**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hyeri Ko | 204WK | 02.15.20 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Favorite Alcohol |
| **Main Aim** | Students will learn how to compare two things (A+be v+adj+than+adj) |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** |
| Board and coloured markers, worksheets, wine bottle and miniature vodka bottle. |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 30 years old | | **Number of Students** | 3 |
| **Detail** | | Students are all native Korean. Everyone is motivated to learn English. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about when to use –er, -ier, more+adj * Students know how to make the negative form using ‘not’ * Students know how to make question form | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** Let students know that we are comparing on the size of the bottle among any other features of alcohols. 2. **Form:** Students may confuse how to change A and B. Let them fully understand how to switch nouns and how sentence changes. 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:** | | | | | |
| Students may confuse ‘Then’ and ‘Than’. If students are writing wrong in their first practice activity, monitor it and board it to teach them.  Let students practice talking about their favorite alcohol, and alcohol they don’t like but give them a clear instruction that they should use the target language. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * present the target language using a realia * 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:** Marker | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2 min | T- S | | Hello everyone. Look at these two bottles of alcohol. One is a wine and the other is vodka. Is this big? (pointing a bottle of wine – YES) Is this small? (pointing vodka – YES)  Which one is bigger a bottle of wine or a vodka? (A bottle of wine)  Can you make a sentence comparing these two? (A bottle of wine is bigger than vodka) | | |
| **Stage Name:** Presentation  **Purpose of this stage:** Make the students think about the realia. To clarify the meaning, form, and pronunciation features of the target language. | | | | | |
| **Materials:** Color Markers | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  1min  3min  2min | T  T-S  T-S  T-S | | Board the model sentence (if students are unable to tell you, just board it).  **A bottle of wine is bigger than vodka**  CCQ – ask questions, and use time lines or scales where appropriate.   1. **Do we need at least two things to compare? (Yes)** 2. **What two things are we comparing? (A bottle of wine and a vodka)** 3. **Which one is bigger? (A bottle of wine is bigger than a vodka)**   **Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.**   1. **Identifying sentence / clause structure**   **A(S)+V+adj-er/ier+than+B**  What can you see about the form of the sentence? (Subject, verb, adjective, than, noun)   1. **Highlight than:** Which particular word tells us that we are comparing a bottle of wine and vodka? (Than) 2. **Emphasizing what comes in front of “than”**   Do we use simple adjective before ‘Than’? (No, we add adj-er)   1. **Switching Nouns**   Can we switch A (wine) and B (Vodka)? (Yes)  B is smaller than A <- Make smaller part blank first and let students fill out   1. **Negative form**   How can we make a negative form?  A bottle of wine is not smaller than vodka <- Make not part blank first   1. **Question form**   How can we make a question form?  Is a bottle of wine bigger than vodka?  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Say and gesture “A bottle of wine is bigger than vodka” 2. Drill with energy and enthusiasm, using natural intonation and stress.   Where is the stress? (Bottle, wine, bigger, vodka)  Carful on /v/ sound - vodka   1. Make special pronunciation features visible on the board, using colour.   Stress: red pen  /v/: blue pen | | |
| **Stage Name:** Controlled Practice  **Purpose of this stage:** Students practice working with the form (Change the form using given adjective). Accuracy must be checked. | | | | | |
| **Materials:** Worksheets A | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  3min  1 min  2 min | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A.**  Fill in the blanks individually.  **ICQ.**  Do you work individually? (yes)  **Hand out.**  **Students do a worksheet.**  **Group check. – Since there are only 3**  **Feedback to check accuracy.** | | |
| **Stage Name:** Less Controlled Practice  **Purpose of this stage:** students practice working with the meaning (Picture comparison). Accuracy must be checked. | | | | | |
| **Materials:** Worksheet B | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  3min  1 min  2 min | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A.**  Fill in the blanks individually.  **ICQ.**  Do you work individually? (yes)  **Hand out.**  **Students do a worksheet.**  **Group check – since there are only 3**  **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  5 min | T  S-S | | **Instructions.**  Talk to your group about which alcohol you like and which you don’t. Compare those two. For example, My favorite alcohol is whiskey and I don’t like soju. Soju is bitter than wiskey. Also, alcohol content of the whiskey is higher than soju.  **Students discuss about alcohols they like and dislike, and compare using “than.”** | | |
| **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** | | |
| 30 sec | T – S | | **If I could catch someone speak wrong, offer delayed corrections to the previous stage.**   * **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**   **Set homework: None**  **Inform students about the topic for the next lesson: We will going to learn superlatives.** | | |

**Instructor’s Comments and Assessment**

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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** |  |  |