**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Hyungrae lee | TESOL | 02/10/2020 | Grammar | PPP | 25 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Who is the strongest? |
| **Main Aim** | Students will learn superlatives |
| **Secondary Aim** | Students will practice their speaking fluency through using superlatives |

|  |
| --- |
| **Materials and References** |
| **Pictures,red/black marker,worksheet** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Adults | | **Number of Students** | 3 |
| **Detail** | | Students are all Korean.They are used to speaking English but they are not used to describing the pictures or things that present something unique among others.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 the subject and ‘be’ verb relationship * Students know how to use comparatives in sentences. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** we use superlatives when we describe something that is superior to any other things.Give some clear explanation and make a clear visual context and C.C.Q. 2. **Form:** Students may confuse the form of superlatives.Write some examples on the board that shows the difference between comparative and superlative so that they see the difference of form. 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 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/complete the form of this lesson * explain superlatives to students successfully in a deductive way | | | | | |
| **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 marker,board,pictures** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2min | T-S | | **Put three pictures on the board.**  **Try to elicit the certain word from three pictures.**  **Look at this picture.(point to first/second/third)**  **Let’s talk about what word come to your mind when you see this picture**  **first pic->there are a lot of building->mime some gesture to describe the highest building**  **but particularly,this building is very high compare to other building->highest**  **second/third->what word can you think from these animal?**  **Mime some gesture to describe the animal to elicit from students.**  **Second->turtle is so slow animal->the slowest animal**  **third->giraffe has very long neck->has the longest neck in the world.**  **(high,slow,long)**  **So we can describe these picture as**  **1.That building is the highest one among the other building->higher than any other building**  **2.turtle is the slowest animal in the world->slower than any other animal**  **3.giraffe has the longest neck in the world->has longer neck than any other animal** | | |
| **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: red/black board marker,board** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  1 min  3 min 30sec  2 min | T  T-S  T-S  T-S | | **Board the model sentence(Giraffe has the longest neck in the world).**  **CCQ –** ask questions, and use comparatives to describe what is superlatives..   1. does the giraffe have longer neck than any other animal in the world?(yes) 2. is there any animal that has long neck as giraffe in the world?(no) 3. can we say the tiger has longer neck than giraffe’s?(yes)   **Form – Look at the sentence.which word tell us the giraffe has longer neckr than any other animal in the world?(the longest)**   |  |  | | --- | --- | |  | **The+adj+est** | | **slow** | **The slowest** | | **Fast** | **The fastest** | | **deep** | **The deepest** | | **happy** | **The happiest** |   **+three or more places/things/people**  So this is the rules for this form.you should always put “the” before the adjectives to identify the group we are talking about  And add est at the end of adjectives.But if the letter ends in y,change it to i and add est.Lastly,we should mention that we compare this three or more people/place things.  For instance,we should say Usain bolt is the fastest person in the world or of all the people.Always remember to mention other things at the end of sentence to compare it.  Therefore,we use this form when we want to describe something is very unique compare to other things.And there exists the only one.  Ok then let’s check!  Can we say the giraffe the most longest in the world?  Can we say the giraffe has longest neck in the world?  Why?(Because always put the+big(adjective)+est is the base form of superlatives)  **Drill**  Ok then now let’s talk about the stress  Indicate the model sentence and ask  Which word do you think are stressed in this sentence?mark the stress with a red marker.  What happens to the pronunciation of “the”?underline “the”and show how to say the(thee)  **Then now listen and repeat 3 times!Conduct the drill chorally 3 times with gesture**  **After that,conduct the drill individually** | | |
| **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: worksheet** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  1 min  1 min  1 min | T  S  S – S  T - S | | **Instructions.**.Now.it’s time to practice!->hold up the worksheet.i’m going to give you guys 1 min to finish this worksheet individually(point to exercise A)please do this only exercise A do not turn the page.only do exercise A.  **ICQ. 1.Do you guys work individually?(YES)**  **2.do you have to do exercise B as well?(no,only exercise A)**  **Here is the worksheet->Hand out the worksheet. Then start!**  **Students do a worksheet.Monitor from a distance.**  **Pair check.**  ok time’s up!check your answer with your group!you have 1 mintue!  **Feedback to check accuracy. Board correct answers visually.**  Ok time’s up!let’s check the answer!what do you think the answer for 1,2,3…10? | | |
| **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: Worksheet** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  2 min  1 min  1min | T  S  S-S  T-S | | **Instruction**  Now,turn over your worksheet.Look at these picture.what word come to your mind when you see this pictures?write your own sentence that can describe the pictures using grammar that you just learned.you have 2 minutes to finish.work individually.start!  **Students do the worksheet monitor from a distance**  **Pair check**  Time’s up!Check your answer with your group!you have 1 minute!  **Feedback to check accuracy.**  Ok time’s up!let’ check your answer!what did you get? | | |
| **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  1 min | T  S-S  T-S | | **Instructions**  Now,talk to your group about your friend.Describe your friend and use grammar that we learned today.And tell them why you think.  You have 5 minutes to talk about.start!  **Students talk about their friend using superlatives naturally.**  If there is some mistakes that students make,write on the board.  **Feedback**  **Ok time’s up!so what did you guys talk about?** | | |
| **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** | | |
| 1 min  30sec | T – S  T | | **Good job guys!you guys did very well using the grammar we learned today!**  **(if there is enough time left,talk about their mistakes from previous stage and correct them.if their isn’t enough time or there is no mistake,wrap it up.)**   * **“Look at the board. Here are some sentences I heard. How can we change this mistake?->correct them**   **Set homework and inform their students about the topic for the next lesson,**  **OK good job guys for today.As you can see,the grammar we learned today is very useful.Next week,we are going to talk about your family!**  **So.before coming this class next time,think about your family and make some sentences using grammar we learned today.we are going to share your sentences regarding family by next lesson.**  **See you next week guys!** | | |

**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** |  |  |