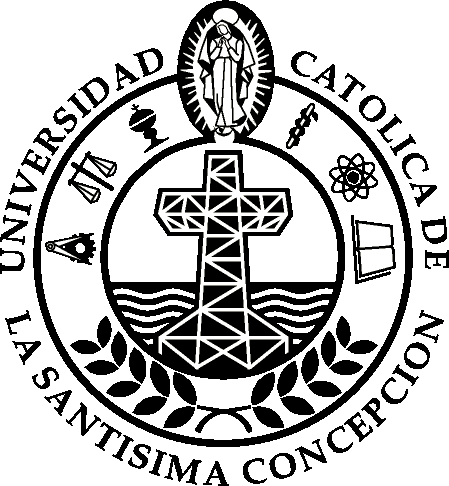
**Universidad Católica de la Santísima Concepción**

**English Pedagogy**

**Teaching Practice**

**LESSON PLAN (PPP)**

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| **School:** Universidad Católica de la Santísima Concepción.  **Class:** Communicative Competence Initial II  **Number of SS:** 7 | **Date of lesson:**  November 15th | **Time of lesson:**  4:20 PM | **Length of lesson:**  60 minutes | | | **Student-Teacher’s name:**  \* María José Verdugo V.  \* María Belén Quezada C. |
| **Main Aim:**  At the end of the lesson, students will be able to compare different types of foods orally.    **Reference to Planes y Programas (OF, CMO, AE): ………………………………………………………………** | | | | | | |
| **Exponent(s):**   * more+adj than * adj-er than * The most+adj * The adj-est | | | **Assumed Knowledge:**   * Pronouns. * Verb to be. * Vocabulary related to food. * Adjectives. | | | |
| **Target Language: ( Linguistics items use, meaning, form)**   * more+adj / adj-er than: to compare two things or people. * The most+adj / adj-est: to compare more than two things or people. | | | | - Acid /asɪd//  - Chewy /ˈtʃuːɪ/  - Crunchy /ˈkrʌntʃɪ/  - Disgusting /dɪsˈgʌstɪŋ/ | - Delicious /dɪˈlɪʃəs/  - Flavored /ˈfleɪvərd/  - Sweet /swiːt/  - Salty /ˈsɔːltɪ/  - Tasty /ˈteɪstɪ/ | |
| **Anticipated Problems …..and Solutions**   * Low motivation / interesting → To prepare a warm up. * Students arrive late. → Wait a few minutes before starting the class. | | | | | | **Aids**   * PPT * Data projector * Food * Scarfs |

Adapted from University of Sussex

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| **Stages** | **Procedure**  **What I am going to do**  **What Students are going to do** | **What I am going to say**  **Instructions, CCQs, Feedback,etc** | **Skill** | **Time**  **(min)** | **Interaction**  **T-Ss;Ss-Ss;etc** |
| **LEAD-IN** | 10 Questions:   * T asks for a volunteer. * S stands in front of the class with an image stuck in her/his forehead. * S volunteer asks questions in order to guess the image.   - Classmates answer only Yes/No. | - I need a volunteer to be student “A” and stand in front.  - Your classmate has a picture of a famous person on his forehead.  - “A” is going make Yes/No questions about the picture for guessing.  -You (the class) have to answer Yes or No.  - “A” can only ask 10 questions and guess. | Speaking  Listening | 5 minutes | Ss – Ss |
| **PRESENTATION** | - T shows a PPT with different comparisons, using images to explain them.  - Ss repeat and practice final pronunciation [-er] /ər/ and [est] /ɪst/  - T asks CCQs. | * Gummy bears are chewier than chips. * Chocolate is more flavored than rice cookies . * Nutella is the sweetest spread. * Lemon is the most acid fruit. | Listening Speaking  Reading  Writting\* | 10 minutes | T – Ss |
| **PRACTICE** | - Ss complete a worksheet delivered by the T.  - Ss report and discuss their answers with the class. | - Complete the words with the missing vowels.  - Match the opposite adjectives.  - Fill in the gaps with the given adjective using its comparative or superlative form.  -You have 10 minutes. | Writing  Speaking | 10 minutes | T – Ss  Ss - Ss |
| - T presents different images of food.  - Ss create sentences using comparatives and superlatives, by choosing two or more images from the PPT.  - Ss report their sentences to the class. | * - Elaborate 3 sentences using comparatives and superlatives, by choosing two or more of the food images. |  | 8 minutes | Ts-Ss |
| **PRODUCTION** | - T covers Ss’ eyes with scarfs.  - Ss eat two different pieces of food.  - Ss compare both using the reviewed structures.  - Ss uncover their eyes.  - In groups, Ss decide which is the most \_\_/ \_\_-est among the eaten food. | - I want you to stand and form two groups, “A” and “B”.  - I am going to cover “A”’seyes with these scarves.  - Each of you is going to eat two different types of food.  -You have to compare them using the learned adjectives.  - Now it is the turn of group “B”  -Now, I want you to seat with your groups, and decide which of the food you ate is the most \_\_/ \_\_-est. | Speaking | 25 minutes | T - Ss  Ss - Ss |