

# LESSON PLAN – GRAMMAR

Micro Lesson Video Link: [https://youtu.be/tSwd\\_HfP3fw](https://youtu.be/tSwd_HfP3fw)

| Business/Materials   | Lesson Objectives   |                            |                            |                                       |
|--|---|----------------------------|----------------------------|---------------------------------------|
| <ul style="list-style-type: none"> <li>▪ colorful pictures of world landmarks</li> <li>▪ overhead projector</li> <li>▪ <b>Power Point presentation</b> prepared by the teacher</li> </ul>  | <ul style="list-style-type: none"> <li>➤ students will form superlative forms of common adjectives</li> <li>➤ students will demonstrate their knowledge of superlative adjectives by discussing the world geographical records</li> </ul> |                            |                            |                                       |
| Warm-up and Objective Discussion   |   |                            |                            |                                       |
| <ul style="list-style-type: none"> <li>• Prepare a presentation in <b>Power Point</b> with pictures of famous world landmarks which are known to all students (general knowledge) such as: the Nile river, Himalaya mountain range, Pacific Ocean, Russia, etc. Ask students to comment on what they see on the picture. Ask if they know what is special about each of those geographical points or landmarks. Elicit adjectives which can describe these landmarks (students can work in small groups or pairs). Write down the adjectives the students mention.</li> <li>• Go back to the lesson earlier in the week where students learned the comparative forms of adjectives. Elicit the form of the comparative adjectives next to the ones they have just mentioned and stress that these are used when comparing 2 things. Tell students they will learn today how to compare three and more things by talking about the Number One among them – the best, highest, etc.</li> </ul> |   |                            |                            |                                       |
| Instruct and Model   | <input type="checkbox"/> R  | <input type="checkbox"/> W | <input type="checkbox"/> L | <input checked="" type="checkbox"/> S |
| <ul style="list-style-type: none"> <li>• Choose one of the pictures from the batch (for example the Nile river one)</li> <li>• Write the sentence on the board: The Nile is the LONGEST river in the world.</li> <li>• Have students notice how long changed to longest to give the superlative form</li> <li>• Take another adjective (for example high), and have students tell you what the form will be (the highest)</li> <li>• Choose one of the three syllable adjectives (eg. expensive, beautiful etc.) and write the sentence on the board, eg. Tokio is the MOST EXPENSIVE city in the world.</li> </ul>  |   |                            |                            |                                       |

- Have students compare expensive and the most expensive to see that by adding most the adjective becomes of superlative form if it has more than two syllables.
- Wrap up by saying that English language does not like too long words, therefore the adjectives which have more than two syllables add "most" instead of suffix -est

### Guided Practice

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- Turn the attention of the students to an exercise created on a **Power Point Presentation** with pictures of world famous landmarks and an incomplete sentence underneath (in form of a cloze exercise) with a base form of an adjective in the bracket.
- Give students another presentation where only photos are present. Now they are supposed to form the full sentences themselves, without a help of a cloze exercise.

### Independent Practice

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- Distribute a handout which has a table with 3-4 countries and several categories of geographical information (number of inhabitants, highest mountain, longest river, etc.). The students are asked to write sentences about each category mentioning the country which has: the highest population, the highest mountain, the greatest size of the 3-4 countries mentioned.

### Assessment

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- Have students pick a country they would like to visit in the future.
- Have students find information about that country online for their short oral presentation (internet or world atlas provided by the teacher)
- While presenting in front of the classroom, students must mention at least 4 superlatives in the country (geographical or other) based on what they found out.