

Listening Speaking Grammar Reading

Title: Giraffe is taller than me!

Instructor:

Jinnie

Level:

Pre-intermediate

Students:

5

Length:

40 minutes

Materials:

- Device: a computer, projector & screen, a board, markers
- PPT file with pictures for eliciting
- Activity: 4 sheets(-er/ -ier/ more -/ irregular), blank paper

Aims:

By the end of the class, students will be better able to

- Use and know the rules of comparative degrees
- Get familiar with words of animals and comparative degrees
- Improve their integrated language skills

Language Skills:

- Listening : teacher's presentation, other students' experiences
- Speaking : explaining their zoo experiences, repetition of teacher's examples
- Writing: answers about PPT and worksheet examples, comparative rules
- Reading : reading PPT slides(questions) and worksheet

Language Systems:

- Phonology: listen to various sounds and tone of voice
- Lexis : comparative rules, -er, -ier,
- Grammar : comparative degrees
- Function : describe pictures, compare two animals
- Discourse : discussion about answers when group working

Assumptions:

- All students know basic concept of parts of conversation.(noun, verb, adjective...)
- All students can come up with descriptive words and expressions from pictures.
- All students are familiar with animal names and adjectives to describe
- All students can talk about their background knowledge

Anticipated Errors and Solutions:

- PPT malfunction: use printed PPT pages or a whiteboard and markers
- Time shortage: announce a time limit saying(to hurry the students) "Well~" "Let's move on"
- Time remaining: Speak slowly and clearly, Ask more CCQs, Do back-up activity
- Misunderstanding of instructions: Ask ICQs to students and check what the problem is, Monitor the students during the activity.

Backup Plan:

If a couple of minutes are left

- Make sentences again using PPT images
- Let Ss to write whole sentences on the white board.
- Do back-up activity#3

If time is lacking

- Give short time limit
- Not to let Ss write whole questions in PPT(do few of them)

References:

Grammar Juice for Kids WORKBOOK2, A-List, comparative parts, PPT Images – Google images, ISL collective.com,

KEY: Individual (I); Pairs (P); Groups (G); Whole Class (W); Teacher (T); Student (S); Students (Ss)

LEAD-IN

Materials: a Computer, Screen & Projector, PPT, a whiteboard and marker

Time	Interaction	Details	Purpose
5min	T-W	<p>Greeting T: Hello class.</p> <p>Elicit Ss' ideas [brainstorming about zoo] T: Have you ever been zoo? What can you see in the zoo? S: (answers) T: Okay. What comes to your mind when you think about zoo? Please tell me freely.</p> <p>T: Show some pictures and talk about their zoo experiences.</p> <p>T: What is it? S: It's giraffe. T: Is the giraffe tall? Yes, Giraffe is taller than me.</p> <p>Recalling What was that? What did I just say? (Students will answer the target sentence)</p> <p>[Connect the structure with our classroom] T: Do you guys think I am tall? S: (answers, might be 'yes'.) T: How about Colm? Is he tall? S: (answers, 'Yes'.) T: He is tall and I am also tall. How can I say</p>	<p>Greeting</p> <p>Brainstorming -the lesson's contextual situation is zoo.</p> <p>Introducing the "target sentence"</p> <p>Link with the comparative degrees with our classroom</p>

PRESENTATION

Materials: a Computer, Screen & Projector, PPT, a board and markers

Time	Interaction	Procedure	Purpose
7min	T-W	<p>[Show some pictures and elicit some adjectives] T: Please look at this picture, it is really 'big'. S: (answers) T: How about this picture, is it also big? S: (answers, might be "No, it's small.")</p> <p>[Show some pictures and make sentences together] T: How about this? What is it? Is the A giraffe tall? How about B? Is the B also tall? T: Then, how can we describe this situation? So, in this case, we can say that A is taller than B.</p> <p>[Elicit inductive learning in the same way]</p> <p>[Short Explanation about rules] 1. (common) fast -> faster 2. Hot -> Hotter (double T) 3. Happy -> Happier (Y->ier) 4. Wise -> Wiser (e ->only R)</p> <p>CCQ 1. Can I say A is tall than B? Could you correct it? (let them write on the board)</p>	<p>Talk about some adjectives that can be the comparative in the next step of the lesson</p> <p>Explain the concept</p> <p>After making some sentences in the inductive way & Let them know the written rules.</p>

