Name:** Less Controlled Practice  **Purpose of this stage:** students practice working with the meaning. Accuracy must be checked. | | | | | |
| **Materials:** Worksheet, board and marker | | | | | |
| **Timings** | **Interactions** | |  | | |
| 1 min  5 min  2 min  3 min | T  S  S-S  T-S | | **Instructions**  Turn over your worksheet. Do Exercise B individually.  **Students do the worksheets.**  **Pair check.**  **Feedback to check accuracy.** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** None | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  8 min | T  S-S | | **Instructions. (Visual.)**  Talk to your partner using superlative adjectives.  For example, who is the best friend to you?  **Students do a productive task which requires natural communication.**  Talk to your partner about special real life experiences you remember.(e.g. Chicago is the most beautiful city that I’ve ever seen) | | |
| **Stage Name:** Wrap-up  **Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. | | | | | |
| **Materials:** None | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| **2 min** | **T – S** | | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Offer delayed corrections to the previous stage.**  Everybody, well done today. But some students missed putting ‘the’ before superlatives. Keep in mind it should be absolutely placed before adjectives.  **Set homework**  Make superlative sentences using these adjectives(cold, hot, narrow, wide, small, big)  **Inform students about the topic for the next lesson.**  Read course book page # in advance. | | |

**Instructor’s Comments and Assessment**

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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |