

Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Jinny	222ND WK	10/07/21	Grammar	PPP	25 min

Lesson	
Topic	Comparatives
Main Aim	Students will learn the comparison.
Secondary Aim	Students will practice their speaking fluency.

Materials and References
Board, colored board pens, worksheet, answer sheet

Student Profile			
Level	Lower Intermediate		
Age	10 years old	Number of Students	3
Detail	This is a general English classroom with three students who are all Korean, who are motivated to learn English. Students have learned and are able to speak in level past the beginners' level as they used to study overseas or have gone to English-speaking countries before.		

Assumptions about students' knowledge as required for this lesson:
<ul style="list-style-type: none"> 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:
<ol style="list-style-type: none"> Meaning: Students may question how to use comparison in past or future tense. Make a clear visual context and C.C.Q. Form: Students may confuse how to use the comparison of "-er" e.g. 'She can run faster than us..' Identify the two separate compare and contrast forms, and the differences. Highlight the variable sentence structure. E.g. She is running faster than us. She can run more quickly than us->She is running quicker than us.. 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 2 nd conditional is too much for students to handle in a short 30 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 2 nd conditional. The remaining new language points can be presented in the next lesson.

My Personal Aim
<p>What I hope most to demonstrate in this lesson is the ability to</p> <ul style="list-style-type: none"> present the target language using a situational presentation

<ul style="list-style-type: none"> 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: Board, colored board pens		
Timings	Interactions	Procedure
1 min	T-S	<p>Hello, class. Look at the board as I will begin to draw. Tell me what you see.</p> <p>Draw to create a clear and understandable situation related to your target language. Try eliciting the model sentence (a sentence that contains the target language) by referring to the situation; draw a boy and a tall man. This is Scott, my old friend when we were little. Last week, I met him and he got this tall. Draw another pair with a time setting; 10 years old, and in 20s.</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, colored board pens		
Timings	Interactions	Procedure
30 sec	T	<p>Board the model sentence (if students are unable to tell you, just board it).</p> <p>"Scott is getting taller than Jinny."</p> <p>CCQ – ask questions, and use timelines or scales where appropriate.</p> <ol style="list-style-type: none"> Was Scott small before? (Yes.) Is he still small? (No.) Will he get taller in the future? (Yes.)
	T-S	
1 min	T-S	
1 min	T-S	<p>Form – clarify the affirmative, negative, question form, or other special features.</p> <p>Substitution tables may be of use.</p> <ol style="list-style-type: none"> "Scott is not getting taller than Jinny." (Negative) "Is Scott getting taller than Jinny?" (Question form) Highlight the grammar structure e.g. 'be' auxiliary + simple present verb+ing (+ time reference)
1 min	T-S	<p>Drill – drill the spoken form, focusing on contractions, stress and intonation.</p> <ol style="list-style-type: none"> Say and gesture "Listen and repeat: [model sentence.]" Drill will energy and enthusiasm, using natural intonation and stress. Make special pronunciation features visible on the board, using colour.
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; Exercise 1, board, colored board pens		
Timings	Interactions	Procedure

1 min	T	Instructions. Look at Exercise 1. It says to fill the blank in each sentence by yourself. There are adverbs and adjectives for each, but you have to make it into comparative words as well. When you finish, do not move to Exercise 2. ICQ. Do we work on the exercise with a partner? (No.) Do we move to the next Exercise? (No.) (Hand out.)
5 mins	S	Students do a worksheet. (Worksheets should be properly designed. See examples in a course book. Also, don't ask too many questions; 5 is probably enough. Please vary the questions so students work with the complete form.)
1 mins	S – S	Pair check. Monitor for corrections.
1 mins	T - S	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: Exercise 2, board, colored board pens		
Timings	Interactions	Procedure
30 sec	T	Instructions. Look at the Exercise 2. It says fill the gap of the paragraph.. After matching each picture, share your partner with your answer.
3 mins	S	Students work on Exercise 2.
1 min	S-S	Pair check. Monitor for corrections.
1 min	T-S	Feedback to check accuracy. As each student to answer each.
Stage Name: Production – Freer Practice Purpose of this stage: is to get students to practice grammar communicatively.		
Materials: List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30 sec	T	Instructions. To all who have gone to countries outside Korea, there are some things from other countries that are good to compare with Korea. Interview with your partner about the country they went to, using comparatives.
5 min	S-S	Students do a productive task which requires natural communication. Monitor for corrections.
1 min	T-S	Feedback. Share what they have learned.
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
1 min	T – S	<p>Offer delayed corrections to the previous stage.</p> <ul style="list-style-type: none"> • “Look at the board. Here are some sentences I heard. Tell me how to correct them.” • Speak out the correction, see if the students agree with the correction or not. <p>Set homework.</p> <p>For homework, write down a short story of one paragraph that has comparative words we have learned.</p> <p>Inform students about the topic for the next lesson.</p> <p>In the next class, we will learn the superlatives with “most” included.</p>
20 sec	T	

Worksheet: Exercise 1

Fill in the blank below.

ex) Have you seen Mary? She looked _____ prettier _____ without glasses.

1. This pool water is _____ (warm) than the seawater.
2. Your dog is getting _____ (heavy)!
3. The trip to Busan by train is getting _____ (long) than I thought.
4. That kid is not being _____ (nice) to his friends.
5. Is my grade getting _____ (good) this year?

Worksheet: Exercise 2

Fill in the gaps of the paragraph.

Dear Diary,

It's my first day of school and I had so much fun!. This school was way _____ (cool) than my old school. Our homeroom teacher Ms. McSwan was _____ (kind) than my 3rd grade teacher. My old classroom had _____ (bad) activities, but in Ms. McSwan's class I never slept throughout the time. My new friends here are _____ (loud) than my old friends, but they know how to have fun! When we played baseball together at recess, I was so excited I hit the ball _____ (far) from the field. But we found the ball that was by Ms. McSwan's car. We ran _____ (fast) than the wind, but she wasn't angry. This school year may be _____ (long) than I thought.

Answer Sheet: Exercise 1

Fill in the blank below.

ex) Have you seen Mary? She looked prettier without glasses.

1. This pool water is warmer (warm) than the seawater
2. Your dog is getting heavier (heavy)!
3. The trip to Busan by train is getting longer (long) than I thought.
4. That kid is not being nicer (nice) to his friends.
5. Is my grade getting better (good) this year?

Answer Sheet: Exercise 2

Fill in the gaps of the paragraph.

Dear Diary,

It's my first day of school and I had so much fun!. This school was way cooler (cool) than my old school. Our homeroom teacher Ms. McSwan was kinder (kind) than my 3rd grade teacher. My old classroom had worse (bad) activities, but in Ms. McSwan's class I never slept throughout the time. My new friends here are louder (loud) than my old friends, but they know how to have fun! When we played baseball together at recess, I was so excited I hit the ball further (far) from the field. But we found the ball that was by Ms. McSwan's car. We ran faster (fast) than the wind, but she wasn't angry. This school year may be longer (long) than I thought.

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		