PRACTICE

Materials: a computer, Screen & Projector, a board and markers, worksheet#1, activity sheets(4 sheets for each S)

Time	Interaction	Procedure	Purpose
10min	T-W	<p>[Using rules, making sentences together] T: Look at this PPT slide. Who can make the sentence? T: Okay. Come here and write the answer please?</p> <p>[Distribute worksheet#1] T: Did everyone have the worksheet? S: (answers) T: Okay. You will have 5 mins to do it. Let's start!</p>	<p>Practice with T and the whole class in writing.</p> <p>To get used to comparative rules</p>

		ICQ T: How much time do you have? S: (Ss will find the answers) T: Before check the answers, share the answers Ss-Ss. T: Check the answer together. (find all answers)	
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PRODUCTION

Materials: a board, markers, Screen & Projector, a computer

Time	Interaction	Procedure	Purpose
16min	Ss-Ss	<p>T: Alright. I believe you all well know about the comparative rules. So, let's do activities!</p> <p>[Activity #1 - Who is faster?]</p> <ol style="list-style-type: none"> 1. Give 4 sheets(-er/ -ier/ more -/ irregular) to each S 2. T - Show some adjectives and S - Find the correct one(among the sheets) that can use the word.(give 1 points) 3. S will make sentence with the given adjective.(give 2 points) <p>[Activity#2-Find somebody who...]</p> <p>Each person write 5 sentences describing themselves</p> <ol style="list-style-type: none"> 1. Make it difficult because if anyone knows it, the person will get points. 2. Using comparative degree, at least 3 sentences 3. Find who is she <p>[T move around and monitor Ss]</p> <p><i>[if time remains, do an activity #3]</i> [Make sentences with world map-PPT]</p> <ol style="list-style-type: none"> 1. Divide into groups 2. Let them make some sentences by using world map 3. Present their examples 	<p>-Familiarize the rules</p> <p>-Make their own examples by themselves</p>

WRAP-UP

Materials: Screen & Projector, a computer, a board and markers

Time	Interaction	Procedure	Purpose
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2	T-W	<p><i>Summarizing</i> <i>[short explanation with the picture]</i></p> <p>CCQ - Using PPT pictures, let them make it again or give wrong sentences to correct it.</p> <p><i>Wrapping up</i></p> <p>T: Did you enjoy my class? Do you have any questions?</p> <p>T: Thank you for your participation.</p>	Summarizing Recalling
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-er

-ier

more-

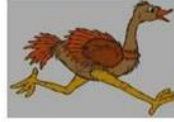
irregular

Bigger/ smaller), (stronger/weaker), (taller/smaller), (older/younger), (faster/slower), (heavier/ lighter)

1.- Write the comparative form

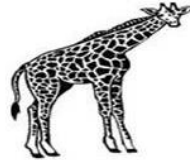
1.-The ostrich is _____ than the rabbit. (big)

2.-The rabbit is _____ the ostrich. (small)



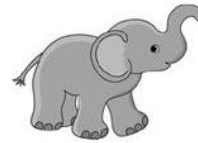
3.-The giraffe is _____ than the cat.(tall)

4.- The _____ . (Short)



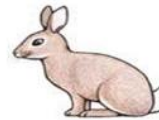
5.- The elephant is _____ than the lizard.(heavy)

6.- _____ .(light)



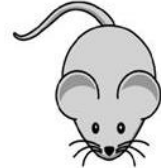
7.- The rabbit is _____ the turtle. (fast)

8.-The _____ .(slow)



9.-The bear is _____ than the mouse.

10.- _____ .



11.- The lion is _____ than the snake.

12.- _____ .



14.- The grandfather is _____ than the boy.

15.- _____ .



