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| **Lesson Plan** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Title: Comparatives** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Instructors** | | **Kelly (Soyoung) Park** | |  | **Level** | **Pre-intermediate** |  | **# of Ss:** | **14** |  | **Length:** | **30**  **min.** | |
|  | | | | | | | | | | | | |
| **Materials** | | | | | | | | | | | | |
| * One flipchart to introduce comparative forms and handouts (14 copies) * Worksheet for Comparative exercise- matching pictures with words ( 14 copies each) * Worksheet for Drilling (Simple Substitution exercise), 14 copies * Worksheet for writing a short-talk and role-play ( 14 copies) * Homework Worksheet (14 copies) * White board & markers | | | | | | | | | | | | |
| **Aims** | | | | | | | | | | | | |
| * Learn comparative words and how to use them in sentences * Practice comparatives by matching pictures * Practice comparatives with simple substitution drills * Practice comparatives by writing a short talk with them * Practice speaking through the creative writing | | | | | | | | | | | | |
| **Language Skills** | | | | | | | | | | | | |
| * Speaking: Drilling, role-play, presenting to the class * Reading: Worksheet for comparative exercise and drilling * Writing: Creating short-talk by using the comparatives * Listening: Teacher instruction/Explanation, Student to Student interactions | | | | | | | | | | | | |
| **Language Systems** | | | | | | | | | | | | |
| * Lexis: Key vocabulary related to grammar exercises * Grammar: Comparatives (e.g. short- shorter, tall- taller) * Phonology: Pronunciation related to grammar and vocabulary * Function: Describing pictures with comparative words, Role-play * Discourse: Creating a short talk and presenting to the class | | | | | | | | | | | | |
| **Assumptions** | | | | | | | | | | | | |
| * Students already know teacher’s style of teaching and how the classroom works * Students are familiar with role-plays and presenting in front of the class | | | | | | | | | | | | |
| **Anticipated Errors and Solutions** | | | | | | | | | | | | |
| * Students may not choose correct comparative form to some words   + Give more /similar examples and eliciting the correct form * Students may find it difficult to create a short talk   + Give sample short-talk and offer help, when needed * If students are running short of time to do the post-activity,   + Assign some of the post-activity as homework   + Reduce the no. of students to present their work * If students finish their task earlier than expected,   + Have more students present their work in front of the class | | | | | | | | | | | | |
| **References** | | | | | | | | | | | | |
| * My First Grammar Student Book 3. [www.e-future.co.kr](http://www.e-future.co.kr) * Grammar Intermediate I, JLS (CHESS) Institute | | | | | | | | | | | | |
| **Lead-In** | | | | | | | | | | | | |
| **Materials** | White board & markers | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | |
| 2 minutes | | Whole class | **Greeting**  Teacher: Hello class, how are you today? *(Talk to everyone in the class, warming them up and getting them involved)*  Students: Fine, thanks.  Teacher: Great!  Teacher: *(Asking an eliciting question to all students, one by one)*   * Is Wendy’s hair longer than Annie’s hair? * Is Annie’s hair curlier than Ebby’s hair? * (Asking Terry and Star to stand up) Is Terry taller than Star?   Students answer to the teacher’s questions each time.  **Introducing Topic**  Teacher: Right! We are going to learn how to compare in English by using comparative adjectives. *(Writing the topic on the board- Comparatives!)* Comparatives are used to compare two things or persons. | | | | | | | | | |
| **Pre-Activity (Presentation)** | | | | | | | | | | | | |
| **Materials** | Worksheet to learn comparative words and matching pictures, a flipchart to introduce comparative forms, White board & markers | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | |
| 3 minutes  2 minutes  3 minutes  3 minutes | | Whole class  Work  Individually  Whole class  Whole class | 1. **Meaning**   **Eliciting Questions and Explaining**  Teacher: Do you compare your boyfriend with other guys? *(waiting for students’ response, then write on board and then explain the comparison as below.)* How do you compare? When you compare, you can either add ‘er’ to the end of the adjectives usually or ‘more’ in front of the adjectives. After the adjectives, you add ‘than’ to compare with another adjective.  (write the table on the board)   |  |  | | --- | --- | | tall | taller | | nice | nicer | | handsome | more handsome |   **Demonstrating activity by showing a picture**  Teacher: *(showing a picture of Alaska vs England)* Let’s do more exercise. Please look at this picture now.(asking students) What are the two things compared in this picture? Students answer altogether  Teacher: *(asking a student)* Would you describe this picture in comparative adjectives? Student answers.  Teacher: Good job!  **Instructions:**  Teacher: This time YOU will look at the pictures and use the comparative forms to describe the pictures. Please work alone. I’ll give you 2 minutes.  **CCQ:**   * What are you going to do now? *(Students answers. If they are not clear about what they are going to do now, explain again)* * Are you going to work individually? Or in group? * How much time do you have for this activity?   *\*Handing out the worksheet*  **Students: Work on the comparative exercise**  *Teacher monitors discreetly and manages time. And offers help if needed.*  *(After two minutes)*  Teacher: Time’s up, guys. Let’s take turns presenting the answers. Student A, Could you get us started with no. 1? (After Student A) ask the student next to Student A.  **CCQ on the worksheet:**  \**Every time answers are given by students, teacher gives CCQ to students.*  (Example) Student: Alaska is colder than England  Teacher: Is England hotter than Alaska? Is Alaska as cold as England?  