**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Lucy | 208WD | 2020/06/24 | Grammar | PPP | 25 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | He is taller than me. |
| **Main Aim** | Students will learn how to compare two things |
| **Secondary Aim** | Students will practice their speaking fluency. |

|  |
| --- |
| **Materials and References** |
| Board, markers, worksheets, different size paper cups |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | 16 years old | | **Number of Students** | 6 |
| **Detail** | | Students are all Korean. Everyone is motivated to learn English. | | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| * Students know the vocabulary used in this lesson * Students are able to understand the situation of being interviewed as used in the lead-in. * Students know how to make the negative form using ‘not’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Meaning:** Let students know that how to compare with two things. Make a clear visual context and C.C.Q. 2. **Form:** Students may confuse how to make comparative form. Let them understand how to switch nouns and how to put the word "than" in the sentence. 3. **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 2nd conditional is too much for students to handle in a short 25 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 2nd conditional. 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** | | |
| 1 min30 sec | T | | **Hi everyone I'm going to draw something on the board.**  **I want you to make simple sentences about what I draw.**  **You can just call out your idea.**  **Please call out your idea.**  **Okay What am I drawing?** | | |
| **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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30sec  1min  3min  1min | T  T-S  T-S  T-S | | Board the model sentence (if students are unable to tell you, just board it).  **David is tall.**  **Lucy is small.**  **David is taller than Lucy.**  In life, people compare many many things  CCQ – ask questions, and use time lines or scales where appropriate.   1. **Do we need at least two things to compare? (Yes)** 2. **What two things are we comparing? (Lucy and David)** 3. **Who is smaller? (Lucy is smaller than David.)**   **Form –**  When we want to describe something. we use adjectives.  When we compare things, we need to use comparative adjective  So, let's look at that  we have some rules when it comes to using adjectives to compare two things  when an adjective, so such as these, are one syllable.  There are two cups I want to compare these two cups.  This cup is big  This cup is small  So when I compare these two cups, I add the word "er" to the adjective when I compare them. So, I can say This cup is bigger than this cup. This cup is smaller than this cup.  **Drill – drill the spoken form, focusing on contractions, stress and intonation.**   1. This cup is bigger than this cup. 2. – er, bigger than   Very good job! Okay guys there are some worksheets please take a look Exercise A | | |
| **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 A | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  3min  30 sec  2min | T  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise A.**  Now we are going to fill in the blanks individually.  **ICQ.**  Do you work individually? (yes)  **Students do a worksheet.**  **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:** Worksheet B | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 1 min  3 min  1 min  1 min | T-s  S  S – S  T - S | | **Instructions. Hold up the worksheet, point to exercise B**  take a look at exercis B.  Minji can you read that for us.  Now we are going to make some sentences  I’ll give you 3min  Please do your worksheet individually first.  **ICQ.**  Do you work individually? (yes)  **Students do a 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:** List all materials that will be needed in this stage. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min | T  S-S | | **Take turns asking and answering questions using the given words.**  Look at this board today we learned comparative sentences now we can say this expression.  There are some words.  **Example : Subject (hard) math – science**  **A: which subject is harder, math or science?**  **B: Science is harder than math.**  **Vacation (long) summer – winter**  **Month (hot) March – July**  **Animal (heavy) cow – hippo**  **Students practice together with given words.** | | |
| **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** | | |
| 1 min  30 sec | T – S  T | | **Offer delayed corrections to the previous stage.**   * **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**   **I am tall than you.**  **-** is it right? Who can fix this sentence?  **You are really good. There is no homework today**  **See you next time.** | | |

**Instructor’s Comments and Assessment**

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

**Worksheet : Comparative**

**Exercise A**

**Look at the table. Then, change the words the comparative forms.**

|  |  |  |
| --- | --- | --- |
| **Adjectives Ending in** | **Rules** | **Examples** |
| **One syllable** | **adjective + er + than** | **tall → taller than** |
| **Two syllables ending with -y** | **-y → i + er + than** | **happy → happier than** |
| **One vowel + one consonant** | **double consonants + er+ than** | **hot** **→ hotter than** |
| **Two or more syllables** | **more/less + adjective + than** | **important**  **→ more/less important than** |
| **Irregular comparatives** | **different forms** | **good → better than**  **bad → worse than**  **many/much → more than**  **little → less than** |

|  |  |
| --- | --- |
| **1. short →** | **2. soft →** |
| **3. famous →** | **4. old →** |
| **5. bad →** | **6. smart →** |
| **7. young →** | **8. thin →** |

**Read and write sentences with the comparative forms.**

1. **Chris :12 years old / Harry 11 years old**

**young → Harry is**

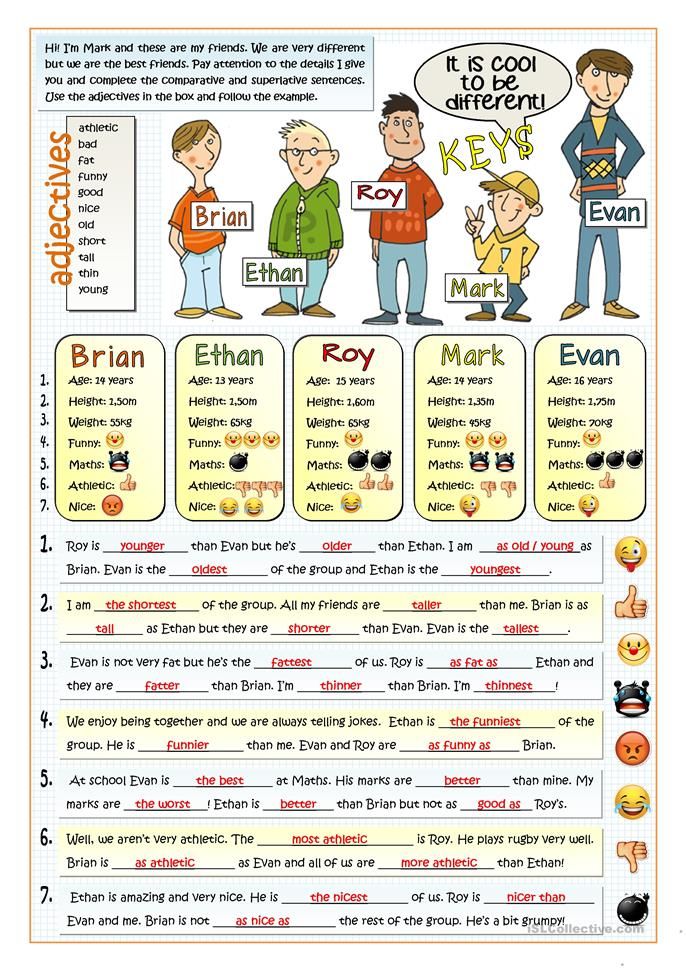
1. **Soda : not very good / Juice : good**

**bad → Soda is**

**Worksheet : Comparative**

**Exercise B**

Hi! I’m Mark and these are my friends. We are very different but we are the best friends. Pay attention to the details I give you and make the comparative sentences. You can use the adjectives in the box or what you want.

****

**1.**

**2.**

**3.**