**Lesson Plan for Basic 09**

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**Course:** Basic 09 / Unit 3 –Lesson B 4, 5, and 6 Pages: 22 and 23

**Lesson objectives:** To talk about restaurant experiences using the superlative form of adjectives.

**Warm up:** Time: 15’

I will start the class by writing the following questions on the board: “Who do you think is the healthiest person in your family? Why?” I will have the students get into pairs and ask each other the same question. I will do this to activate their vocabulary on the subject. I will instruct the students to ask follow-up questions. After that I will ask for volunteers to share their discussions with the class. This topic was reviewed in the reading for the previous class. The students’ previous knowledge on adjectives will help me introduce the grammar topic for today’s lesson, which is simply the *superlative form of adjectives* they are already are familiar with.

**Class development:** Time: 70’

I will write on the board some examples using the superlative form of different adjectives, and I will ask the students to look at the examples in pairs and discuss in what ways those adjectives are being used. Then I will tell the students to examine the adjectives in each sentence and tell me if they notice anything peculiar as to the manner in which they are spelled. I will tell the students those are the superlative forms of adjectives. Unlike the comparatives which only compare two things, superlatives are used to compare more than two things, (e.g. He is the tallest boy in the class. This is the largest restaurant in town. Etcetera.). Then I will ask the students to get into pairs and to open their books to page 22 and scan the article. I will then instruct them to underline all the superlative forms of adjectives, and to circle all the comparative forms of the adjectives they see. Subsequently, I will ask some of the students to share their answers with the class, and I will write them on the board, eliciting the comparative form or superlative form for each of them. This way the students will see the differences between the two forms. I will explain to the students that just like some comparative forms of adjectives simply add the word *more* to the positive form, in their superlative form those same adjectives simply add the word *most* to the positive form. Then I tell the students to turn to the next page and to read the announcement and answer the questions in part A. After that I will tell the students to get into pairs and compare their answers. Subsequently I will ask for volunteers to share their answers with the class. Then I will ask the students to look at the chart in part B and fill in the missing words. By this time, the students will have become more familiar with the superlative forms of the adjectives. I will remind the students that the article *the* in front of the superlative is very important, so that they remember not to omit it. After that I will have the students get into pairs and compare their answers and I will ask for volunteers to share their answers. Then I will ask for a volunteer to read the instructions for activity C and subsequently I will have him/her ask another student to repeat the instructions in their own words. Once they are finished with the activity, I will ask the students to compare their answers. Afterwards, I will ask for volunteers to share their answers with the class. Then I will ask the students to get into groups of three and talk about restaurants they know using the adjectives in activity D. After that I will ask some volunteers to share their opinions on different restaurants with the rest of the class.

Then I will ask the students to look at page 23 and I will ask the students to read the short piece of writing on part A, telling the students that it is a restaurant review. It’s a small composition expressing a person’s opinions on a restaurant. Subsequently I will tell students to think about a restaurant they are familiar with. The only caveat is that it cannot be their favorite restaurant. It should be a restaurant they have eaten in recently and they should try to make their review as objective as possible. The previous activity will help the students with this assignment it gave the students a chance to think about and personalize the subject. With these ideas still on their minds they can easily brainstorm before they write. I will have the students close their books and will hand them a piece of paper. I will tell the students to draw a *spider chart* on the top half of the paper and then write the name of a restaurant in the middle bubble of the chart. Then I will ask the student to take one minute to write down all their main ideas or details about this restaurant. Once they are finished with this activity, I will tell the students to begin writing a minimum of nine sentences about the restaurant they are reviewing. I will instruct them to use new vocabulary which they have learnt in this lesson and to use comparatives and superlative forms of adjectives. I will give the students ten minutes to finish their writing. I’ve used this method before and it usually gives good results because the students already have the ideas or details on their pages and they only need to put their ideas together into sentences. Once time is up, I will have the students exchange their papers. I will then give them a couple minutes to read their partners’ papers and then have them report to the class about their partner’s choices. If time allows I will have a small discussion in the class for them to express their opinions on the restaurants that are being mentioned in the reports.

Afterwards, I will ask the students to complete a chart with foods they know and to place each food into the proper category. Then in pairs the students will compare their lists and tell each other which food, in their opinion, is the most delicious, the cheapest to buy, the most exotic, etcetera. After the students are finished, I will instruct the students to get into groups of four and work on activity C. In this activity the students will create a menu for a new restaurant they are trying to open. I will tell them that they need to divide the menu into sections and include prices. Then I will have the groups exchange their menus among themselves and discuss the menus while comparing it to the one they made.