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| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Sung | WD223 | 2021/08/03 | Grammar | PPP | 25 min |

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

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|  **Materials and References**  |
| ppt, worksheets |

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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | Adults | **Number of Students** | 3 |
| **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 how to make the negative form using ‘not’
 |
| **What language difficulties to expect when presenting, and how to deal with it:** |
| **maybe they may not remember adjective + er and more grammar** |
| **Anticipated Classroom Management Difficulties and their Solutions:** |
| i will check it out if they still understand the grammar. if they don't, i will have a little instruction for that |
|  **My Personal Aim**  |
| time management, use only essential words |
| **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** |
| 2mins | T-S | **T: Hello guys! Did you watch any Olympic games this time?** **Ahha, what about the volley ball games?** **Then you should know of the most famous and best player in the korean national team** **\*show a picture of her and me** **Who i this? 김연경 Is she tall? S-Yes she is 192cm tall** **Then who is this?, yes me, he is 175cm tall. Then who is taller? Do you remember that you have to add er afte adjectives or more befoe adjectives?** **T: We can also say, 김연경 is taller than Teacher Sung** **Cool**  |
| **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** |
| 3min1 min30sec30sec | TT-ST-ST | **Board the model sentence. 김연경 is taller than Teacher Sung** **Okay, Is Teacher Sung taller than 김연경? No** **Is Teacher Sung shorter than 김연경? Yes**  **adverb****김연경 is taller than Teacher Sung** **we can add adverb before adjective in this case, like even, still, much, far, a lot.** **everything stresses the meaning of adjective** **what if we add not here? what does it mean?** **김연경 is not(is, not 같은 칸에 쓰기) taller than Teacher Sung** **if 김연경 is not taller than Teacher Sung,** **김연경 and Teacher Sung could be tall the same? Yes** **김연경 could be smaller than Teacher Sung? Yes** **one more thing, we can also use verb as adverb as noun structure** **Does 김연경 speak English well?** **Does Teacher Sung speak English well?** **Who speaks better English?** **Teacher Sung speaks English better than 김연경** **Drills** **Guys, Please listen once and repeat it 5times** **where are the stresses?** **\* \* \* \* \* \*** **김연경 is taller than Teacher Sung**  |
| **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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 5min | TSS – ST - S | **work sheet time!!** **Hand out worksheets** **questions won't be easy!****students solve the questions** **Pair check.** **feedback to check accuracy. ask each student an 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:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 5min | TSS – ST - S | **Guys please start Exercise B** **students solve the questions** **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 sec6 min | TS-S | **free talking time! here's today's topic. write the topic on the board.****do you have something that you were bad with, but now you are good with ?** **please use the grammars we leant today**  |
| **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 min30 sec10 sec | T – ST | **Offer delayed corrections to the previous stage.** **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”****Inform students about the topic for the next lesson.** |

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

**Worksheet**

**Exercise A**

**Unscramble the sentence**

**1. BIllie Eilish / cooler / than / Moon Jae-in / much / is**

**------------------------------------------------------------------------**

**2. Teacher Sung / than / Son Heung-min / runs / faster**

**-------------------------------------------------------------------------**

**3. in / than / is / Brazil / a lot / August / Korea / cooler**

**--------------------------------------------------------------------------**

**4. he / more / Did / than / eat / me?**

**---------------------------------------------------------------------------**

**Exercise B**

**Please compare the two of them**

 **the past the present**



 **파이리 리자몽**

 **ex : 파이리 was more naive than 리자몽**

**1.**

**2.**

**3.**