|  |
| --- |
| [ ]  Listening [ ]  Speaking [ ]  Reading [x]  Grammar [ ]  Writing |
| **Topic: Euna Is Taller Than Rachel** **(Language target: Comparatives & Superlatives)** |
| Instructor:Rachel&Eunal | **Students Competency Level****Intermediate** | **Number of Students:****12** | **Lesson Length:****55 minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**PPT File – Philippines Pictures– Drilling Substitution Table ‘Subject + Be Verb + Comparative Adjective + Than’‘Subject + Be Verb + Comparative Adjective(with more) + Than’‘Subject + Be Verb + The + Superlative Adjective + ’‘Subject + Be Verb + The + Superlative Adjective(with most) ’– Comparing Pictures Stronger Older Shorter Taller Faster Younger Weaker Slower Tennis Vs. Running City Vs. Countryside Campsite Vs. Hotel– Questions with superlatives What’s the most expensive thing you’ve ever bought for yourself? What’s the biggest lie you’ve ever told someone?ComputerProjector Mini Olympic Props.Table & Chair – For Arm Wrestling |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)*** Ss will improve listening skills by listening to T’s story, instruction, Ss’ stories, drilling and participating in Mini Olympic
* Ss will improve speaking skills by answering T, group discussions, sharing stories drilling and participating in Mini Olympic
* Ss will improve grammar skills about comparatives and superlatives by T using comparatives and superlatives, T responding and rephrasing Ss thoughts, drilling, writing sentences
 |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Listening: **(Where did reading occur in the lesson?)**

Teacher story, Ss talk, group discussion, Participating in Mini Olympic* Speaking:**(Where did listening occur in the lesson?)**

Group discussion, Sharing Ss stories about their visit to other countries or cities, answering T, participating in Mini Olympic* Reading: **(Where did speaking occur in the lesson?)**

Drilling substitution table, Reading words on PPT* Writing: **(Where did writing occur in the lesson?)**

Writing sentences in Look Around You Competition |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

Drilling, Classroom participation and discussion* Function:**(situation)**

Comparing two or more things* Lexis: **(meaning)**

Comparatives and Superlatives use, comparing two or more things* Grammar:**(language structure)**

Comparatives and Superlatives * Discourse: **(communication)**

Discussing in groups, sharing stories, drilling  |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)*** Ss know most adjectives used in comparing things or people
* Ss can share their experiences or opinions through group discussion
* Ss have been to other cities or countries and they can talk about the difference about the place
 |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)*** If Ss have difficulties in talking about the places they have been

Solution: T helps the students to relax and encourage them* If Mini Olympic takes too long

Solution: T shortens the activity* If Mini Olympic finishes too soon

Solution: T adds more topics to the Mini Olympic |
| References:None |

|  |
| --- |
| **Lead-Inor Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)**PPT File – Philippines PicturesComputerProjector |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1 min3min3min | WholeWholeWhole | Ss greet the TSs listen to the T and become aware of target language structureSs share their own story. | GreetingT talks about staying in the Philippines by using comparatives and superlatives. (about its weather, environment, food compared to Korea)Ask Ss about the countries or cities they have been. Let them talk about its differences compared to Korea or Seoul. T rephrases, if needed, and responds using comparatives and superlativesRachel- Let’s move on to next activity. |

|  |
| --- |
| **Pre-Activity or Task Familiarization Part (Presentation PartPresenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**PPT File – Drilling Substitution Table ‘Subject + Be Verb + Comparative Adjective + Than’‘Subject + Be Verb + Comparative Adjective(with more) + Than’‘Subject + Be Verb + The + Superlative Adjective + ’‘Subject + Be Verb + The + Superlative Adjective(with most) ’– Comparing Pictures Stronger Older Shorter Taller Faster Younger Weaker Slower Tennis Vs. Running City Vs. Countryside Campsite Vs. Hotel– Questions with superlatives What’s the most expensive thing you’ve ever bought for yourself? What’s the biggest lie you’ve ever told someone?ComputerProjector |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 6 min5 min4 min3 min | W - SsWholePairsS - W | Ss read, listen, speak and drill to learn and become familiar with comparatives and superlatives.Ss listen to T and answer to T’s question.Ss share their ideas with partnerSs talk about their discussion to class | Show drilling substitution table to the Ss. Do the drilling with student. Accuracy is important.T shows the comparing pictures by using the PPT file. Ask Ss to look at the pictures and give their answers.(Pictures about comparative adjectives)Put Ss in pairs. T asks 2 questions with superlatives and asks the students to discuss about the questions in pairs.Ask one pair of Ss to share about their discussion. |
| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**Mini Olympic Props.Table & Chair – For Arm Wrestling |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2 min3 min5 min1 min  | GroupGroupGroup – WWhole | Listen T instructions.Ss discuss in groups and makes sentences.Each group shares their sentences with the class and eliminates duplicated sentences.Thank teacher. | T introduces Look Around You Competition. Ask the groups to make as many comparative and superlative sentences as they can about the people and things in their classroom. Give 3 minutes time limit. Monitor the Ss by wandering in the class and give assistance if needed.Ask one group to share their sentences and if another group has the same sentence as the first group, ask both groups to cross that statement off their list. Continue until all groups have read all their statements and any duplicates are eliminated. The group with the most statements remaining wins. Congratulate the winning team and thank all students for participating. |

|  |
| --- |
| **Post Activity or Post Task Part (Wrap-Up PartClose the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)** |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2 min3 min10 min3 min1 min | GroupGroupGroupSs-WholeWhole | Listen T instructions.Ss discuss in groups and pick representatives for each game.Participate in Mini Olympic activity.Some Ss stand up and talk about them.Thank teacher and say goodbye. | T puts Ss in three groups and introduces Mini Olympic to Ss. Each group will pick their representative for each category (Arm Wrestling, Hair & Finger Length Competition, Height, Age, etc.)Run Mini Olympic activity. When each round is finished, announce each winner by using comparatives and superlatives.Ask the winners to stand up and talk about them by using comparatives and superlatives.Congratulate the winning team and thank all students for participating. |

**PPT File**

