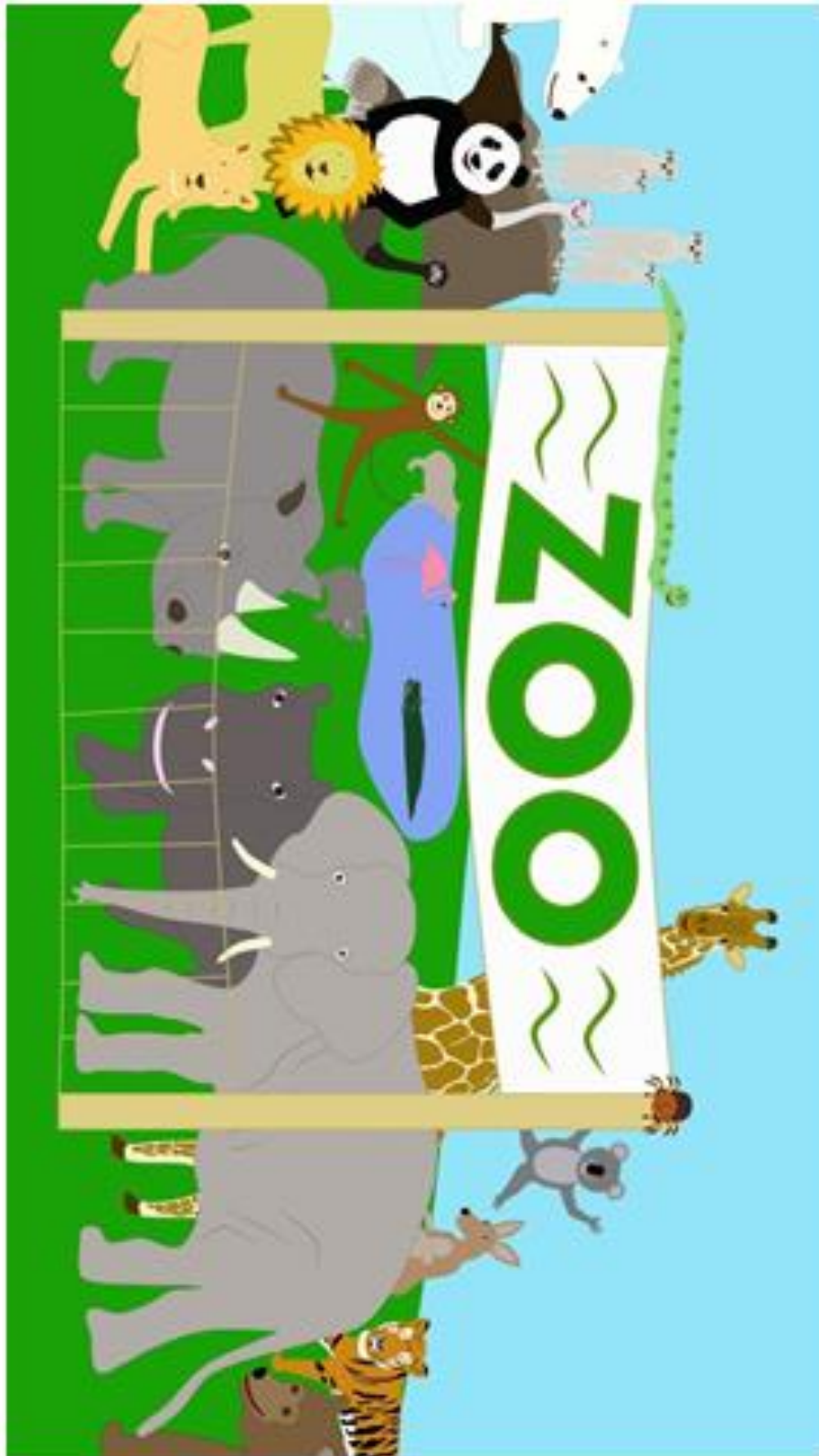
16.- The man is _____ than the boy.

17.- _____ .



A giraffe is taller than me!













A gorilla is bigger than a monkey.



