**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Cherry | 216 th | 12/19/2020 | Grammar | PPP | 25 min |

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| **Lesson** | |
| **Topic** | Chris is younger than Sammy. |
| **Main Aim** | Students will learn “adjective + er + than” |
| **Secondary Aim** | Students will practice their speaking fluency to talk about “adjective + er + than” |

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| **Materials and References** |
| **board and colored markers, worksheets.** |

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| **Student Profile** | | | | | | | | |
| **Level** | | | Lower Intermediate | | | | | |
| **Age** | | | Children (6-12) | | | | **Number of Students** | 2 |
| **Detail** | | | This is a general English class and students are highly motivated learners. The students are all Koreans, and they are accustomed to pair work. | | | | | |
| **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 make the negative form using ‘not’ | | | | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | | | | |
| 1. **Form:** Students may confuse how to make the “adjective + er + than”. For example, they may be added “er than” unconditionally after all adjective. If irregular works about comparatives come up in class, mention it simply and let them know they will learn in the next lesson. 2. **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 comparatives 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 comparatives. 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 and to lead this lesson without any mistakes. | | | | | | | | |
| **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:** List all materials that will be needed in this stage. | | | | | | | | |
| **Timings** | **Interactions** | | | | | **Procedure** | | |
| 2 min | T-S | | | | | Hi, everyone, How are you today?  OK, look at this picture. Can you describe this picture? (Old and Young)  Who is younger? (Right one), Who is older? (Left one)  Sammy and Chris, who is younger? (Chris) Who is older? (Sammy) | | |
| **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:** List all materials that will be needed in this stage. | | | | | | | | |
| **Timings** | **Interactions** | | | **Procedure** | | | | |
| 1 min  2 min  2 min | T  T-S  T-S  T-S | | | **Board the model sentence. (Chris is younger than Sammy.)**  **CCQ** – Ask questions.   1. Is Chris younger? (Yes) 2. Is Sammy older? (Yes) 3. Is it comparing Chris and Sammy’s age? (Yes)   **Form –Ask questions and make a table for students**  Can you say “Chris younger than Sammy?”(No)  Can you say “Chris is younger Sammy?”(No)  Why? (Because be-verb is necessary and comparative form “adjective+er +than” is necessary.  Where is the subject? Where is verb? Where is the object? (Write with green pen)  How do we make this into negative sentence?  Board Chris isn’t younger than Sammy. (With blue pen)  How do we make a question?  Board Is Chris younger than Sammy? (With blue pen)   |  |  |  |  | | --- | --- | --- | --- | |  | Sub | Verb+Adj+er+pre | Obj | |  | Chris | is younger than | Sammy | |  | Chris | isn’t younger than | Sammy | | Is | Chris | younger than | Sammy? |   **Drill – drill the spoken form, focusing on contractions, stress and intonation.**  Listen and repeat 5 times (with gesture), chorally and individually.  Where is the stress? (Mark younger and Sammy with red pen) | | | | |
| **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:** List all materials that will be needed in this stage. | | | | | | | | |
| **Timings** | | **Interactions** | | | | **Procedure** | | |
| 1 min  2 min  1 min  1 min | | T  S  S-S  T-S | | | | **Instructions. Hold up the worksheet.**  This is worksheet. There are 5 questions. Write down your answer in the blank for 2 minutes.  **ICQ**  Should you write down your answer in the blank? (Yes)  How much time do we have? (2 min)  **Hand out the worksheet.**  **Students do the worksheet Exercise A.**  **Pair Check.**  Time’s up. Check your answers with your partners.  **Feedback to check accuracy.** | | |
| **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:** List all materials that will be needed in this stage. | | | | | | | | |
| **Timings** | | **Interactions** | | | | **Procedure** | | |
| 1 min  2 min  1 min  1 min | | T  S  S-S  T-S | | | | **Instructions.**  Exercise B, Look at the picture and make 4 sentences using the comparatives we learned today.  I will give you 2 minutes. Let us start.  **Hand out the worksheet.**  **Students do the worksheet Exercise B.**  **Pair Check.**  Time’s up. Check your answer with your partner.  **Feedback to check accuracy.** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | | | | |
| **Materials:** List all materials that will be needed in this stage. | | | | | | | | |
| **Timings** | | **Interactions** | | | | **Procedure** | | |
| 1 min  3 min  1 min | | T  S-S  T-S | | | | **Instructions.**  Now, Talk to your partner using the comparatives about all things in this classroom.  For example, This pencil is longer than that pencil.  I will give you 3 minutes.  Students talk all things in this classroom using the 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. | | | | | | | | |
| **Timing** | **Interactions** | | | | **Procedure** | | | |
| 1 min  1 min | T – S  T | | | | **Offer delayed corrections to the previous stage.**  “Look at the board. Here are some sentences I heard. Tell me how to correct them.”  Well done, You all did a good job.  **Set homework.**  Today, you have no homework.  **Inform students about the topic for the next lesson.**  Tomorrow, we will learn about irregular works of comparatives.  See you tomorrow | | | |

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**Worksheet : adj+er+than**

**Exercise A**

Change the sentence to the new form. Write your answers neatly.

**Example**

Positive : **Chris is younger than Sammy**

Negative : Chris isn’t younger than Sammy

Question : Is Chris younger than Sammy?

1. Positive : **This is longer than that**.

Negative :

Question :

1. Positive :

Negative : **He isn’t taller than her.**

Question :

1. Positive :

Negative :

Question : **Is he smaller than her?**

1. Positive : **The desk is higher than the chair.**

Negative :

Question :

1. Positive :

Negative : **She isn’t older than me.**

Question :

**Worksheet : adj+er+than**

**Exercise B**

Write 4 sentences using the comparatives about the below Picture.



1. .

2.

3.

4.

**Worksheet : adj+er+than (Answer Sheet)**

**Exercise A**

Change the sentence to the new form. Write your answers neatly.

**Example**

Positive : Chris is younger than Sammy

Negative : Chris isn’t younger than Sammy

Question : Is Chris younger than Sammy?

1. Positive : This is longer than that.

Negative : This isn’t longer than that.

Question : Is this longer than that?

1. Positive : He is taller than her.

Negative : He isn’t taller than her.

Question : Is he taller than her?

1. Positive : He is smaller than her.

Negative : He isn’t smaller than her

Question : Is he smaller than her?

1. Positive : The desk is higher than the chair.

Negative : The desk isn’t higher than the chair.

Question : Is the desk higher than the chair?

1. Positive : She is older than me.

Negative : She isn’t older than me.

Question : Is she older than me?

**Worksheet : adj+er+than (Answer Sheet)**

**Exercise B**

Write 4 sentences using the comparatives about the below Picture.



1. The teacher is older than the children.
2. The teacher is taller than the children.
3. The clock is higher than the globe.
4. The chair is lower than the board.

**Instructor’s Comments and Assessment**

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