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| ☐ Listening ☐ Speaking ☐ Reading ⬛ Grammar ☐ Writing |
| **Topic: Comparatives** |

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| Instructor:  Celine & Kristine | Level:  **Intermediate** | Students:  **15** | Length:  **30 Minutes** |

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| Materials:   * Realia (an apple and *a tangerine)* * Wish list Worksheets, * Video * Video Script * Board Markers & white board * Sketch book(pictures) * Speed quiz answers sheet |

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| Aims:   * Main Aim: Student will be able to improve their writing and reading skills with more grammatical accuracy especially in comparatives. * Second Aim: Students will be able to use comparatives more properly and correctly. |

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| Language Skills:   * Reading: Scrip of video. * Listening: ‘an elephant is bigger than a flea song, T’s instruction * Speaking: Answering Speed quiz and sharing their in post activities. * Writing: Post activity “wish list” |

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| Language Systems:   * Phonology: sound of S (S vs. Z) * Lexis: comparatives change words ( ‘far-farther’, ‘good-better’, ‘heavy-heavier’) * Grammar: Comparatives (-ier, -er, less than, more than, less than) * Function: Comparing- clearly compare A and B * Discourse: Group & Class sharing |

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| Assumptions:   * Ss already know how the class is set up and run. * Ss already know some easy comparatives. * Ss might have some confusion on irregular comparatives (i.e. funnier, happier…etc.) |

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| Anticipated Errors and Solutions:   * Students may confuse with using of ‘-er’ and more’   We’ll explain when to use ‘- er’ and ‘more’ during the pre-activity time.   * If Ss make grammatical errors, note it for another grammar teaching class. |

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| References:   * Video “An elephant is bigger than a flea” <https://youtu.be/S297ljlu7BY> * Video script picture 1 (elephant) <http://blog.naver.com/momilye/220868815154> * Video script picture 2 (crocodile) <http://cafe.naver.com/motiontree/12527> * Worksheet#2 picture(detective) <http://blog.naver.com/bamda/220772823860> |

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| **Lead-In** | | | |
| Materials: Realia  White board & market | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | W/class | Greeting  Answering eliciting question | **Procedure:**  **<Greeting& brief rapport>**  Hello everyone. How are you all today? Did you all had lunch? Anyone hungry?  **<Eliciting the comparatives>**  *Here are an apple and a tangerine. Is apple* ***bigger than*** *tangerine****?*** *Which one looks* ***more delicious****? What about the pencils? Which one is* ***longer than*** *the other one?*  *“Can you guess what our topic is based on questions we just asked?”*  (Writing title and samples of comparative sentences on the board.)  “today, we are going to learn about comparatives”  (quickly going over the sentences) |

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| **Pre-Activity** | | | |
| Materials: Video “An elephant is bigger than a flea”, Video script | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | W/ class | Will listening the song and write down comparatives. | **Procedure:**  **<Instructions>**  *“Now, we are going to play the song. Listen carefully and write the comparatives in the song as many as you can. “*  **<ICQ>**  *“What do you have to try to listen for?”*  (Play the song, 1: 30min.)  (Ask Ss if they need to hear one more time)  *“Okay, when you are done, please share with your group and make a group comparative list. And then, come out to the board and write down your group list on the board. “*  *“I’ll give 2min.”*  (Students writing their lists on the board)  *“Okay, \*\* group got the most of comparative! Let’s go over these lists.”*  (Handing out the video script)  (**Bigger, stronger, longer, better, easier**)   * big→ big**ger**   (same one more consonant +er)   * strong→ strong**er** * long→ long**er** * good→ **better**   → **(**irregular comparatives)   * easy→ eas**ier**   → last ‘y’ → ’ier’  (Going over the list and point out the  One ‘-r’ ‘-er’, ‘y→ier’, words and elicit from Ss if they know any other words like that. And introduce words using ‘consonant +er’, ‘more or less + adj., adv.’ for comparative and writing down on the board)  **<CCQ>**  *“When do you use more?”*  *(Ss: when there are 3 syllbus)*  *“How do you make words end with y comparative? “*  *(Ss: We have to change y to i and put –er)* |

