

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Ben	TESOL 198WD	2019. 10. 16	Grammar	PPP	45 min

Lesson	
Topic	Talking about similarities and differences
Main Aim	Students will learn "as ~ as ... / not as ~ as ..."
Secondary Aim	Students will practice their speaking fluency.

Materials and References
Board, markers, erasers, worksheets <i>Practical English Usage</i> by Michael Swan, <i>Grammar in Use</i> by Raymond Murphy

Student Profile			
Level	Lower Intermediate		
Age	Children(8-12)	Number of Students	10
Detail	All of the students are Korean and willing to participate in class. 6 girls and 4 boys.		

Assumptions about students' knowledge as required for this lesson:
<ul style="list-style-type: none"> Students know the vocabulary used in this lesson Students have learned about the comparative Students know how to make the negative form using 'not' Students know the possessives.

What language difficulties to expect when presenting, and how to deal with it:
<ol style="list-style-type: none"> Meaning: Students might get confused between comparative and "as ~ as ...". In order to solve that problem, I will make a clear visual context and give enough number of C.C.Qs to help students fully understand the meaning of "as ~ as ..." Form: Students may have difficulty understanding the meaning of "critical" when comparing comparative and "not as ~ as...". I will explain it with easier words : <i>direct</i> and <i>indirect</i>. Pronunciation: Students may not know where to put natural sentence stress or how to make intonation natural. I'll demonstrate it first, and get students to guess natural stress and intonation. After that, I will mark the stress and intonation on the board so students visually understand as well.

Anticipated Classroom Management Difficulties and their Solutions:
<p>Since grammar lesson has a lot of new information to be conveyed to students, teacher talk time can increase, which will lead to teacher-centered, boring class. So, I will plan and practice thoroughly to reduce T.T.T and increase S.T.T as much as possible.</p> <p>On top of that, time consumed for each activity can be shorter than expected, leaving a lot of time before the lesson finishes. So I will prepare a filler activity to make up for it.</p>

My Personal Aim
<p>What I hope most to demonstrate in this lesson is the ability to</p> <ul style="list-style-type: none"> set up a student-centered lesson while minimizing teacher talk. get students to actively participate in the class and have fun.

Stage Name: Lead-in (3 min) 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, markers, erasers		
Timings	Interactions	Procedure
3 min	T-S	Hello, guys. (Short greetings) I'm going to draw something on the board. Make a sentence that can describe it. (Draw a girl named Jenny and a boy named Jason. Jenny is 5'7" and Jason is 4'6".) How can we describe their height? (SS : "Jenny is taller than Jason." or "Jason is shorter than Jenny.") Good! Then, what about this? (Draw Jason next to Jenny again, making his height 5'7".) How can we describe this situation? (SS : "Jason is as tall as Jenny." or "Jenny is as tall as Jason.") (If the students don't know the answer, give them)
Stage Name: Presentation (12 min) 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, markers, erasers		
Timings	Interactions	Procedure
1 min	T	(Board "Jason is as tall as Jenny.")
1 min	T-S	CCQ 1) Is Jason taller than Jenny? (No) 2) Do Jason and Jenny have the same height? (Yes) 3) Is this sentence comparing their height? (Yes) 4) What is this sentence comparing, similarity or difference? (Smiliarity)
7 min	T-S	Form This sentence is talking about the similarity. (Pointing to the sentence) Which word tells us this is about the similarity? (as, as) Can we say "Jason is as taller as Jenny"? (No) Why? (Because it's about similarity) [negative form / comparative] How do we make this into a negative sentence? (SS : Jason is not as tall as Jenny.) (Board "Jason is not as tall as Jenny" under the model sentence with a minus sign at the beginning) In this case, you can use "not so" as well. (Board "so" next to "as" with brackets) What is another way to say this? (SS : Jenny is taller than Jason) (If students don't know, give a hint that the sentence is related to comparative) Yes, good!! (Write it down below "Jason is not as tall as Jenny" with an equal sign) What's the difference between them? (Listen to student's answers) (Pointing to the "not as ~ as" one) This sentence is less critical than this one (pointing to the "taller than" one). In other words, this one is more direct way to say. (Pointing to the "taller than" one).

