**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Seongmin Hong | 201WD | Dec 4, 2019 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Using Superlatives |
| **Main Aim** | Students will learn the Superlatives. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Adult | | **Number of Students** | 7 |
| **Detail** | | Very enthusiastic about learning and enjoys kinesthetic learning | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about comparatives. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** Students may use the superlatives to describe a a thing or person is most of something between two things or two people. 2. **Form:** Students may have difficulties on when not to add “the”.   E.g. She is the lightest in the room.  She is my best student.  She is most beautiful (Can add the or not, both is fine)  I am most productive in the morning. (Meaning morning time is best for productivity)  I am the most productive in the morning (Meaning I am the most productive person in the morning)   1. **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 superlatives is too much for students to handle in a short 25 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 superlatives. 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: Power point slide, PC, White Board** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 3 min | T-S | | Draw, mime, show a picture etc. to create a clear and understandable situation related to your target language. Try elicit the model sentence (a sentence that contains the target language) by referring to the situation.  Show a picture (power point slide) that elicit the model sentence.   1. First Picture: Grandma is the oldest person in the family but she has the most exciting life. 2. Second Picture: Peter is the tallest and the heaviest and he is also the hottest.   Board the model sentence:   1. Grandma is the oldest in the family but she has the most exciting life. 2. Peter is the tallest person in the class and the heaviest and he is also the hottest. | | |
| 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: | | | | | |
| Timings | Interactions | | Procedure | | |
| 1 min  1 min  3 min  2 min | T-S  T-S  T-S  T-S | | Board the model sentence (if students are unable to tell you, just board it).  “Granny is the oldest in the family but she has the most exciting life”.  CCQ – ask questions, and use time lines or scales where appropriate.   1. Involves student, making them think about the situational context. 2. Don’t rush, and don’t answer your own ccqs. 3. Use the context to help students realize the correct answer.   CCQ1: Are we comparing two things? Answer: No  CCQ2: Are comparing one thing or person in a group with all of the other things or people in a group? Answer: Yes  CCQ3: Are we referring to one specific thing or person? Answer: Yes  CCQ4: Do we use the article “the” before the superlative adjective? Answer: Yes  CCQ5: Do we use a superlative to say that a thing or a person being described has more of the particular quality than anything or anyone else in the same group? Yes  Form – clarify the use of superlatives. Substitution tables may be of use.   1. Identifying rules of superlatives adjectives and adverbs. 2. Changes in spelling  |  |  |  | | --- | --- | --- | | Adjectives | Superlatives | Grammatical Points | | Tall | The tallest | For most short adjectives and adverbs add the and -est | | Close | The closest | For short adjectives and adverbs ending in -e add the and -st | | Shiny | The shiniest | For adjectives ending in -y, take away -y and add the and -iest | | Sad | The saddest | For adjectives ending in vowel and 1 consonant (except w), double the consonant, add the and – est | | Dangerous | The Most dangerous | For adjectives with 2 or more syllables, add the and most | | Much | The Most | Irregular Forms | | Little | The Least | Irregular Forms | | Good | The Best | Irregular Forms | | Bad | The Worst | Irregular Forms |   Drill – drill the spoken form, focusing on contractions, stress and intonation.   1. Say and gesture “Listen and repeat: [model sentence.]” 2. Drill will energy and enthusiasm, using natural intonation and stress. 3. Make special pronunciation features visible on the board, using colour.     Listen and Repeat:  Conduct the drill chorally 3 times with gestures.  “Granny is the oldest in the family but she has the most exciting life”.  Which words are stressed? (tallest, exciting)  Conduct the drill by nominating.  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 verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked. | | | | | |
| Materials: Grammar worksheet A | | | | | |
| Timings | Interactions | | Procedure | | |
| 30 sec  3 min  1 min  2 min | T  S  S – S  T - S | | Instructions. Hold up the worksheet, point to exercise A  “Please use adjective in the parenthesis to make a sentence using superlatives”  Hand out worksheet A  Grammar Worksheet  Fill in the blanks below to complete the sentences using the superlatives.   1. I (tall) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ person in my family 2. Elephants (large) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ land animals on earth. 3. Which sports do you think (dangerous) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? 4. My cat (lazy) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ animal I know. 5. We bought (expensive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TV in the store. 6. This restaurant serves (good) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food in town. 7. Last week, I had (bad) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_time of my life. 8. Which place (hot) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ place on earth?   Students do a worksheet. (Worksheets should be properly designed. See examples in a course book. Also, don’t do too many questions; 5 is probably enough. Please vary the questions so students work with the complete form.)  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 (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. | | | | | |
| Materials: Grammar Worksheet B (Less Cotrolled) | | | | | |
| Timings | Interactions | | Procedure | | |
| 30 sec  3 min  1min  1 min | T-S  S  S-S  T-S | | Instructions. Hold up the worksheet, point to exercise B  Now turn to the worksheet.  Write 4 sentences about the Solar Systems using the superlatives.  Students do the worksheet individually.  solar system 이미지 검색결과"  1)  2)  3)  4)  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 | | |
| 30 sec  3 min  1 min | T  S-S  T-S | | Instructions. (Visual.)  Ask the group: Please talk with your partner about following topics   1. most entertaining city you have visited 2. best movie of all time 3. when time goes the fastest   Students discuss about the questions using target language naturally.  Feedback | | |
| 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: List all materials that will be needed in this stage. | | | | | |
| Timings | Interactions | | Procedure | | |
| 2 min | T | | Offer delayed corrections to the previous stage.   * “Look at the board. Here are some sentences I heard. Tell me how to correct them.” | | |

**Instructor’s Comments and Assessment**

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