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| **Main Activity** | | | |
| Materials: board, board maker, sketch book | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13 | Group | Answering on speed quiz | **Procedure:**  **<Instruction>**  *“Now, we are going to do activity called ‘comparatives speed quiz’.*  *We’ll divide class into 2 groups. Group A and Group B. Then, we’ll show you pictures with verb. You have to come up with 1 or 2 comparative sentences on each pictures. Group which shouts their group name first gets chance to answer first. Since this is speed quiz, you will have 10 sec. to answer on each picture. If your time is over, other group will get chance to answer. Each time, different members have to answer the questions.*  **<ICQ>**  *“Who gets the first chance to answer?”*  *“How many sentences do you have to make for each picture?”*  *“How much time do you have for each picture?”*  *“Let’s start!”*  **<Going over the answers & feedback>**  *“Okay, let’s go over some irregular comparatives verbs on answers.”*  (Going over the answers with Ss and writing down them on the board.) |

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| **Post Activity** | | | |
| Materials: Wish list worksheet. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min. | individual | Working on their worksheet | **Procedure:**  **<Instruction>**  *“Okay, now we’ll hand out another*  *worksheet so that, you can make your wish*  *list! Your task is make your 7 wish lists by*  *using comparatives. You will have 5min.*  *for this task”.*  (Demonstrating & Handing out the worksheet)  **<ICQ>**  What do you have use when you make your  wish list? How much time do you have?  **<Monitoring>**  (Discreetly monitor and add ideas if Ss have  trouble writing.)  (give time warning if needed)  **<Sharing wish list and feedback>**  Let’s hear some of wish list! Can anyone want  to share your wish list?  (Listening 3-4 Ss wish lists)  We hope today’s activity helped you to understand comparative more clearly and use them more easily.  You guys did good job! |