3 min	T-S	<p>Since this form is less critical, it is more commonly used. (Pointing to the “not as ~ as” one)</p> <p>[question form] How do we make this a question? (SS : Is Jason as tall as Jenny?) (Board “Is Jason as tall as Jenny?” with a question mark at the beginning) And how can we answer this question? (SS: “Yes he is” or “No he is not”) (Board “Yes he is” or “No he is not”)</p> <p>Drill</p> <p>Listen. (Indicate silence) “/ dʒeɪs(ə)n ɪz az tə:l az dʒɛni / ” Which words are stressed? (SS : Jason, tall, Jenny) (Mark the stress with a red marker.) What is the intonation at the end? (SS: go down, fall) (Mark the intonation with a red marker) What happens to the pronunciation of “is not”? (/ɪz(ə)nt/ contracted to isn’t) (Board ɪz(ə)nt under “is not”)</p> <p>Listen and mumble this sentence 5 times “/ dʒeɪs(ə)n ɪz az tə:l az dʒɛni / ” (Students mumble themselves) (Nominate for individual drilling) Good!</p> <p>Listen and repeat 3 times “/ dʒeɪs(ə)n ɪz(ə)nt az tə:l az dʒɛni /” (Drill chorally with hand gesture and nominate some students for individual drilling)</p> <p>Listen and repeat 4 times (With very low voice) “/ ɪz dʒeɪs(ə)n az tə:l az dʒɛni?/” (Drill chorally with hand gesture from low to high to get students to speak more loudly as they repeat the sentence) (Nominate for individual drilling) Great!</p> <p>(Nominate a student to ask the question “Is Jason as tall as Jenny?” to another student, who then answer either “Yes he is” or “No he isn’t.” Repeat that process until every student is involved.)</p>
Stage Name: Controlled Practice (7 min) Purpose of this stage: students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked.		
Materials: Board, markers, erasers, worksheets		
Timings	Interactions	Procedure
1 min	T	<p>(Holding the worksheet and pointing to the Exercise A on the worksheet) Here, you have two types of questions in Exercise A.</p> <p>First one is to make the sentence into the negative and question form. For example, what is the negative form of “Jason is as tall as Jenny?” (SS: Jason is not as tall as Jenny). Good! and what is the question form? (SS : Is Jason as tall as Jenny?). Good! you write down the answers neatly.</p> <p>Second one is to rewrite the sentence to be less critical. For example, how did we make “Jason is taller than Jenny.” to be less critical? (SS : Jenny is not as tall as Jason.) Good! you write down the answers neatly as well.</p> <p>What exercise are you going to answer now? (Exercise A) How should you write down the answers? (neatly)</p>

3 min	S	(Hand out the worksheets.) (Students do the worksheet.)
1 min	S – S	Now, compare your answers with your partner. (Students do pair check.)
2 min	T - S	Times up. Let's check. What's the negative form for number 1? (Jacky is not as rich as Mary) What about the question form? (Is Jacky as rich as Mary?) (Continue to cover all questions in Exercise A. When necessary, board the correct answers for those who got the wrong answer.)
Stage Name: Less Controlled Practice (11 min) Purpose of this stage: students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked.		
Materials: Board, markers, erasers, worksheets		
Timings	Interactions	Procedure
1 min	T	(Holding the worksheet and pointing to the Exercise B on the worksheet) Guys, now we are going to do Exercise B. You have 5 bars there. Write 5 true sentences to compare A,B,C,D and E For example, you can see A is not as long as B. So you can write it down. Make sure that at least two bars are described in the sentence What should be described in each sentence? (at least two bars) Turn over your worksheet. Let's begin.
5 min	S	(Students do the worksheet.)
2 min	S – S	Now, compare your answers with your partner. (Students do pair check.)
3 min	T - S	Times up. Let's check. OOO, what is your answer? (the student answers) Good! △△△, can you give another sentence? (Continue to cover all 5 sentences in Exercise B. When necessary, board the answers)
Stage Name: Production – Freer Practice (10 min) Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials:		
Timings	Interactions	Procedure
30 sec	T	Guys, now talk to your partner about the similarities or differences between you and your siblings. If you don't have any sibling, you can talk about your closest friend.
8 min	S-S	(Students talk about their siblings or closest friend using "as ~ as..." or "not as ~ as ...")
1 min 30 sec	T-S	OOO, can you share your ideas? (Listen to the student)

Stage Name: Wrap-up (2 min)		
Purpose of this stage: is to end the lesson on a positive note so that students feel they have achieved progress.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
(5 min)	T-S	<p>(Check time to see if it is necessary to do filler.)</p> <p>Filler (Yes or No question)</p> <p>Guys, now I'm going to say something. You can ask me any questions until you can successfully guess why it happened. The thing is, I can answer only with yes or no. Let's start.</p> <p><i>Daniel lived on the twentieth floor of a block of flats and every morning took the lift down to the ground floor and caught the bus into town. When he came home, he took the lift to the ninth floor and then climbed the stairs all the way to the twentieth floor. Why?</i></p> <p>(Answer : <i>He was a little boy and couldn't reach the lift control buttons higher than floor nine</i>)</p>
1 min	T – S	<p>Well done, guys.</p> <p>(If necessary, offer delayed corrections to the previous stages)</p> <p>Which part of the lesson did you find interesting? (Listen to students)</p> <p>Which one was the most difficult? (Listen to students)</p> <p>You guys all did a great job!</p>
1 min	T	<p>Today's homework is writing a paragraph about the similarities and differences between you and your parents. We will briefly talk about it in the next lesson. So bring your writing to the class.</p> <p>Next week, we are going to talk about superlative.</p> <p>Take care, and see you next week.</p>

Worksheet : as ~ as ... / not as ~ as ...

