

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Minji Kim	208 WD	23.6.2020	Grammar	PPP	25 min

Lesson	
Topic	Emotion
Main Aim	Students will learn 'Superlative'.
Secondary Aim	Students will practice their speaking fluency to use superlative in the right form.

Materials and References
Board and colored markers
Worksheets

Student Profile			
Level	Lower Intermediate		
Age	Adults	Number of Students	6
Detail	Students are all Korean and have learned the basic English. They are all motivated and happy to share their thoughts and experiences.		

Assumptions about students' knowledge as required for this lesson:

- Students know the vocabulary used in this lesson.
- Students have the basic understanding of superlatives.

What language difficulties to expect when presenting, and how to deal with it:

1. Students may confuse between comparatives and superlatives. Make a clear C.C.Q. so they understand it clearly.
→ Make clear ICQ.
2. Students may confuse when to use 'most' or '-iest'.
→ Check with the worksheet.
3. Students may forget using the word 'the' before superlatives.
→ In presentation stage, form, ask students to check clearly.

Anticipated Classroom Management Difficulties and their Solutions:

Compared to the other parts of language learning styles, grammar class could require more teacher talk. In the lesson, by using 'elicit' and 'worksheet' with interesting topics, I will try to increase students talk.

My Personal Aim

What I hope most to demonstrate in this lesson is the ability to teach grammar as an involver type teacher. Moreover, by making detailed and accurate lesson plan, I will try to manage the time correctly.

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		
Timings	Interactions	Procedure
1min	T T-S	<p>"Hello everyone"</p> <p>Draw a birthday cake with 16 number tapers. (cake! Birthday!)</p> <p>Draw a happy face girl.</p> <p>Next to the girl's head, draw a bar which will shows her emotion. Fill the bar max with number 100.</p> <p>"How's her feeling?" (She is happy!)</p> <p>Draw same pictures with lower number tapers.</p> <p>Draw out the sentence from students.</p> <p>"My 16th birthday was the happiest day."</p> <p>Write the sentence on the board.</p>
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		
Timings	Interactions	Procedure
30 sec	T-S	<p>CCQ</p> <ol style="list-style-type: none"> 1. Is there any happier day than her 16th birthday? (No.) 2. Does it mean 15th birthday was not happy? (No.)
30 sec	T-S	<p>Form</p> <p>"Can you remove 'the'?" (No.)</p> <p>"So, do you always have to use 'the'?" (Yes.)</p> <p>"Can you say 'the most happy day'?" (No.)</p> <p>"Why?"</p> <p>"Right, when there are only one syllable, you put '-iest'."</p>
1 min	T-S	<p>Drill</p> <p>"Listen and repeat three times together"</p> <p>[My 16th birthday was the happiest day.]</p> <p>Nominate two or three students.</p>

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
30 sec	T	"Now, you are going to do the worksheet page 1."
	T-S	"Are you only doing the worksheet number 1?" (Yes) Hand out.
2 min		Students do a worksheet.
1 min	S – S	"Check with your partner."
1 min	T - S	Check the answers. Board correct answers visually. <ol style="list-style-type: none"> 1. The tallest 2. The smallest 3. The cutest 4. The most interesting 5. The shortest 6. The most expensive

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
20 sec	T	"Now, you are going to do the next one. For this one, you have to create your own sentences using the given words."
	T-S	"Is there specific answer?" (No) Hand out.
3 min	S	Students do a worksheet.
2 min	S-S	"Check with your partner."
2 min	T-S	Ask students for the answers, and if they make any mistake, ask other students.

Stage Name: Production – Freer Practice		
Purpose of this stage: is to get students to practice the grammar communicatively.		
Materials: -		
Timings	Interactions	Procedure
30 sec	T	"With your partner, share you're the happiest and the most "
5 min	S-S	Students conversation.
3 min	T-S	Ask students to share their conversation. If no one volunteer, nominate few students.
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: -		
Timings	Interactions	Procedure
1 min	T	"Great job, everyone. Did you understand when to use 'the most' and '-iest'?" "Next class, we are going to learn exceptions of superlatives. Find some examples until next lesson."

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		

Worksheet 1 : Superlative

1. Jay is _____ student in the class. (tall)
2. Cat is _____ animal in the world. (cute)
3. The box is _____ one in the room. (small)
4. The book is _____ book I've ever read. (interesting)
5. I am _____ person in my family. (short)
6. The phone is _____ one in the shop. (expensive)

Worksheet 2 : Superlative

1. (Happy)

→

2. (Sad)

→

3. (Exciting)

→

4. (Angry)

→

5. (depress)

→