Background Information Sheet

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| **Name& Class** | **Date & Place** | **Lesson** | **Plan** | **Topic** | **Length** | **Level** |
| Dave | 2017.2.8GangNam | Grammar | PPP | What is the best way to going home? | 35 | intermediate |
| **Class profile****Number of students : 8** **Age** : Adult **Nationality : Korea** **Motivations** : Demonstrating knowledge and understanding about comparative and superlative**Individual or class hobbies and interests:** **Special considerations :**  |
| **Main aim**1. Ss learn comparative and superlative.
2. Ss practice speaking fluency.

**Subsidiary aims** 1. Ss practice writing skills by writing the answer to questions2. Ss practice listening by having a discussion & through the T's talk and Ss Talk |
| Description of language skills specifically used/practiced:* Reading : reading materials
* Listening : teacher talk, during the discussion
* Writing : answering the question, note-taking
* Speaking : discussion, drilling
 | Description of language systems specifically used/practiced:* Phonology : discussion, teacher talk, drilling
* Lexis : the words used in model sentences
* Grammar : comparative & superlative
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| Anticipated difficulties with lesson activities and classroom management:1. Ss may have difficulty in understanding the meaning2. Ss may have a hard time drilling3, If Ss need more time to finish their activity (cut-off plan)4. If Ss finish their taks earlier than anticipated5. If Ss may be confused when they use more/ er & most/ est |
| **How I can deal with these difficulties:** 1. T provides more examples2. T gives the students more chances to practice.3. Be flexible with the time as giving student more time to finish their activity and cut off the time of post activity.4. Give students more time on final activity.5. Give the examples and make Ss know when they need to use more/ er & most/ est correctly |
| **Assumptions:** (That which provides insight about your choice of material, selection of target language etc.)Ss already know basic grammar skillsSs can know what to do in the group work.  |
| **Material(s) needed:****8 copies of the pracctice worksheets****Marker & Board****Paper & Pencils** |
| Checklist. Tick those included in this lesson plan (or N/A) |
| model sentences for target language |  | concept questions for target language |  | analysis sheet for target language |  |
| stages clearly titled and separated |  | purpose of each stage indicated |  | anticipated timing included |  |
| interaction pattern marked |  | a board plan (if relevant) |  | examples of all tasks used |  |
| answer sheet to all exercises |  | tape script |  | all materials labelled and numbered |  |
| **Personal aim :**What I most hope to demonstrate in this lesson is the ability to know when Ss use more/most or er/est. |

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| **Stage 1:\_Lead-in****The purpose of this stage is to relax both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage should be used to create an appropriate situational context.** | **Inter****action** | **Time** | **Instructor’s comments** |
| Hi, good morning everyone, How was your weekend? (Ss greet back)Yes,, I can guess all you guys had hard time coming up with your best lesson plan...Me too.. Anyway.. Now just relax and enjoy my class.I just have two question. First, How did you guys get here? Taxi / Bus / Subway ? What is?Yes, I can guess there might be someone who took two things of them but please choose one thing you took first. (Ask Ss individually through the hand gestures)Second, If there are only Bus & Subway to take to get here, What is your choice ? and Why?(Also Ask Ss individually through the hand gestures) | T-ST-ST-S | 30sec1m301m30 |  |

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| **Stage 2: Presentation****The purpose of this stage is to teach the target language deductively, referring tothe situational context from the lead-in. Meaning, form and pronunciation should be covered with appropriate methods such as a model sentence, CCQs, timelines, substitution tables and indication of phonology etc.** | **Inter****action** | **Time** | **Instructor’s comments** |
| **-Elicit**T : Okay..Now Look at the 'A' in your worksheet There are three pictures.. What comes to your mind when you look at those pictures?S1 : A long subway.S2 : So expensive taxi.S3 : A crowded bus.T : Okay, you are all right.. Look at the Board! **-Meaning** Using the prepared pictures, have a talk with Ss about what is longer in the things and make substitution tables.

