**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Leah | 312WK | 20/10/2020 | Grammar | PPP | 30 min |

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| **Lesson** |
| **Topic** | Comparative form  |
| **Main Aim** | Students will learn comparative forms |
| **Secondary Aim** | Students will practice using the comparative form communicatively in a natural way.  |

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|  **Materials and References**  |
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| **Student Profile** |
| **Level** | Intermediate |
| **Age** | 6 - 12 years old | **Number of Students** | 2 |
| **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 ‘be’ verb relationship
* Students know the wild animal vocabularies.
* Students know adjectives to describe animals and adjectives – opposites.
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| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** Students could describe different parts of the animal. They could mention other adjectives to describe the animal. I need to make sure that the comparison is obvious.
2. **Form:** Students may forget to use than after the comparative adjective. Student may have difficulty making the comparative adjectives. Student may confuse subject and object noun order.
3. **Pronunciation:** Students may not know the natural sentence stress. I need to drill few time and ask individually to say the sentences. Ask the students where the stress is and how the intonation should be.
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| **Anticipated Classroom Management Difficulties and their Solutions:** |
| The quantity of new language points to be learned about the comparative adjective 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 adjectives and limit the adjectives to describe animals. 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:** Picture of animals  |
| **Timings** | **Interactions** | **Procedure** |
| 2min |  | **Show students pictures of animals and ask them what is different about them. Ask them what animal is fast, slow, big, small.** **Picture: rabbit, horse, turtle, tiger.**  |
| **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** |
| 30 sec 1min4min2min | TT-ST-S | **Board the model sentence (if students are unable to tell you, just board it).****“A horse is faster than a turtle”** **CCQ – show picture of animals and ask comparing questions. Compare a horse and a turtle.** “What animal is big?” (horse) “Is this animal fast?” (pointing at horse) (Yes) “Is turtle fast?” (No) “How do you describe comparing the two animals with speed? Make a sentence that horse is not slow, but not as slow as a turtle. **Form****A horse is faster than a turtle.** Fast – Faster + than + comparing object How do you change this sentence to negative? **A horse is not faster than a turtle.** How to start a sentence with the word “a turtle”. **A turtle is slower than a horse.** **Forming regular comparatives** **Subject + Be-Verb +comparative adjective + than + object** Noun (subject) + verb + comparative adjective + than + noun (object) Let’s change other adjectives to comparative adjectives. If the adjective has a consonant + single vowel ‘a,e,i,o,u’ + consonant spelling, the final consonant must be doubled before adding the ending. If the adjective ends with ‘a,e,i,o,u’, simply add – er. Tall 🡪 Taller Fat 🡪 Fatter Big 🡪 Bigger **Drill**“Listen and repeat” - “A horse is faster than a turtle” Faster has the stress – mark it red. Intonation goes up when we say faster.  |
| **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 – animal comparison**  |
| **Timings** | **Interactions** | **Procedure** |
| 1min2min1min | TST - S | **I will hand out a worksheet. Change adjectives to comparative adjectives. You have 3mins to complete. There are 7 adjectives. Work individually.** **Can you work in pairs? (no)** **How many minutes to complete? (3min)** **What do you do on the worksheet? (change adjectives to comparatives).** **Students do a worksheet.** **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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1min5min2min1min | TSS-ST | **You can see all the animals and underneath try making sentences using the words provided. There are 5 sentences to make.** **Instructions. You have 5mins to work on them.** **Can you work in pairs? (no)** **How many minutes to complete? (5min)** **What do you do on the worksheet? (make a sentence).** **Students do a worksheet.** **Pair check.****Feedback to check accuracy. Board correct answers visually.** |
| **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** |
| 1min5 min | TS-S | **Play a game!****Play a game with a partner.** 1. **Think of an animal. Describe it using comparatives. For example “ It’s faster than a zebra, taller than an elephant.”**
2. **Your partner must guess the animal. For example “Is it a giraffe?” They can guess 3 times.**
3. **If your partner is correct the first time, they get 3 points. If they are correct second time, they get 2 points. If they are correct the third time, they get 1 point. Put the point in the box below.**
4. **Swap! Now your partner describes an animal and you guess.**
5. **The one with more points wins!**

**Students take turns and whoever gets more points win the game.** **They need to ask questions and listen carefully to guess an animal.**  |
| **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 min10 sec5 sec | T – STT | **Offer delayed corrections to the previous stage.*** **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**

**No homework for today as tomorrow is a holiday.** **Inform students about the topic for the next lesson.****Next lesson we will learn about different forms of comparative adjectives to describe a person and conditions such as good – better and bad – worse.** **Class dismissed.**  |

**Instructor’s comments and assessment**

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|  **Pros** |
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|  **Cons**  |
|  |
|  **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** |  |  |