

Name:	Constance Sharp	Date:	25/03/2024	Level:	Intermediate	Number of 2-6
students:	Topic: Superlatives					
Main lesson focus (underline one): <u>Grammar</u> / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing						
Learner outcome(s): The students will be able to describe celebrities using superlatives.						
Grammar: Superlatives.						
Vocabulary: Expensive, Talented, Fast, Beautiful, Lazy.						
Phrases:						
Materials:. Writing gapfill- add the correct ending to the adverb to turn it into a superlative.						
Assumptions: For this lesson I assume the Ss already know...						
I assume that the students already know Some of the adjectives that we are turning into superlatives.						
An anticipated problem:						
1) Anticipate confusion when distinguishing the rules for different syllables when explaining the rules.						
2) There are a couple of different exceptions for turning adjectives into superlatives, so they might get frustrated by the						

exceptions.

3) The more shy members of the class might find it difficult to be forthcoming when describing family and friends using superlatives.

My proposed solution:

- 1)** I will use gestures and mime to act out syllables when describing them. Almost like charades.
- 2)** I intend to try and make my board work clearer than before and to keep the rules up on the board whilst they are doing the practice, so that they can always refer back to check on the exceptions.
- 3)** If I feel that the pair work is uneven I will switch up the pairs so that the more outgoing students can help to balance out the shy students.

What I intend to work on based on previous feedback:

- I intend to work on clear enunciation when talking to the class.
- Try to show a little bit more enthusiasm when teaching, making the classroom a bit more exciting by adding different activities.
- Keep an eye on the pacing and timings of the lesson.
- Making sure not to spend too long in the presentation part of the lesson.

Stage of lesson	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main
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No. of minutes			skill students will be practising eg L
Introduction 3 mins	Reintroduce myself. Write my name on the board and ask their names and write their names on board. Ask how everyone is. Did you have a nice weekend? etc.	Making sure the students are familiar both with myself and with other students.	S
Engage 5 mins	Pictures of celebrities and artists on the board. Does anyone know who this is? Christiano Roanaldo. Miley Cyrus. What do we call these people that everyone knows D: Individually I Read the text on celebrities, and answer what the text is about? D In pairs M; Discuss, whether or not you think celebrities are important. . M Person A. Do you think Celebrities are important? Person B. Yes I think some celebrities are important, I think that Bradley Cooper is important because he is talented and I enjoy watching his films.	Warming up the students, getting them excited about the topic that links to the target language of superlatives.	L

	<p>Can anyone tell me what Emma Stone one her oscar for?</p> <p>She won the award for '<i>THE BEST ACTRESS</i>'</p> <p>Does anyone know what we call it when we say something is the best or he is the fastest.</p>		
<p>Pre Teach vocab.</p> <p>7 mins</p>	<p><u>Expensive (adjective)</u></p> <ul style="list-style-type: none"> - Elicit spending 10 euros for a coffee. - Opposite of Cheap. <p>Drill</p> <ul style="list-style-type: none"> - Can a plane ticket be expensive? - My friend likes to spend a lot of money, is she expensive? <p>Board</p> <p><u>Talented</u></p> <ul style="list-style-type: none"> - Elicit, I can draw, I can sing, I can dance. I am so T T <p>Talented</p> <p>Drill</p> <ul style="list-style-type: none"> - If this is the best drawing I can do for myself, am I talented at drawing? No - <p>fast</p> <ul style="list-style-type: none"> - elicit with miming. - opposite of slow <p>Drill</p> <ul style="list-style-type: none"> - is he fast? <p>Renowned</p>	<p>Pre-teach essential vocabulary so students are able to understand the text and the gap fill exercises.</p> <p>It will also allow students to widen their own vocabulary when discussing their superheroes and their friends and family using superlatives in the practice and the production.</p>	L

	<p><u>Beautiful (adjective)</u> Elicit. Drill.</p> <ul style="list-style-type: none"> - Is Paris beautiful? - Is Angelina Jolie Beautiful? - Yes <p><u>lazy (Adjective)</u> Elicit - What we call someone who never wants to work. Stays in bed all day. Begins with an L Drill If i am ill and i stay in bed to get better, am I lazy? Board.</p>		
15 mins	<p>Pictures of celebrities on the board.</p> <p>Does anyone recognise any of these people?</p> <p>Usain bolt. Is this man slow? Is he fast? Is there anyone that is faster than him? So we would say he is the Fastest man in the world.</p> <p>If Usain bolt is the fastest man in the world</p> <p>Albert Einstein. The Elicit- the most intelligent man.</p> <p>Can we say Einstein is Intelligentest? NO</p>	<p>Giving a second visual aid of superlatives to build on Tina Tuner.</p> <p>Introduction of the different ways in which we turn adjectives into superlatives.</p> <p>Either using est or The most..</p> <p>Introduction into the differences between est and The most..</p>	<p>S</p> <p>L</p>