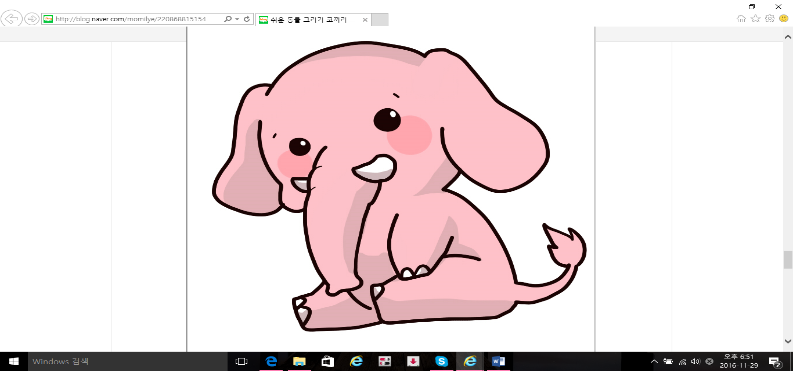
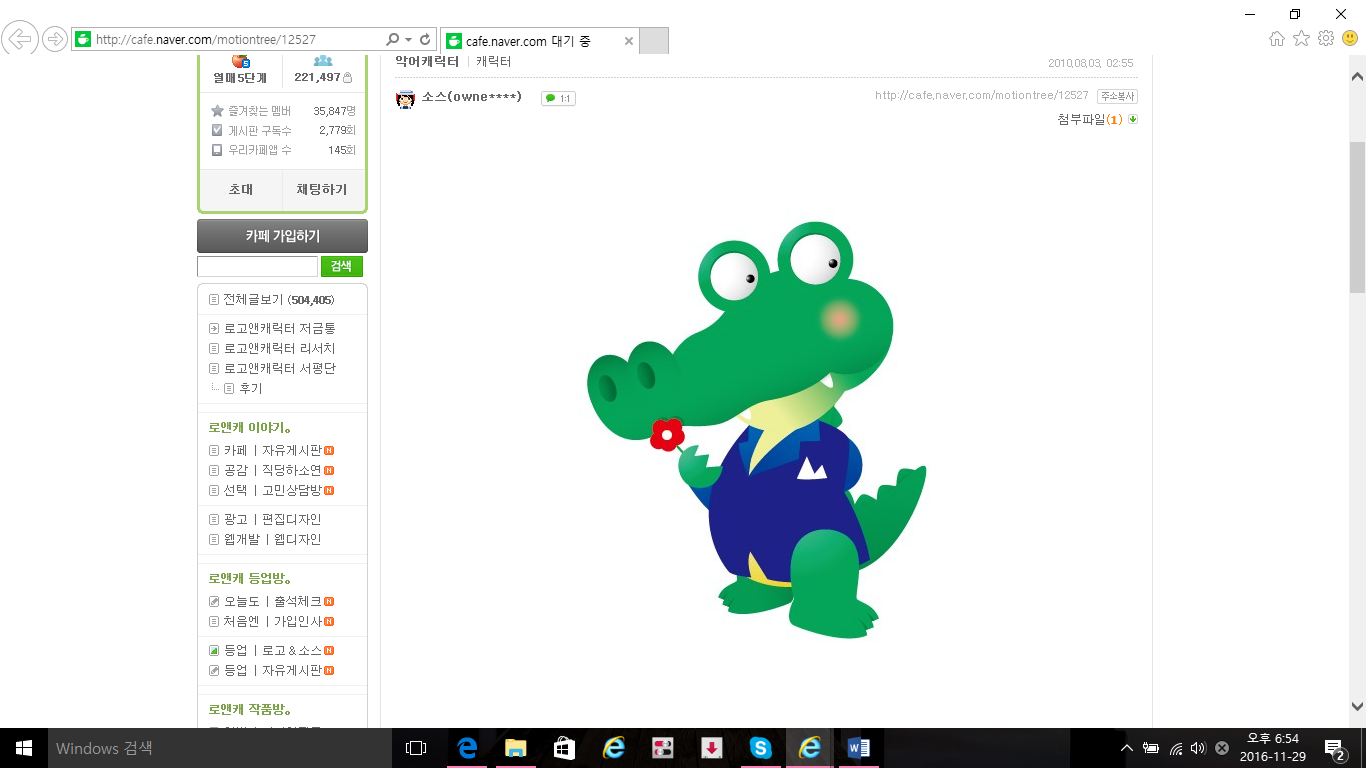
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| **SOS Activity** | | | |
| Materials: board & marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Individual |  | **Procedure:**  **<Instruction>**  *“Now, we’ll going to give you the condition of ‘find something \_\_\_\_than this. You have to find something in the classroom fits to this condition. “*  (Writing the tile of activity on the board.)  ‘Find something bigger than my mobile phone?’  **<ICQ>**  *“What do you have to find?”* |

**Realia (an apple and a tangerine)**



Song‘An elephant is bigger than a flea’ script

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| **Bigger, stronger, longer, better, easier,** |



An elephant is **bigger** than flea.

I said an elephant is **bigger** than a flea.

An elephant is **stronger**.

An elephant lives **longer**.

An elephant is **bigger** than flea.

An elephant is **better** than a flea.

Why?

Because an elephant is **easier** to see in the dark.

An elephant is **bigger**,

much, much **bigger**.

An elephant is **bigger** than flea.

A crocodile is **bigger** than a fly.

I said a crocodile is **bigger** than a fly.

A crocodile is **stronger**.

A crocodile lives **longer**.

A crocodile is **bigger** than a fly.

A crocodile is **better** than a fly.

Why?

Because a crocodile can smile and he can cry.

A crocodile is **better**.

