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| Listening  Speaking  Reading  Grammar  Writing |
| Topic: Comparatives |

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| Instructor:  Rebekah | Level:  Upper Intermediate | Students:  7 | Length:  30 Minutes |

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| Materials:   * White board, board markers * Visual aid of comparatives * 3 comparatives grammar topic sheets * 4 blank paper * Computer, Comparatives power point file * 8 Classroom Survey Chart sheets |

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| Aims:   * Main Aim: To enable students to understand comparative form by using comparatives in games and activity * Secondary Aim: Students will know how to use comparatives in their speaking by doing classroom survey and comparison speaking * Personal Aim: I want to effectively explain the clear grammar by using proper activities not just direct explaining method |

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| Language Skills:   * Reading: Students will read the power point questions and survey worksheet. * Listening: Students will listen to another students’ speaking * Speaking: Students will speak about their comparison sentences and power point activity answers. * Writing: Students will write the answers of questions on the board and on their survey. |

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| Language Systems:   * Phonology: er sound * Lexis: comparative, adjective, syllable * Function: Proper comparison sentences * Grammar: Comparative * Discourse: Question and Answer, Monologue |

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| Assumptions:   * Students already know: * How the class is set up and run * How to answer speaking questions * Students already have learned about adjectives and syllables * Students know how to make appropriate sentences |

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| Anticipated Problems and Solutions:   * Students may have difficulty in understanding the meaning * Teacher provides examples. * Students may not answer on their activities * Monitor and help to find out * If students need more time to finish their activity * Be flexible with the time as giving student more time to finish their activity * If students finish their tasks earlier than anticipated * Give students more time on final activity |

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| References:  www.teach-this.com  Jayme’s former class power point file  Wikipedia dictionary |

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| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Answering teacher’s questions | Hello everyone! How are you today?  I feel the autumn is already here. I fall asleep well compare to before. How’s the temperature now?  What about week ago? \_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_, what changes between seasons? |

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| **Pre-Activity** | | | |
| Materials: Board, Visual Aid, Comparative point sheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  1min  2min  3 min | Whole class  Individually  Pairs  Pairs | Students compare things on the pictures and listen explanation.  Answers elicited  questions  Students think some adjectives and change to comparatives.  Students begin to write answers on the board. | Show some pictures  “What’s the difference on the picture? Can you compare?”  Model  -adjective, syllable  Explain grammar rule  “When you compare the pictures you used the words taller, bigger, thinner, etc. Those words are comparatives. To make comparative sentence you put er at the end of adjective. For example, I am taller than my brother. Tall is an adjective and add er. Several more examples, smart change to smarter quick to quicker. As you know a ‘syllable’ is a unit of organization for a sequence of ’[speech](http://en.wikipedia.org/wiki/Speech_communication)’ sounds. For most adjectives with 1 syllable you add just er. In this case, if the adjectives ending in just one vowel and one consonant double the last consonant and add –er. And if the adjectives ending in e, add just r.  Adjectives with 2 syllables that end in y you change y to i and add er. For adjectives 2 or more you add more in front of adjectives.”  Elicit the word, “ Comparative”  CCQ  -“When do you use comparatives?”  - “What’s the basic rule to make comparative?    Instructions  I think you got the idea for ‘Comparative’. Now find some adjectives relate to each categories and change to comparatives with your partner. Think more than 3 adjectives. I will give you 1 minute and one of you come to front and write them on the board.  (Distribute the blank paper)  ICQ  -So what are we doing?  -Are you working by yourself?  -How much time do you have?    “Now begin”  Monitoring  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up”  Ask the students to share their answer.  Error correction |

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| **Main Activity** | | | |
| Materials: Board, Board marker, Computer, Comparative power point file | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 9min | Group | Students do comparatives game in group. | Instructions  “Let’s make 2 groups for this activity. Push the desk and chair to the wall and line up please. One by one is going to be front line. When you finish your turn go at the back. I will put questions on the screen and it’s about comparatives. Whoever knows the answer, hold the chicken leg and make sound. The team gains more points will be winner.”  ICQ  -“What are you doing now?”  -“Are you working by yourself?”  -“Who is the winner?”  -“What do you do when you know the answer?”    “Let’s begin”  (Put the questions on the screen and start)  Monitoring  “Great job. \_\_\_\_team got more point. So, the winner is \_\_\_\_ team but \_\_\_\_ team was good too.!!”  Error Correction. |

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| **Post Activity** | | | |
| Materials: Board, Board marker, Survey sheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  3min | Whole class  Individually | Student will do the survey with classmates.  Students make sentences with comparatives and speak out. | Instructions  “This time I will give you survey sheets. Find out about your classmates, like their age, height, where they live, what kind mobile phone they have, etc. You don’t have to fill all columns. Then you will compare those to yours.”  ICQ  -“What are you supposed to do now?”  -“Are you working by yourself?”  -“How much time do you have?”    “Let’s begin”  Monitoring  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up. Sit back to your chair and think some sentences that have comparatives. I will give you 1 minute.  ICQ  -“What are you doing now?”  -“Are you working by yourself?”  -“How much time do you have?”    Give time warning: 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up”  “Let’s share one by one.”    Error Correction |

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| **SOS Activity** | | | |
| Materials: Board, Board marker, 3 sets of Comparative Cards | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Pairs | Students pick cards and compare. They should use comparatives. | Instructions  “I will give one set of jumbled up cards to each pair of you. Look at the cards and then take it in turns to put down a card and make a comparative sentence linking the  cards together. This is supposed to continue until all the cards have been linked with different comparative sentences.”  (Distribute comparative cards from <http://www.teach-this.com/images/resources/comparative-cards.pdf> )  Demonstration  “Let’s do one together. A car is faster than a bus. A bus is bigger than an elephant, etc. When you finish early, you can write out the sentences they made. I will give you 5 minutes.”  ICQ  -“What are you supposed to do now?”  -“Are you working by yourself?”  -“How much time do you have?”    “Let’s begin”  Monitoring  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up.”  Error Correction. |