	<p>Can we say Usain Bolt is the most fast man on the planet? No</p> <p>What are the rules for turning these adjectives into Superlatives?</p> <p>Go onto Teach the rules and the exceptions.</p>		
<p>Practise one 10 mins</p>	<p>Work sheets.</p> <p>D Now individually. I: You are going to fill out these gaps in this worksheet. You will decide whether you must add an est on the end or if it's the most. You can refer to the board, if you are unsure.</p> <p>M For example. Let's do the first one together. Here the word is fast. 'Your pet ran the(would it be most fast) ? or the fastest. Well I would look on the board. It's one syllable, so the fastest.</p> <p>T You have 5 minutes S Here are your sheets.</p> <p>Monitor and correct where needed.</p> <p>Now In pairs, see if you have the same answers.</p>	<p>Consolidating their understanding of the presentation of the Superlatives .</p> <p>Testing to see how much they have understood the explanation of the endings, the exceptions and the syllables.</p> <p>In a controlled environment, can pick up on any misunderstandings and common errors.</p>	S

	Go through them together as a class.		
Practice 2 (FILLER)	<p>D In pairs</p> <p>I: You are going to ask these questions to each other.</p> <p>M: I am going to flip over my slip and ask my partner 'What's the biggest country in the world?'</p> <p>Person B 'oh i think the biggest country in the world is Russia.</p> <p>Person B ' Who is the best tennis player in the world?'</p> <p>Person A, 'I think the best tennis player in the world is Andy Murray.</p> <p>T: You have 10 minutes.</p> <p>S: hand out the sheets.</p> <p>Monitor and correct where needed.</p> <p>Come back together.</p> <p>Tell me what you found out about your partner?</p>	<p>Another controlled environment for them to test them on the subjunctive. This time it is great for their spoken fluency.</p> <p>To see how natural they can say the words. Additionally helps them to perhaps think of some new adjectives and test them out in a safe environment with their partners.</p>	S
Production 15 mins	<p>Individually</p> <p>You are going to write down a list of Celebrities. They can be singers, artists, politicians, sports stars or teams.</p> <p>M for example</p> <p>I would write down on my page.</p> <ul style="list-style-type: none"> - Lady Gaga - Aston Villa Football club 	<p>Getting them to use the language in an uncontrolled setting.</p> <p>Helping them with fluency and confidence using new language.</p>	S

	<ul style="list-style-type: none"> - Jamie Oliver - Emma Watson - Donald Trump - Justin Timberake - Usain bolt <p>You have 5 minutes</p> <p><i>Write down lots of adjectives on the board. Rich, kind, fast, intelligent, slow, bad, far, beautiful, expensive,</i></p> <p>D In pairs,</p> <p>I use superlatives to describe your favourite celebrities.</p> <p>M Person a - can ask, who is your favourite celebrity?</p> <p>Person B - I love Miley Cirus.</p> <p>Person A - Why do you love Miley Cirus</p> <p>Person B - I think Miley Cirus is the best celebrity because she is the most talented singer. She is the nicest celebrity. I think she has the best voice. She is the most beautiful.</p> <p>Person B Who is your favourite Celebrity?</p> <p>T You have 10 minutes</p> <p>What did you find out about your partner?</p> <p>“tell me everything”</p>		
Error correction 5 mins	<p>Praise students for what they have been doing right.</p> <p>Pick out individual examples of great superlatives.</p> <p>Correct some mistakes together as a class.</p>	<p>Helps students to pick up and correct some common errors to improve their language.</p> <p>Opportunity as well to praise and to build students up</p>	L

		so that they will be more confident using the target language outside of the classroom.	
filler	<p>Countdown .</p> <p>So Individually.</p> <p>Write 9 down Letters on the board.</p> <p>Get students to choose vowels or consonants.</p> <p>See how can make the longest word</p>	Gets Students recalling English vocab and additionally tests their spelling.	