Exercise A

Exercise A1

Change the sentence to the new form.

[Example]

Positive : **Jason is as tall as Jenny.**

Negative : Jason is not as tall as Jenny.

Question : Is Jason as tall as Jenny?

1) Positive : **Jacky is as rich as Mary.**

Negative : _____

Question : _____

2) Positive : **Oscar's bag is as big as Monica's.**

Negative : _____

Question : _____

3) Positive : **His car is as fast as yours.**

Negative : _____

Question : _____

Exercise A2

Rewrite the sentences to be less critical.

[Example]

Jason is taller than Jenny => Jenny is not as tall as Jason

1) Janet's book is bigger than Roxy's. => _____

2) Football is more popular than tennis. => _____

3) Our house is larger than Tim's. => _____

Worksheet : as ~ as ... / not as ~ as ...

Exercise B

Write 5 true sentences to compare A,B,C,D, and E

A  4cm

B  7cm

C  4cm

D  7cm

E  9cm

Example : A is not as long as B.

1) _____

2) _____

3) _____

4) _____

5) _____

(Answer sheet)

Worksheet : as ~ as ... / not as ~ as ...

Exercise A

Exercise A1

Change the sentence to the new form.

[Example]

Positive : **Jason is as tall as Jenny.**

Negative : Jason is not as tall as Jenny.

Question : Is Jason as tall as Jenny?

1) Positive : **Jacky is as rich as Mary.**

Negative : Jacky is not as rich as Mary.

Question : Is Jacky as rich as Mary?

2) Positive : **Oscar's bag is as big as Monica's.**

Negative : Oscar's bag is not as big as Monica's.

Question : Is Oscar's bag as big as Monica's?

3) Positive : **His car is as fast as yours.**

Negative : His car is not as fast as yours.

Question : Is his car as fast as yours?

Exercise A2

Rewrite the sentences to be less critical.

[Example]

Jason is taller than Jenny => Jenny is not as tall as Jason

1) Janet's book is bigger than Roxy's. => Roxy's book is not as big as Janet's

2) Football is more popular than tennis. => Tennis is not as popular as football.

3) Our house is larger than Tim's. => Tim's house is not as large as ours.

Worksheet : as ~ as ... / not as ~ as ...

Exercise B

Write 5 true sentences to compare A,B,C,D and E

A  4cm

B  7cm

C  4cm

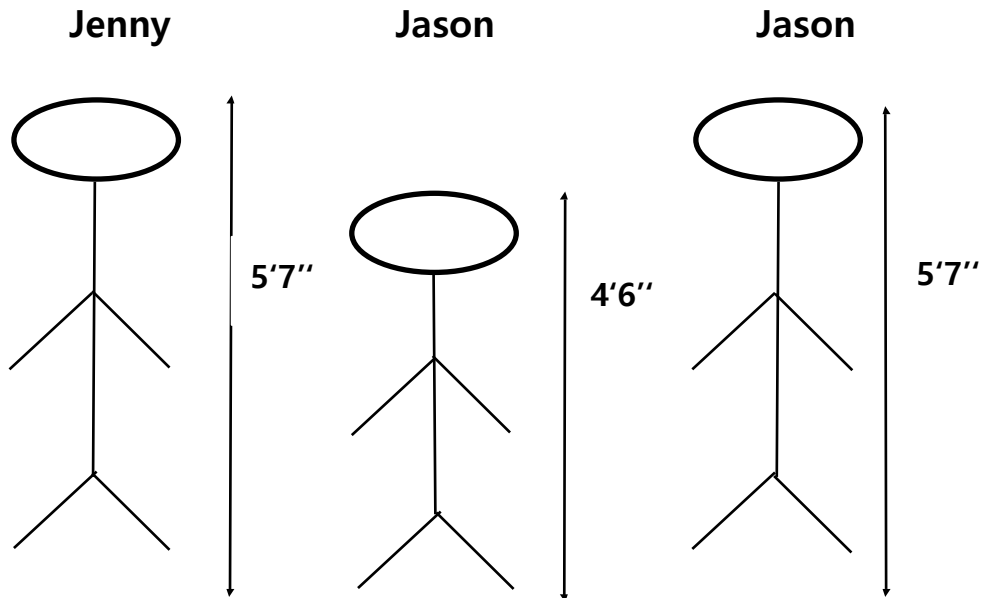
D  7cm

E  9cm

Example : A is not as long as B.

- 1) A is as long as C
- 2) B is as long as D
- 3) C is not as long as D (= D is longer than C)
- 4) D is not as long as E (= E is longer than D)
- 5) C is not as long as E (= E is longer than C)

Board Plan



	Subject	verb	as + adjective + as	
+	● Jason	is	● as tall as	● Jenny.
-	Jason	is not is(ə)nt	as(so) tall as	Jenny.
	(= Jenny is taller than Jason)			
?	Is Jason		as tall as	Jenny?
	Answer : Yes he is / No he is not			

Instructor's Comments and Assessment

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