Teacher: Excellent.   1. **Forms**   *(Putting up the flipchart on the board to introduce the comparative forms/summarize the previous activity)*  **Instructions:**  Teacher: Let’s look at the board and summarize/repeat what we learned just before. You will see more examples here. We use ‘er’ or ‘more’ to make the adjectives comparatives. There are some exceptions as well.  Teacher: Now, please say ‘comparative' word when I give you a cue word. For example, I say ‘fast’ you say ‘faster’. Alright. Let’s begin, everyone.  **Repetition drills by using the following forms:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Adjective** | **Comparative** | **Adjective** | **Comparative** | | -er | fast | faster | cheap | cheaper | | big | bigger | hot | hotter | | nice | nicer | large | larger | | high | higher | long | longer | | easy | easier | happy | happier | | more- | dangerous | more dangerous | expensive | more expensive | | Others (irregular forms) | good | better | bad | worse |   **CCQ on the comparative forms:**  Teacher: *(Hiding comparative words, showing adjectives only)*  What’s the comparative word for this word? *(ask a few more)*  Teacher: Good job, everyone! | | | | | | | | | |
| **Main Activity (Practice)** | | | | | | | | | | | | |
| **Materials** | Worksheet for simple substitution drills, White board & markers | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | |
| 2 minutes  2 minutes  2 minutes | | Whole class  Work in pairs  Whole class | **Demonstration(Simple substitution drills)**  *(Writing question no. 1 from the worksheet and drawing images of tall Mark and short Kathy on the board)*  Mark is very tall.   * Kathy is \_\_\_\_\_\_\_\_\_\_\_ (short) than Mark. * Mark is \_\_\_\_\_\_\_\_\_\_\_ (tall ) than Kathy.   Teacher: Let’s *practice* the comparatives through simple substitution drill. (*Work on the no. 1 question with the whole class)*  **Instruction:**  Now You are going to do the substitution exercise on this worksheet.  This time You work in pairs. *(Assigning pairs)* You two, you two, you two,  you two, and you have 2 minutes.  **CCQ:**   * Everybody, what are we doing now? *(Students answers. If they are not clear about what they are going to do now, explain again)* * Are you working individually? *(If students says no)* Who’s your partner? * How much time do you have for this activity?   *\*Handing out the worksheet*  **Student Work: Substitution Drills**  *Teacher monitors discreetly and manages time. And offers help if needed.*  Teacher: *(After two minutes)* Alright, time’s up. Are you ready to present your work? *(asking students)* Who can give me answer to question no.1? (If no volunteer) choose a person to answer. *(Go on until they finish question no. 5 )*  Teacher: Good job, everyone! | | | | | | | | | |
| **Post-Activity (Practice)** | | | | | | | | | | | | |
| **Materials** | Short-talk & Role-play Worksheet, White board & markers | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | |
| 2 minutes  4 minutes  3 minutes | | Whole class  Work in pairs  Whole class | **Demonstration:**  Teacher: Now I’d like to challenge your creativity! We will do more creative work. *(Writing ‘short’ and ‘long’ on the board, asking students the meaning of the words)* What do these words mean? How do you make comparatives of these words?   |  |  | | --- | --- | | short | shorter | | long | longer |   Teacher: Yes, that’s correct! Let’s try to make a short talk using these comparatives. *(Demonstrating the short talk by role-play with a student)* Alright, I have just demonstrated the exampled short-talk on this worksheet.  **Instructions:**  Teacher: Now it’s your turn! Everyone work in pairs, the same partner you  had earlier. *(Emphasize the two tasks with numbering)We are going to do*  *two tasks now. First, you* will find some cue words and comparative  forms. With your partner, choose your cue words and create a short talk  as exampled here. *Second,* do a role-play with your creative talk.  You will have four minutes!  **CCQ:**   * Everybody, what are we doing now? *(Students answers. If they are not clear about what they are going to do now, explain again)* * Who’s your partner? * How much time do you have for this activity?   *\*Handing out the worksheet*  **Student Work: Creating short talk for role-play**  *Teacher monitors discreetly and manages time. And offers help if needed.*  Teacher: *(After five minutes)* Alright, time’s up. Who wants to go first? Please do a role-play with your creative short-talk in front of the class.  Students *(taking turns)* do a role-play with their own talk in front of the whole class.  Teacher: Good job, everyone! | | | | | | | | | |
| **Conclusion** | | | | | | | | | | | | | |
| **Materials** | | Homework Worksheet, White board & markers | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | | |
| 2 minutes | | Whole class | **Overview of the class:** *(Review the class activities and learning)*  Teacher: Today we learned about comparatives words, forms and how to use them in sentences. We also practiced the comparatives through matching pictures, simple substitution drills, a role play with creative short talk.  **Assign homework**  Teacher: Now you are very well familiar with comparative forms and how to use them, you will be able to make some corrections on your own. *(Showing the homework worksheet)* Look at the paper and you will find misused comparative forms. Please make corrections. There are only four questions in addition to the sample question. You can do this until the next class*. (If necessary and/or time’s allowed, write the homework on board.)*  **CCQ: (about homework)**  -What is your homework by next class?  -How many questions do you have in the worksheet?  -When’s the due-date?  *\*Handing out the worksheet*  **Overview of Next Class:**  Teacher: Great! In the next class, we will learn Superlatives!  Thanks for the good work. See you next time. Bye | | | | | | | | | | |

