**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| So Hee | TESOL | 21/02/10 | Grammar | PPP | 30 min |

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| --- | --- |
| **Lesson** | |
| **Topic** | The rabbit is faster than the turtle. |
| **Main Aim** | Students will learn the comparatives. |
| **Secondary Aim** | Students will practice their speaking fluency while using comparatives. |

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| **Materials and References** |
| **Pictures, board and colored markers and worksheets.** |

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| **Student Profile** | | | | | |
| **Level** | | Lower Intermediate | | | |
| **Age** | | Children | | **Number of Students** | 2 |
| **Detail** | | Students are all native Korean and motivated to learn 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’ | | | | | |
| **What language difficulties to expect when presenting, and how to deal with it:** | | | | | |
| 1. **Form:** Students may confuse how to apply comparatives rules to many different adjectives. Draw a table of comparatives rules which can help students understand the rule more easily. 2. **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:** | | | | | |
| Grammar class itself can be boring to students, so I will provide visual materials or discussion time during the class so that they can be interested in the class. | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to manage my time effectively. | | | | | |
| **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:** Pictures, board, and colored pen. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 2min | T-S | | “Hello everyone. Look at this board” **(Attach a picture of a rabbit)**  “What is this?” (It’s a rabbit)  **(Attach a picture of a turtle)** “What is this?” (It is a turtle)  “Is the rabbit fast?” (Yes) “Is the turtle fast?” (No)  “Make a sentence that shows a difference between them.”  (The rabbit is faster than the turtle) | | |
| **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 and colored pen. | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 20sec  2min  1min | T  T-S  T-S  T-S | | **(Write the model sentence on the board.)**  **CCQ**   1. **Is there a difference between them? (Yes)** 2. **Do these two have the same speed? (No)** 3. **Are we comparing each other? (Yes)**   **Form**  **(Draw a table)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **subject** | **be verb** | **adj(er)** | **than** | **object** | | **The rabbit** | **Is** | **faster** | **than** | **the turtle** |   “Can we say the rabbit is than faster the turtle?” (No)  “why?” (Because adj should come after the be verb)  “Make a sentence by putting the object to the front and the subject to the back while still has same meaning with first sentence.”  **(circle the turtle and draw an arrow to the front)**  **(circle the rabbit and draw an arrow to the back)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **subject** | **be verb** | **adj(er)** | **than** | **object** | | **The rabbit** | **is** | **faster** | **than** | **the turtle** | | **The turtle** |  |  |  | **the rabbit** |   (The turtle is slower than the rabbit)  **(Board the word that students answered)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **subject** | **be verb** | **adj(er)** | **than** | **object** | | **The rabbit** | **is** | **faster** | **than** | **the turtle** | | **The turtle** | **is** | **slower** | **than** | **the rabbit** |   “How do we make this into a negative sentence while it also still has same meaning with these two sentences.”  (The turtle isn’t faster than the rabbit)  **(Board the answers)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **subject** | **be verb** | **adj(er)** | **than** | **object** | | **The rabbit** | **is** | **faster** | **than** | **the turtle** | | **The turtle** | **is** | **slower** | **than** | **the rabbit** | | **The turtle** | **isn’t** | **faster** | **than** | **the rabbit** |   “Besides this, there are more rules for comparatives, I put those rules at the top of the worksheet that I will hand out to you later. So, you can refer to it when you do worksheet.”  **Drill**  “Listen” **(Read the first sentence)**  “Which words are stressed?” (rabbit, faster, turtle) **(Mark the stress with a red marker)**  “Which words are unstressed?” (is, than)  “Listen and repeat 3 times” **(Read and conduct the drill chorally 3 times with gestures)**  **(Nominate for individual drilling)**  **(Read the second sentence and conduct the drill chorally 3 times with gestures)**  **(Nominate for individual drilling)**  **(Read the third sentence and conduct the drill chorally 3times with gestures)**  **(Nominate for individual drilling)** | | |
| **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:** board, colored pen and worksheet | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 10 sec  3 min  3 min  3 min | T  S  S – S  T - S | | **Instructions.**  “These are the comparative rules, refer to this while doing exercise A and B”  **(Point to exercise A and B) (Hand out the worksheet)**  **Students do a worksheet.**  **Pair check.**  **Feedback to check accuracy. Ask students to say the answer they wrote (if it is wrong then board the answer)** | | |
| **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:** board, colored pen and worksheet | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 10 sec  3 min 30sec  2 min  2 min | T  S  S-S  T-S | | **Instructions**  “Turn over your worksheet. Do exercise C and D”  **Students to a worksheet**  **Pair check**  **Feedback to check accuracy. Ask students to say the answer they wrote ( if it is wrong then board the answer)** | | |
| **Stage Name:** Production – Freer Practice  **Purpose of this stage:** is to get students to practice the grammar communicatively. | | | | | |
| **Materials:** | | | | | |
| **Timings** | **Interactions** | | **Procedure** | | |
| 30 sec  5 min | T  S-S | | **Instructions.**  “Let’s choose between any two things and talk about why you prefer it. First, let’s choose between dogs and cats”.  “For me, I prefer dogs. I think dogs are cuter than cats because for my own opinion. dogs act more charming and cats are usually quitter than dogs. Therefore, I prefer dogs more than cats”.  **(Board dogs and cats)**  **(Board skirt and pants)**  **(Board mom and dad)**  **Students talk to their partner using the target language naturally.** | | |
| **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** | | |
| 2 min  10 sec  5 sec | T  T  T | | **Lesson feedback. Tell the class what they did well, and what needs to improve.**  **Delayed error correction**  **Inform students about the topic for the next lesson.**  “Besides, we learned today, it still has two more rules for comparatives. We will learn about it in the next lesson.”  **Set homework.**  “Make at least five sentences using comparatives.” | | |

