**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Jiwoo Han | 201WD | 04/12/2019 | Grammar | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Accustomed with Comparative form |
| **Main Aim** | Students will learn the comparative form. |
| **Secondary Aim** | Students will practice their speaking fluency. |

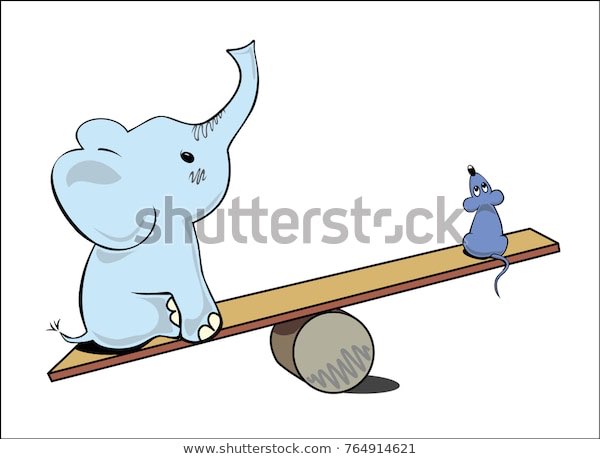
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| **Materials and References** |
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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 20 years old | | **Number of Students** | 7 |
| **Detail** | |  | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students have learned about the subject and comparative form +er/more+ * Students know how to compare in the form using +er/more+ with than. | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** Make a clear visual context and C.C.Q. 2. **Form:** Students may need to be accustomed with using +er/more+ with than in sentence. Highlight the sentence structure.   E.g. A is prettier than B/ A is more beautiful than B.   1. **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 camparative 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 comparative. 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 * 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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 4min |  | | **Show a picture etc. to create a clear and understandable situation related to your target language. Try elicit the model sentence (a sentence that contains the target language) by referring to the situation.** | | |
| **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, pen, ppt and USB(in case). | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 8min | T  T-S  T-S  T-S | | **Board the model sentence (if students are unable to tell you, just board it).**  **CCQ – ask questions, and use time lines or scales where appropriate.**   1. **Involves student, making them think about the situational context.** 2. **Don’t rush, and don’t answer your own ccqs.** 3. **Use the context to help students realize the correct answer.**   **Form – clarify the affirmative, comparative, or other special features. Substitution tables may be of use.**   1. **Identifying sentence / clause structure** 2. **Changes in spelling** 3. **Highlight the grammar structure e.g. +er, + more+**   **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. Say and gesture “Listen and repeat: [model sentence.]” 2. Drill will energy and enthusiasm, using natural intonation and stress. 3. 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:** Provide worksheet. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 5min | T  S  S – S  T - S | | **Instructions.**  **ICQ.**  **How much time do you have?(5min)**  **Are you working with a partner now?(No)**  **Hand out.**  **Students do a worksheet. (Worksheets should be properly designed. See examples in a course book. Also, don’t do too many questions; 5 is probably enough. Please vary the questions so students work with the complete form.)**  **Pair check.**  **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:** they need their worksheet I provided and using it as a reference. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 6min | S-S | | **Students work in pairs or small groups speaking and listening to each other to use the language at a sentence level as they have learned in the lesson. They now can use the comparative forms in the sentence and speak using with their knowledge.** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** They are in the stage of natural talk. Each needs any supportive materials like pictures | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min | T  S-S | | **Instructions. (Visual.)**  **Students do a productive task which requires natural communication. For example, if the grammar taught in this lesson was about the comparative, let students talk using comparative forms. E.g. The elephant is bigger than the mouse.** | | |
| **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:** Paper dictionary in case of correcting pronunciation error. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  10 sec  5 sec | T – S  T  T | | **Offer delayed corrections to the previous stage.**   * **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**   **Set homework.**  **Inform students about the topic for the next lesson.**  **We are going to talk about superlative forms next class.** | | |

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**Instructor’s Comments and Assessment**

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