**Comparative Forms**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Adjective** | **Comparative** | **Adjective** | **Comparative** |
| **-er** | fast | faster | cheap | cheaper |
| big | bigger | hot | hotter |
| nice | nicer | large | larger |
| high | higher | long | longer |
| easy | easier | happy | happier |
| **more-** | dangerous | more dangerous | expensive | more expensive |
| **Others (irregular forms)** | good | better | bad | worse |

**Substitution Drills**

Look at the cue words in blank and complete the sentences.

1. Mark is very tall.
   1. Kathy is \_\_\_\_\_\_\_\_\_\_\_ (short) than Mark.
   2. Mark is \_\_\_\_\_\_\_\_\_\_\_ (tall ) than Kathy.
2. Ted eats a lot.
   1. Ted is \_\_\_\_\_\_\_\_\_\_ (fat) than John.
   2. John is \_\_\_\_\_\_\_\_\_\_ (slim) than Ted
3. Harry studies a lot.
   1. Harry is \_\_\_\_\_\_\_\_\_ (smart) than Kevin.
   2. Kevin is \_\_\_\_\_\_\_\_\_ (stupid) than Harry.
4. Winter vacation is long.
   1. Summer vacation is \_\_\_\_\_\_\_ (short) than winter vacation.
   2. Winder vacation is \_\_\_\_\_\_\_ (long) than summer vacation.
5. I have an expensive ring.
   1. It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (expensive) than a watch.
   2. A watch is \_\_\_\_\_\_\_\_\_ (expensive) than my ring.
6. The weather is terrible.
   1. It’s \_\_\_\_\_\_\_\_\_\_ (bad) than yesterday.
   2. Yesterday’s weather \_\_\_\_\_\_\_\_\_\_\_\_ (good) than today’s weather.

Vocabulary Tips

|  |  |  |  |
| --- | --- | --- | --- |
| Adjective | Comparative | Adjective | Comparative |
| tall (크다 ) | taller | fat(뚱뚱한) | fatter |
| slim(날씬한) | slimmer | soft (부드러운) | softer |
| smart (똑똑한) | smarter | stupid 어리석은) | more stupid |
| long (긴) | longer | Short (짧은) | shorter |
| comfortable(편안한) | more comfortable | expensive (비싼) | more expensive |
| bad (나쁜) | worse | good (좋은) | better |

**Role-play Exercise**

**Please use the comparatives to create a short talk with your partner.**

(Example Talk)

short, long 🡪 shorter, longer

* Policeman: I caught the man that hit your dog yesterday.
* Dog’s owner: Really? Where is he?
* Policeman: (bringing the man over) here you are!
* Dog’s owner: No, he’s not the guy. When I saw him from the back, his hair was longer than this.
* Policeman: What if he had his hair cut? Then his hair will be shorter than yesterday!

**Choose your cue words from the below and create a short talk with your partner. You will present your work through a role-play in front of the class later on.**

|  |  |  |  |
| --- | --- | --- | --- |
| quite, loud  (quieter, louder) | easy, difficult  (easier,  more difficult) | sad, happy  (sadder, happier) | safe, dangerous  (safer,  more dangerous) |
| fast, slow  (faster, slower) | new, old  (newer, older) | high, low  (higher, lower) | heavy, light  (heavier,  lighter) |

**Homework Worksheet**

*Change underlined part with correct adjective form, then re-write the sentences.*

1. Your mom will be happier if your room is more clean.

* Your mom will be happier if your room is cleaner.

1. If you help me with my homework, I will tell you more bigger secret.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. It’s unfair. Your bedroom is always the biggest than mine.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Spiderman is the fastest than Batman.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. This hotel’s service is the better I’ve ever had!

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.