Worksheet: Comparatives

|  |  |  |
| --- | --- | --- |
| +er | old | older |
| +r | cute | cuter |
| con.+er | big | bigger |
| y+ier | happy | happier |

<Comparatives Rules>

Exercise A: Write the comparative forms.

|  |  |  |
| --- | --- | --- |
| 1. | cold | colder |
| 2. | strong |  |
| 3. | tall |  |
| 4. | thin |  |
| 5. | old |  |
| 6. | funny |  |

Exercise B: Rearrange the words to form a meaningful sentence.

1. is/A cheetah/than/an elephant/faster
2. my grandmother/than/me/older/is
3. slower/A turtle/than/is/a rabbit
4. A snake/lighter/a hippo/than/is

Exercise C: Answer with the full sentences.

1. Q: Who is taller, you or your mother?

A:

1. Q: Who is stronger, your mother or your father?

A:

1. Q: Who is smarter, you or your siblings?

A:

Exercise D: Draw a picture that fits each sentence.

1. My hair is longer than my sister’s hair.
2. My father is taller than my mother.

Answer sheet: Comparatives

|  |  |  |
| --- | --- | --- |
| +er | old | older |
| +r | cute | cuter |
| con.+er | big | bigger |
| y+ier | happy | happier |

<Comparatives Rules>

Exercise A: Write the comparative forms.

|  |  |  |
| --- | --- | --- |
| 1. | cold | colder |
| 2. | strong | stronger |
| 3. | tall | taller |
| 4. | thin | thinner |
| 5. | old | older |
| 6. | funny | funnier |

Exercise B: Rearrange the words to form a meaningful sentence.

1. is/A cheetah/than/an elephant/faster

A cheetah is faster than an elephant.

1. my grandmother/than/me/older/is

My grandmother is older than me.

1. slower/A turtle/than/is/a rabbit

A turtle is slower than a rabbit.

1. snake/lighter/a hippo/than/is

A snake is lighter than a hippo.

Exercise C: Answer the questions

1. Q: Who is taller, you or your mother?

A: My mother is taller than me or I am taller than my mother.

1. Q: Who is stronger, your mother or your father?

A: My mother is stronger than my father or my father is stronger than my mother.

1. Q: Who is smarter, you or your siblings?

A: I am smarter than my brother or my brother is smarter than me.

Exercise D: Draw a picture that fits each sentence. (Draw the answers at the back of this page)

1. My hair is longer than my sister’s hair.

1. My father is taller than my mother.

**Instructor’s Comments and Assessment**

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