**LESSON PLAN**

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| **Teacher:** Ishchenko Nelly | | | | **Observer:** | |
| **Grade: 11-Б** | **Level: Upper-intermediate** | | **Time: 13:10** | | **Date: 05.05.2023** |
| **Lesson Focus: Grammar** | | **Target Language: comparative and superlative adjectives** (-er/est, -r/st, -i+er/est, more/most and words of exclusion) | | | |
| **Topic (subtopic): Comparative and superlative adjectives** | | | | | |

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| **Aim**  *By the end of the lesson students will be better able to understand and use comparative adjectives, be able to express their opinion, such as - what would I order in a restaurant and why.*  **Objectives:**   * Students will be aware of the different types of adjective comparisons. * Practice students in speaking, stimulate their desire to communicate, express your thoughts in English.   **Outcomes: By the end of the lesson:**   * Students will be better able to understand and use comparative adjectives, be able to express their opinion, such as - what would I order in a restaurant and why. |
| **Materials:**  Presentation, video |
| **Assumptions:** Students are familiar with the comparative degrees of adjectives and how they are formed. |

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| **Time** | **Mode of interaction** | **Stage and Aim** | **Procedure**  (script instructions if necessary;  make sure others can teach a lesson based on your plan) | **Classroom management:**  **anticipated problems and solutions** |
| 2-3 min | OC, T-Ss | **Lead-in**  to inform about the topic of the lesson and set the context of the grammar issue | **Small talk** (greetings)  Good afternoon, children. So, let's start our lesson. Look at these pairs of pictures. What can you say about them? Compare them. | **P:** Children may not remember how comparative forms of adjectives are formed  **S:** Suggest how it's done |
| 5 min | T-Ss | **Clarification of the target language**  to remind students of the types of comparative degrees of adjectives | Let's remember what degrees of comparative form you remember.  **There are three degrees of comparison:**   * Positive Degree of Comparison. (big) * Comparative Degree of Comparison. (bigger) * Superlative Degree of Comparison. (the begest)   When we talk about the Comparative Degree of Comparison, we must add "than".  Give me a couple of examples in sentences. | **No problem is anticipated.** |
| 5 min | Ss-Ss | **Clarification of Form**  to remind students of the rules for the formation of comparative degrees and irregular comparatives and superlatives | We usually add *–er* and *–est* to **one-syllable words** to make comparatives and superlatives  Old – older – oldest  If an adjective **ends in *–e***, we add *–r* or *–st*  Nice – nicer – nicest  If an adjective **ends in a vowel and a consonant**, we double the consonant  Big – bigger – biggest  If an adjective **ends in a consonant and *–y****,* we change *–y* to *–i*and add *–er* or *–est*  Happy – happier – happiest  We use *more* and *most* to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables  Careful – more careful – most careful  However, with **these common two-syllable adjectives**, you can **either** add *–er*/*–r*and *–est*/*–st* or use *more* and *most*:  commoncruelgentlehandsomelikely  narrowpleasantpolitesimplestupid  The adjectives ***good***, ***bad*** and ***far*** have irregular comparatives and superlatives  Good – better – best  Bad – worse – worst  Far - farther/further - farthest/furthest | **No problem is anticipated.** |
| 5 min | T-Ss | **Controlled Practice**  to practice using the TL with the focus on accuracy | Write comparative adjectives using the adjectives in brackets. Include *than* when necessary  1) I like the black sofa, but I think the brown sofa is (comfortable).  **2)** This bar is  (noisy) the bars in my street.  **3)** Marseille is much  (hot) Paris.  **4)** The helicopter was loud, but the ambulance was  (loud).  **5)** Do you think Manchester United is  (good) Manchester City this year?  **6)** The novel is much  (interesting) the film.  **7)** Canadians are  (rich) in the past.  **8)** This summer was  (wet) last summer.  **9)** I liked the old version of the game, but the new version is much  (exciting).  **10)** Sorry, 8 o'clock is very late. Can we meet a bit  (early)? | **P:** May make mistakes in the formation of comparative forms of adjectives  **S:** Go back to the rules and review them again |
| 3-5 min | T-Ss | **Pre-listening**  to help the children understand what we are going to talk about | Okay, I hope you're not hungry, because now we're going to discuss McDonald's with you.  What are the most popular dishes in all McDonald's in the world?  Do you know the portion sizes offered at fast food restaurants?  Did you know that the portions in the American McDonald's and in the British are different?  Where do you think the portions will be larger?  Let's know it. | **No problem is anticipated.** |
| 13 min | T-Ss | **While-listening**  to explain what the emphasis is in watching the video and what to do we will discuss further | Now we will watch a video where they will compare McDonald's in the UK and in the USA. Your task is to listen carefully, because after that you will compare some of the "dishes" that you yourself will choose. You can take notes. We will listen once. Be careful.  <https://youtu.be/ZMaW6TamNAc> | **No problem is anticipated.** |
| 10 min | T-Ss-Ss | **Task performance**  To practice using the target language while comparing things | Answer the questions.  Was everything clear in the video?  Did you like the video?  Do you like McDonald's? Or do you prefer another restaurant or homemade food? Why?  Did you know that American McDonalds has so many dishes?  The video showed the ingredients used to make fries and burgers. Do you think this is healthy food?  Well, let's hear your comparisons that you have chosen.  Let's imagine a situation. You tell a friend what you want to order at McDonald's and which one. For example, I'll order a fry from American McDonald's because that's the largest portion they have. | **P:** lack of vocabulary, lack of time to prepare an answer  **S:** Give time to prepare an answer, leave this task like homework |
| 2 min | T-Ss | **Time-efficient feedback**  To emphasize task achievement | All those who did not have time to tell about their choice, this task remains at home.  Nice work! Today we have repeated how the comparative forms of adjectives are formed. Thank you for your work, I hope you will always be so active in the classroom.  Have a nice day. Goodbye. | **No problem is anticipated.** |