**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Sean | 203WD | February 11,2020 | Grammar | PPP | 30 min |

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| **Lesson** |
| **Topic** | He is the fastest person in the world. |
| **Main Aim** | Students will learn the superlatives |
| **Secondary Aim** | Students will practice their speaking fluency.  |

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|  **Materials and References**  |
| [**https://www.youtube.com/watch?v=By1JQFxfLMM**](https://www.youtube.com/watch?v=By1JQFxfLMM)**Worksheets****Cue cards** |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | 10 years old | **Number of Students** | 7 |
| **Detail** | The class is consisted of seven Korean students. They have never studied abroad so they have a hard time understanding the grammar of English.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * 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’
 |
| **Anticipated Classroom Management Difficulties and their Solutions:** |
| Students might be confused of some of the irregular words that  |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to use the superlative properly and 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: Computer, TV, Youtube video.**  |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min1 min 1min 30sec | TT S-ST-S | All right, guys. I’m going to show you a video. **Show the video of Usain Bolt’s world record in 100m at the 2009 Olympics.**Now talk to your partner briefly who Usain Bolt is. **Students talk with their partner. Listen carefully to catch the superlatives used by the students.** **Times up. Ask the students of their thoughts and elicit the sentence ‘He is the fastest person in the world.’** |
| **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:** Cue cards. |
| **Timings** | **Interactions** | **Procedure** |
| 30sec30sec2min2min | TT-ST-ST-S | **Board the model sentence (if students are unable to tell you, just board it).****CCQ** 1. **Is there someone who is faster than him? (No)**
2. **Is he the best in the world? (Yes)**
3. **So no one could follow him? (Yes)**

**Form** 1. **Identify the grammar of sentence. Draw out from students.**

Where is the subject? Where is the verb?What part of speech is ‘in the world’?**He is the fastest person in the world.****S V Adj (Superlative) Where clause**Remember ‘the’ is normally used before a superlative.**Ask what word can be used instead of ‘fastest’ using the substitutional table.** What word can we use rather than ‘fastest’?**Students draw out different words.** Can we use ‘best’, ‘worst’?Remember a few adjectives like good, bad, and far are irregular. **Ask students the question form of the model sentence.****‘Is he the fastest person in the world?’****Drill** Listen. **Indicate silence and speak the sentence out loud (X 1)**Which words are stressed? (Fastest). **Mark the stress with a red marker.** **Mark the weak stress with a blue marker.**Listen, and repeat 3 times.**Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.****Use cue cards for Simple Substitution Drilling.** Repeat 3 times.Listen, and repeat 3 times. (Drill question form.)**Conduct the drill chorally 3 times with gestures. Nominate for individual drilling.****Nominate a student to ask the question Are you the smartest in the class? to another student who must answer either yes, I am, or, no I am not.** |
| **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.. |
| **Timings** | **Interactions** | **Procedure** |
|  1 min2 min1 min1 min | TSS – ST - S | **Instructions. Hold up the worksheet, point to exercise 1.**Exercise A says to complete the sentences using a superlative.**We went to the \_\_\_\_\_\_\_\_\_\_\_ restaurant in town. (cheap)**The superlative form for cheap is? (Elicit)**Hand out the worksheets.****Students do worksheet exercise A****.****Pair check.****Feedback to check accuracy. Board answers.** |
| **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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1 min2 min30 sec1 min | TSS-ST-S | **Instructions.** Turn over your worksheet. Exercise 2 says to make a complete sentence using the superlative. **You’ve just been to the movies. The movie was extremely fun.** **(good / movie / see) That’s the best movie I’ve ever seen. (Elicit)****Students do the worksheet.****Pair check.****Feedback to check accuracy.**  |
| **Stage Name:** Production – Freer Practice**Purpose of this stage:** is to get students to practice the grammar communicatively. |
| **Materials:**  |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec4 min1 min | TS-ST-S | **Describe your best vacation experience. Talk with your partners.** **Students do a productive task which requires natural communication.** **Pick one student to share his/her experience to the class.**  |
| **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** |
| 30 sec | T – ST | **Lesson feedback. Tell the class what they did well, and what needs to improve.****Offer delayed corrections to the previous stage.** |

**Instructor’s Comments and Assessment**

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|  **Pros** |
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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** |  |  |

**Cue cards**

**Slow Tall**

**Short Strong**

**Worksheet**

**Exercise 1.**

**Complete the sentences by using a superlative.**

1. **We went to the cheapest restaurant in town. (cheap)**
2. **Russia is the \_\_\_\_\_\_\_\_ country in the world. (large)**
3. **What’s the \_\_\_\_\_\_\_\_\_ country in the world? (small)**
4. **What is \_\_\_\_\_\_\_\_\_ sport in your country? (popular)**
5. **He is the \_\_\_\_\_\_\_\_\_\_\_ man in Seoul. (rich)**
6. **It was the \_\_\_\_\_\_\_\_\_\_\_\_\_ day of my life. (happy)**
7. **SNU is the \_\_\_\_\_\_\_\_\_\_\_ University in Korea. (good)**
8. **Kevin is the \_\_\_\_\_\_\_ son in the family. (old)**
9. **This tree is the \_\_\_\_\_\_\_\_\_\_ tree in this town. (tall)**
10. **What’s the \_\_\_\_\_\_\_\_\_\_\_ way to get to the station? (quick)**
11. **This vacation was horrible. It was the \_\_\_\_\_\_\_\_\_\_\_\_ vacation in my life. (boring)**
12. **He jumped the \_\_\_\_\_\_\_\_\_. (far)**

**Exercise 2.**

**What do you say in these situations? Use a superlative + *ever*.**

1. **You’ve just been to the movies. The movie was extremely fun.**

**(good / movie / see) That’s the best movie I’ve ever seen.**

1. **Your friend has just told you a joke, which you think is not funny.**

**(bad / joke / hear) That’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. **You are talking to a friend about Mary. Mary is kind.**

**(kind / person / meet) She\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. **You have run 3 kilometers. You’ve never run faster than this.**

**(fast / run) That \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. **Your friend meets a lot of basketball players who are tall.**

**(tall / person / meet?) Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**

**Worksheet with answers**

**Exercise 1.**

**Complete the sentences by using a superlative.**

1. **We went to the cheapest restaurant in town. (cheap)**
2. **Russia is the largest country in the world. (large)**
3. **What’s the smallest country in the world? (small)**
4. **What is the most popular sport in your country? (popular)**
5. **He is the richest man in Seoul. (rich)**
6. **It was the happiest day of my life. (happy)**
7. **SNU is the best University in Korea. (good)**
8. **Kevin is the oldest son in the family. (old)**
9. **This tree is the tallest tree in this town. (tall)**
10. **What’s the quickest way to get to the station? (quick)**
11. **This vacation was horrible. It was the most boring vacation in my life. (boring)**
12. **He jumped the farthest. (far)**

**Exercise 2.**

**What do you say in these situations? Use a superlative + *ever*.**

1. **You’ve just been to the movies. The movie was extremely fun.**

**(good / movie / see) That’s the best movie I’ve ever seen.**

1. **Your friend has just told you a joke, which you think is not funny.**

**(bad / joke / hear) That’s the worst joke I’ve ever heard.**

1. **You are talking to a friend about Mary. Mary is kind.**

**(kind / person / meet) She is the kindest person I’ve ever met.**

1. **You have run 3 kilometers. You’ve never run faster than this.**

**(fast / run) That is the fastest I’ve ever ran.**

1. **Your friend meets a lot of basketball players who are tall.**

**(tall / person / meet?) Who is the tallest person you’ve ever met?**