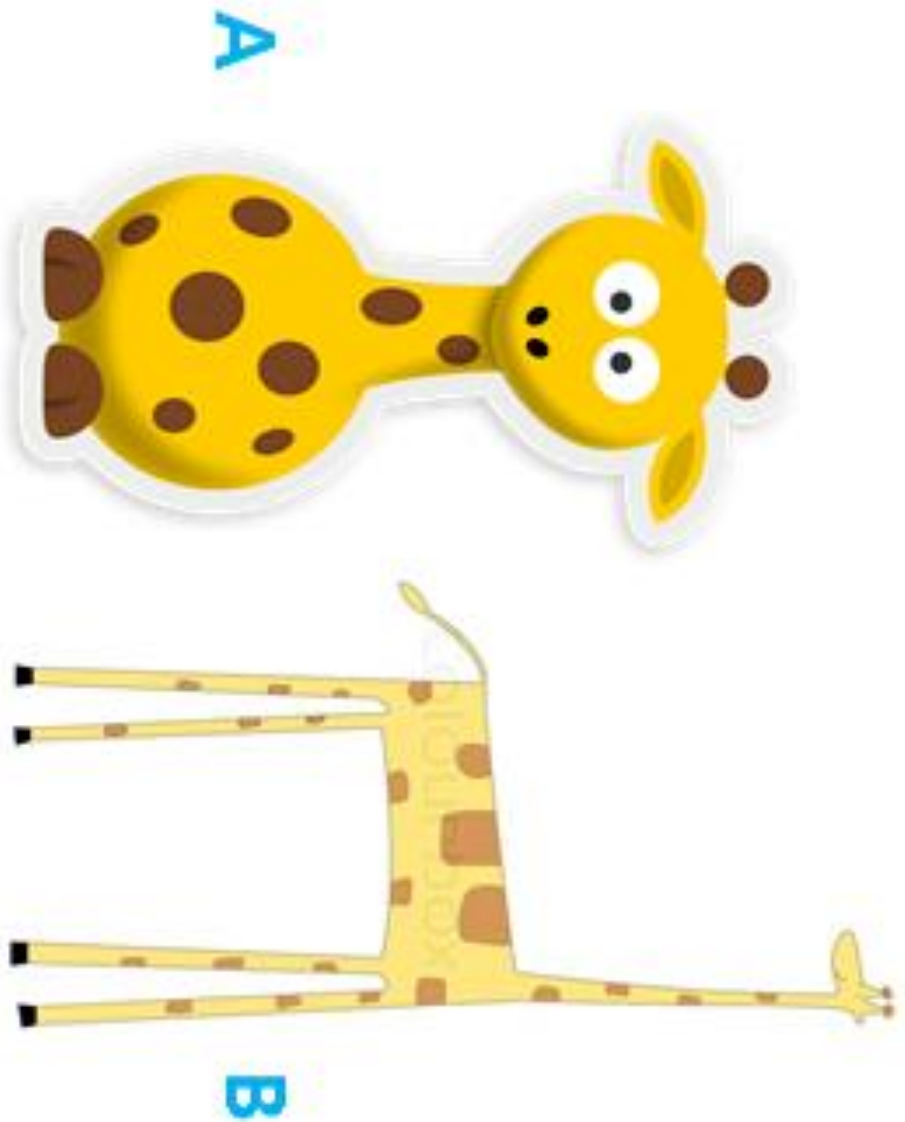
A snake is longer than a alligator.



A rabbit is faster than a turtle.



A giraffe B is taller than a giraffe A.



A giraffe B is thinner than a giraffe A.



A



B

A monkey A is happier than a monkey B.

Adjective			
Adjective		Comparative	Superlative
One syllable adjectives	old	older	the oldest
	safe	safer	the safest
	big	bigger	the biggest
	hot	hotter	the hottest
Adjectives ending in y	noisy	noisier	the noisiest
	dirty	dirtier	the dirtiest
Adjectives with two or more syllables	boring	more boring	the most boring
	beautiful	more beautiful	the most beautiful
Irregular adjectives	good	better	the best
	bad	worse	the worst
	far	farther	the farthest

Practice #1

1. A elephant is _____ than a cat. (big)
2. Summer is _____ than Spring. (hot)
3. A tiger is _____ than a lion. (fast)
4. A giraffe is _____ than a zebra. (tall)
5. Grammar test is _____ than math test. (easy)
6. Tom is _____ than Sally. (happy)
7. My mom is _____ than my dad. (wise)
8. My new shoes is _____ than old one. (nice)

