**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| 김인혜 (Kim In hye) | 202wk | 14/12/2019 | Grammar | PPP | 35 min |

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| **Lesson** | |
| **Topic** | Comparative adjectives |
| **Main Aim** | Students will learn comparatives. |
| **Secondary Aim** | Students will practice writing compare sentences. |

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| **Materials and References** |
| **White board, color markers, worksheet, PPT** |
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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 10 years old | | **Number of Students** | 1 |
| **Detail** | | Learn comparative adjective sentences.  It has different form so that a student may confuse.  Learn and practice making comparative adjectives. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know comparative adjectives in this lesson * Students know how to make the comparative form using -er + than | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** “Joy’s cup is taller than Inhye’s cup” Students may know their cup have different amount of beverage.   Make a clear visual context and C.C.Q.   1. **Form:** Students may confuse how to compare and where comparative adjective goes. Teach them how to make comparative adjectives form. 2. **Pronunciation:** Students may not know where is the stressed? And how many syllable does word have?. Drill several times. Ask stress and number of syllables. | | | | | |
| **Anticipated Classroom Management Difficulties and their Solutions:** | | | | | |
| Different syllables have different rules make a student confuse. They don’t know how to make comparative adjectives.  Practice and make sentences till they understand. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to   * Student can be making any type of comparative adjectives. | | | | | |
| **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: 2 different size of cups(200ml=7oz , 370ml=13oz) , Juice** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2min | T-S  S  T-S  S  T-S | | **Hello, Joy ! Today I brought juice.**  **Give her two cups and juice.**  **Joy, please pour juice to our cups and can you fill my glass full?**  **And then ask student.**  **Can you pour more to mine?**  **No**  **Ask her why?**  **T-S) Then Can you pour more to yours?**  **Yes**  **Ask her**  **why do cups fill different amounts of juice ?**  **Try elicit the model sentence.** | | |
| **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**. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 8min | T  T-S    T      T-S | | **Board the model sentence**  **Model sentence is**  **“Joy’s cup is taller than In hye’ s cup”**  **Meaning – Joy fill Joy’s glass full.( Joy’s juice and Inhye’s juice have different amounts of juice.)**  **CCQ**   1. **Does your glass full? (Y)** 2. **Do we pour equal quantities of juice? (N)**   **Form**  **Draw Substitution Tables.**  **Explain about the comparative form**  **The comparative form is used to compare 2 people or things.( compare one noun to another noun. Two items are being compare.)**  **The comparative form is adjective + -er + than**  **Explain structure for comparatives.**  **Word structure, adjective and comparative**  **-If it has 1 syllable or less than 3 syllables , we add adjective + er + than**  **e.g) older than , taller than , longer than**  **1) Basic adjective + er**  **2) 1 syllable ending in ‘e’ + r**  **e.g) nicer ,cuter ,wider ,finer**  **3) 1 syllable with 1 vowel and 1 consonant at the end**  **Add double consonant + ‘er’**  **e.g) hotter , bigger , fatter , thinner**  **4) Ending in ‘Y’**  **Change ‘Y’ to ‘I’ add er**  **=Drop ’Y’ add – ier**  **e.g) pretty – prettier**  **easy -easier**  **healthy -healthier**  **5) Don’t forget ‘than’**  **When we compare 2things we generally add ‘– er’ to the adjective**  **and use the word ‘than’**  **CCQ**  **Points the comparative**   1. **Can I put verb or noun before ‘than’? (N)** 2. **Do they mean the same?(N)**   **Highlight the ‘er’ + than**  **Drill**  **Listen and repeat.**  **Drill the model sentence chorally and individually several times.**  **Ask student and draw on the board using color marker.**  **“ How many syllable in ‘tall’ ?”**  **“ Where is the stress”** | | |
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| **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: worksheets** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 8min | T  S  T - S | | **Hand worksheet out to a student.**  **Students do a worksheet. Solve comparative adjectives questions.**    **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: worksheet** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 6min | T  S  T - S | | **Hand another worksheet out to a student.**  **Teacher monitoring.**  **Students do a worksheet.**  **Feedback to check accuracy.** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials: word cards** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 10min | T  T    T - S | | **Give word cards to a student.**  **Explain the card game rules.**  **“ Choose cards all relevant to match and make comparative sentences”**  **“ They have to be the same meaning “**  **Give her 1 example.**  **“ Joy’s cup is taller than In hye’s cup “**  **“ In hye’s cup is shorter than Joy’s cup”**  **Like this. I will give you 8minutes**  **Let’s start!**  **Student think and make sentences using word cards and tell answers.** | | |
| **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:** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1min | T | | **Well done Joy!**  **Home work!**  **Review comparatives and make 5 more sentences at home.**  **Tomorrow we are going to learn about 3 syllables, irregular form comparatives and superlatives.** | | |

**Instructor’s Comments and Assessment**

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