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| The bus | is |  | longer | than | the taxi |
| The subway |  |  |  |  | the bus |
| The subway |  |  | the longest |  |  |

**-CCQ**Is the taxi longer than the bus?(X)Is the bus longest?(X)**-Drill** > > >The bus is longer than the taxi (x3)Listen and repeat (at least 3)T : Okay great job! Looat at the Board, again. Now, you focus on the fee of those thigns.(There are some opportunities to be confused for Ss about the fee. So, designate the clear fee for each thing) Taxi : 3,000 / Bus : 2,000 / Subway 1,000 Again, Let's compare those things like first case.**-Meaning** Just here.. All things include the meaning of the fee.. So, I just omit the term 'the fee'.

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| The bus | is | more | expensive | than | the subway |
| The taxi |  |  |  |  | the bus |
| The taxi |  | the most | expensive |  |  |

**-CCQ**Is the subway more expensive than bus?(X)Is the bus the most expensive?(X)**-Drill** > > >The taxi is the most expensive (x3)Listen and repeat (at least 3)T : Now you guys might notice the diffrence between two cases. What is the difference ?Ss : First, we used er & est but, second, more & mostT : Yes,, Right! when we use comparative & superlative, we have to be careful.. If the word is 1 syllable, we just add er and est to the end of the word. But if the word is 2 syllables or more, we have to put more and most in front of the word.**-CCQ**Seriouser (X) (2 syllable) more seriousBeautifulest (X) (3 syllable) most beautiful | T-ST-ST-S | 30sec3m304min |  |

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| **Stage 3: Controlled Practice****The purpose of this stage is to allow the students to accurately practice working with the target language’s form by doing easy, or controlled tasks. This helps build confidence before trying something more challenging. Students should apply the rules that were presented in a meaningful way whenever possible. Peer-checking before feedback is important in these practice stages.** | **Inter****action** | **Time** | **Instructor’s comments** |
| **Instruction**Look at the 'B' in your worksheetI will give you 2min for doing that individually.And then you make a pair and share your answers with your partner for 3min.**ICQ**First, how do you do the section B? Pair? individually? (individually)How much time do you have for pair check? (3min)Let's! Go! (walk around the tables and check) | T-SS-S | 6m |  |

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| **Stage 4: Less controlled practice****The purpose of this stage is to allow students to practice the target language more thoughtfully, in terms of either structure manipulation, meaning, function or other aspects of language. Accuracy is checked before moving to the next stage.** | **Inter****action** | **Time** | **Instructor’s comments** |
| **Instruction**Look at the 'C' in your worksheet.There are some adjectives..First, You have to make sentences that include those adjectives turned to comparative or superlative degree for 4 min.Second, pair with the person next you and share your sentences with your partner for 3min.**ICQ**When you make sentences, how do the adjectives have to be? (changed form)How much time do you have with your partner? (3min)Start! (walk around the tables and check) | T-SS-S | 8min |  |

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| **Stage 5:\_Freer Practice****The purpose of this stage is to allow student to practice using the target language productively in an authentic way. The focus is to encourage fluency, not accuracy, therefore errors should be monitored and only addressed if necessary. Correction should be given during the next stage.** | **Inter****action** | **Time** | **Instructor’s comments** |
| **Instruction**Pair with person next to you. And just give smile....^^..Now put your hand on the table that you don't use when you write.And we are ready to play the game using our lesson today.You can make any sentences and have to speak out "but" the sentence must include comparative or superlative degree.And If you make a sentence first, you can hit back of other's hand.Keep going.. until you make 5 hits.. after that you are a winner..**ICQ**How many times is the winner going to hit back of other's hand? (5times) | TS-S | 1min7min |  |

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| **Stage 6:\_Wrap-up****The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the main points briefly, either deductively or inductively, or perhaps during error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.** | **Inter****action** | **Time** | **Instructor’s comments** |
| T : Did you have fun today?Ss : Yes~T : Okay, all you guys did good job! I totally thank you about your listening to me and concentrating on my class. Now, I will give you assignment. You have to choose 10 adjectives whatever you want. And make the box  like 'D'.T : How many adjectives do you have to choose? Ss : 10!!T : Good!! Next time we will check our assignment first. And we are going to study the expressions emphasizing comparative degree such as still, much, far, etc.T : Thank you once again. See you next class bye  |  |  |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment**For this stage of the course, your lesson today was* Above standard
* To standard
* Below Standard
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| **Instructor: …………………………… Date: …………/……………/…………Student/s: ……………………….. .…………………………..** |