**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| SERENA (CHAEBIN LEE) | 210 WK | 22/08/20 | Grammar | PPP | 25 min |

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| **Lesson** |
| **Topic** | Comparatives  |
| **Main Aim** | Students will learn the comparatives  |
| **Secondary Aim** | Students will practice their speaking fluency.  |

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|  **Materials and References**  |
| **Adjective comparatives work sheet** **Board** |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | 10 years old | **Number of Students** | 2 |
| **Detail** | This is a general English class. Students are highly motivated. They are 10ish Koreans, and enjoy group talk. Class is student centered. Teacher is mostly observed student. Sometimes, they are too easy to distract. So teacher monitor needed.Still need to work on their speaking fluency.  |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * Students know the vocabulary used in this lesson
* Students have learned about the comparative adjectives grammar
* Students know how to make the negative form using ‘not’
* Student have learned about the comparative when I give a relevant input.
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** “Serena is shorter than David.”, “David is taller than Serena.” In these sentences, students may confuse about because of the word ‘-er’. Make a clear visual context and C.C.Q.
2. **Form:** Students may confuse how to use the -er sentences. ‘Serena is shorter than David.’, ‘David is taller than Serena.’ Identify the two separate clauses being the serena is shorter than David clause and David is taller than serena clause. Highlight the variable sentence structure.

E.g. Serena is short/ David is tall/ Serena is shorter than David/ David is taller than Serena1. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “How many syllables?” Board the syllables markers in blue, “Which words sound stressed?” Board the stress markers in red.
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| **Anticipated Classroom Management Difficulties and their Solutions:** |
| The quantity of new language points to be learned about the comparative 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 comparatives in a simple way. If student will ask about remaining new language points (such as superiatives) 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 (provide relevant input)
* Use board to understand better (but not too much writing)
* to be an involver type teacher
* Student centered classroom management (group talk mostly)
* Help students practice using comparatives
* Use worksheet to memorize grammar naturally
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| **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:** board |
| **Timings** | **Interactions** | **Procedure** |
| 2 | T-SS-T | Hello guys, how was your holidays? Today we will have really fun practiceDrawing serena and David (only use two people or two things) 1. What can you see? (Serena, and David)
2. Can you make a sentence? Please talk with your group.
3. Did you guys finish? Can you tell me what sentences you guys made? (serena is short, David is tall), reaction : good job!, that could be possible!
4. Can you make a sentence of this?

A is stronger than BI am not going to spend too much time for drawing. It is a simple drawing to understand better comparatives. |
| **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** |
| **Timings** | **Interactions** | **Procedure** |
| 10 min | T-ST-ST-S | **Board : Serena is shorter than David****CCQ – ask questions, and use time lines or scales where appropriate.**1. **Involves student, making them think about the situational context.**

-are we comparing something? (yes)-are we saying two things is different? Or same? (different)-when we use this way, do we talk about three things? (no, only two things)(this moment I am not going to rush student to answer their own ccqs)**Look at this sentence****What type of word is stronger? ( adjective)****Is it a normal adjective? (-er)****What word come after stronger? ( than)****Can I switch A, B? ( No)****What about B is not stronger than B? (Yes)****How we could make a negative forms? ( just put not in front of adjectives)****Drill – drill the spoken form, focusing on contractions, stress and intonation.**1. Say and gesture “Listen and repeat: [model sentence.]”

-Serena is shorter than David1. Drill will energy and enthusiasm, using natural intonation and stress.-how many syllables of shorter? (2)

-where is stress? (1)1. Make special pronunciation features visible on the board, using colour.

At the above – summarize (when to add -er)Didn’t have to spend time with rulesJust check the spelling rule  |
| **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** |
| 3min | TSS – ST – SS- ST-S | **Instructions. Guys! Please attention, I think we are ready to practice ourselves. Make sure finish the questions and share your ideas with your group on the first page.****ICQ.** -are we going to finish all? (no)-are we going to finish first page first? (yes)**Hand out worksheets.****Students do a worksheet.** **Pair check.****Feedback to check accuracy. Board correct answers visually.****-Can you share your group’s idea?****-Yes correct, good job****-Well done!****-Or I think we need to make a correction!****-I think it was fun to learn comparatives isn’t it?****Thank you guys!** |
| **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** |
| 3min | T-SS-S | **Guys, lets move on to the next page. This time please work with your pair.****Please read and write first and share your ideas.****Group work** |
| **Stage Name:** Production – Freer Practice**Purpose of this stage:** is to get students to practice the grammar communicatively. |
| **Materials: no needed** |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec4min 30sec | TS-S | **Instructions. (Visual.)****Please move on to the third page briefly. Talking about your family to your partner. You can answer the basic form or you can make your own three questions. And feel free to share with your partner. But it should be based on “fact.” Also, please share with your partner that why you made this question.****-are we going to work with partner? (yes)****-should we answered the question based on face? (yes)****Students do a productive task which requires natural communication. For example, if the grammar taught in this lesson was about the present simple to talk about general truths or facts, then getting students to talk about general truths and facts would be suitable. E.g. Talk to your partner about the weather in your country. [It rains in summer, and it’s hot. Winter is cold….etc.]**  |
| **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: Board (If necessary)** |
| **Timings** | **Interactions** | **Procedure** |
| 50sec10 sec | T – ST | * **“Guys! Look at the board. Here are some sentences I heard. Tell me how to correct them.”**
* **Serena is short than David?**
* **David is young than serena?**

**Mary can you correct this sentence?****Paula can you correct this sentence?****Well done guys! Home work is just review our lesson today!****See you guys next week. Have a great weekend!** |

**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** |  |  |

**Serena is short. Serena is shorter than David (Form)**

1. **Fast A cheetah is \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an elephant.**
2. **Big An elephant is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a cheetah.**
3. **Slow A turtle is s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a snake.**
4. **Long A snake is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a turtle.**

1. **Old The Colosseum is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Eiffel Towel.**
2. **High The Eiffel Towel is \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Colosseum.**
3. **Light Big Ben is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Statue of Liberty.**

**Read and write (meaning)**

1. **The Nile River is 6,650 km long. The Missisippi River is 3,730 km long.**
2. **It is -23 degree in Russia. It is 32 degree in Malaysia**
3. **The pacific ocean is 4,028 m deep. The Atlantic Ocean is 3,339m deep**

**Lets talk about your family, please share with your partner**

1. **Who is fatter, you or your mother?**
2. **Who is taller, you or your mother?**
3. **Who is shorter, you or your brother?**
4. **What is longer ruler or tape?**
5. **Which national is smaller? Moroco or Korea?**
6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**
7. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**
8. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**