

Name : Bich Nguyen

Lesson 3.

Student Profile:

Adult ESL learners (ages 18+)

- Multilingual and multicultural
- Range: high-intermediate IEP students and pre-matriculated university students
- Students have studied comparatives with adjectives in the previous lesson

Class Size: 12-18 students

Lesson Length: 50 minutes

Topic for the Day: Making comparisons using superlative adjectives

Grammar Focus:

- Form: the + adjective-est / the most + adjective
- Meaning: comparing three or more people, places, or things
- Use: identifying the extreme (highest, lowest, best, worst, etc.) in a group

Prerequisite Knowledge (from previous lessons):

- Adjectives to describe people, places, and objects (big, expensive, interesting, fast, good, bad)
- Comparative adjectives (bigger than, more interesting than, better than)

Learning Outcomes (Student-Friendly): By the end of this lesson, students will be able to:

1. Recognize superlative adjectives in a reading
2. Form correct superlative adjectives (short and long adjectives)
3. Use superlatives accurately to describe real people, places, and experiences

4. Communicate opinions using superlatives in spoken and written English

Course Description

This course focuses on (1) the accurate production of grammar in oral language and (2) accurate pronunciation in spontaneous speech. Writing may be used to support grammar learning, but the primary emphasis is oral production. Students review grammar terminology and concepts to improve spoken accuracy and learn pronunciation strategies.

II. Concept

In this lesson, students will be introduced to **superlative structures using adjectives**. From my observation, students are likely forget the article “the” , and they can be confused with the comparative form.

Students will first learn the rules for forming superlative:

one-syllable adjectives

two-syllable adjectives ending in **-y**

adjectives with two or more syllables

irregular adjectives (good, bad, far, etc.)

After that, they will learn the complete comparative structure:

S + be + the + adj-est / most+ adj .

III- Lesson Plan

Stage	Objective	Procedure
Presentation Time: 25-30 minutes	Activate prior knowledge and introduce the topic.	Choosing a City to Study Many international students come to the United States to study English before starting university classes. Choosing the right city is an important decision. New York City is one of the largest cities in the country. It has the most diverse population, and students can hear many languages every day. However, it is also one of the most expensive cities to live in. Austin, Texas is a popular choice for students who want a friendly environment. It is not the biggest city, but it is one of the most affordable major cities. Many students say it has the best music scene in Texas. Madison, Wisconsin is smaller than New York and Austin, but it is known for being one of the safest cities for students. It is also home to one of the strongest public universities in the Midwest. Every city has advantages and disadvantages. The most important thing is to choose the city that fits your goals and lifestyle. Homework Comprehension Questions (Students answer in complete sentences.) 1. Which city is the largest? 2. Which city is the most expensive? 3. Which city is the safest for students? 4. Which city sounds best for you? Why
Warm-up		Task S to compare objects : • New York vs Austin • English vs Math • Cats vs Dogs

		• Online classes vs In- person classes • Sleeping vs Studying • TV shows vs movies • Facebook vs Instagram • Cooking vs Washing dishes First, teachers make an example : - New York is more expensive than Austin Then, students will work with their partner and compare these objects Next, teachers call some students to give their sentences Finally, teachers give students 3 objects to compare and ask “ which city is the most expensive?” New York – Provo – Austin Students then might answer : New York. Teacher should say it in full sentence : Yes, New York is the most expensive Teacher then ask another question “ which city is the cheapest?” => Teacher encourage students to say it in full sentence => Transition Statement: “Yesterday, we compared two things. Today, we will compare three or more things.”
Attention	S Draw students' attention to the target structure: superlative adjectives.	Students have 2 minute to review the homework in the presentation stage. While reviewing, they will need to highlight adjectives that end with- est, or adjectives that are followed by the most. Teachers leading questions : “Do these sentences compare two cities or many cities?” “Do you see ‘than’ in these sentences?” “ How are they different from the comparative form we learnt ?” Teacher then ask students to discuss in group and call some students to give their answer.

Co-Construction	Help students discover rules for form, meaning, and use.	Teachers ask guiding questions : Meaning : When we use a superlative adjective, are we talking about two things or three or more things? Forms : Look at “large → largest.” What letters do we add? Look at “expensive → most expensive.” Do we add -est or use another word? Summary : Write rules on the board: One-syllable adjectives → add the + adj -est <i>tall → the tallest, cheap → cheapest</i> Two-syllable adjectives ending in -y → change y to i + -est <i>happy → the happiest, pretty → the prettiest</i> Adjectives with two or more syllables → use the most+ adjective <i>expensive → the most expensive, beautiful → the most beautiful</i> Give examples and ask for student sentences: “My house is the biggest house in the town→ students create sentences “Chocolate cake is the sweetest.” → students create sentences
Extension (In-Class Practice)		Give students handouts that have 10 lists of adjectives to compare (adjectives are provided) ⇒ Students will work individually to write down their sentences HANDOUT LINK : https://docs.google.com/document/d/18__IPVaDWEBcd9q_ieKoQWeua4FfeY0Fxn8YF9NzwGo/edit?usp=sharing After that, students will go around the classroom and share their answers with their partners.

Extension (Homework)	Focus on speaking	Teachers give students lists of objects . For each picture, students will have to record themselves answering questions. Link : https://docs.google.com/document/d/1kB2YtJltj73veHBTejCc4qbf0xPWhTwy7BhoJgtFDE8/edit?usp=sharing

List of materials :

PP : https://docs.google.com/presentation/d/1VRMmy667cZ-jeug74sv4DqYLM7OTSDEIMF-gVkJFV_ck/edit?usp=sharing

Handout for extension :

https://docs.google.com/document/d/18__IPVaDWEBcd9q_ieKoQWeua4FfeY0Fxn8YF9NzwGo/edit?usp=sharing

Handout for homework :

<https://docs.google.com/document/d/1kB2YtJltj73veHBTejCc4qbf0xPWhTwy7BhoJgtFDE8/edit?usp=sharing>

IV- Abbreviated Lesson Plan

Objective: Students use superlatives accurately in speaking and writing

Grammar: Superlatives with adjectives

PACE:

- Presentation: Homework reading about cities
- Attention: Highlight superlatives in text
- Co-Construction: Guided questions on meaning/form/use
- Extension: Group rankings + homework paragraph

Timing:

- Warm-up: 5
- Attention: 5
- Co-construction: 15
- Extension (in class): 15
- Wrap-up: 5

Materials:

- Reading handout
- Board/slides
- Homework prompt