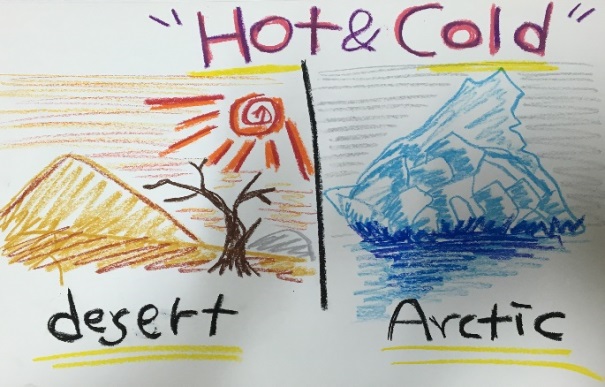
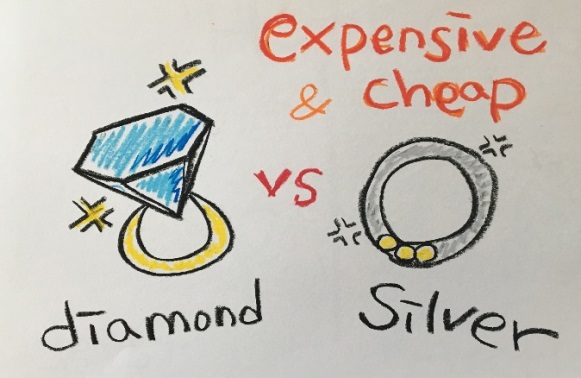
He can even knit a sweater.

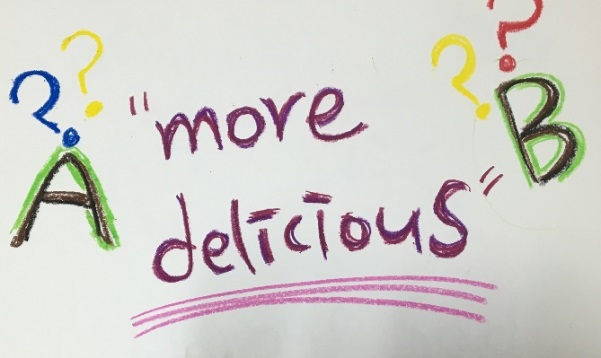
A crocodile is **better** than a fly.

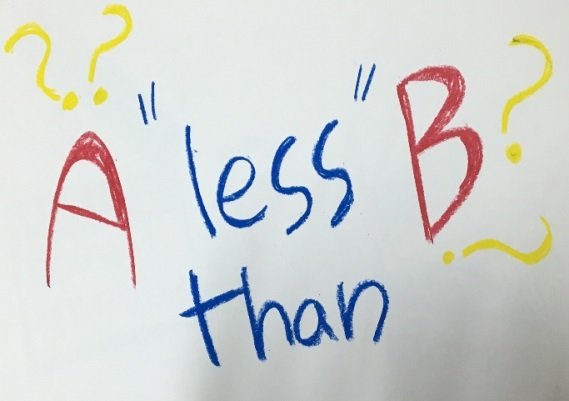
Comparatives speed quiz answers.

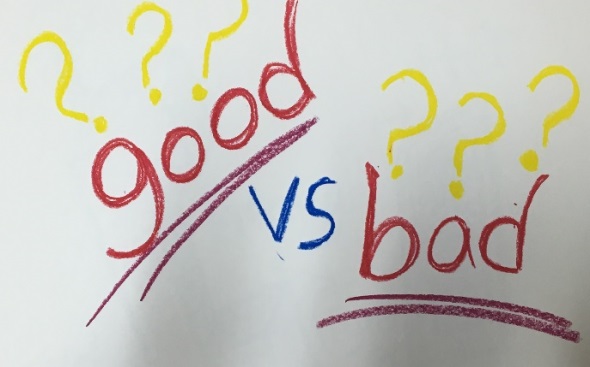
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|  | Answers | |
| 1 | Rabbit is **faster** than turtle | Turtle is **slower** than rabbit |
| 2 | Train is **longer** than pencil | Pencil is **shorter** than train |
| 3 | Diamond is **more expensive** than silver | Silver is **cheaper** than diamond |
| 4 | Desert is **hotter** than arctic | Arctic is **colder** than desert |
| 5 | A **more delicious** B | A **less delicious** B |
| 6 | Lusy is **happier** than Jenny | Jenny is **sadder** than Lusy. |
| 7 | Ant is **smaller** than butterfly | Butterfly is **bigger** than ant |
| 8 | A is **better** than B | B is **worse** than A |
| 9 | Old phone is **heavier** than smart phone | Smart phone is **thinner** than smart phone. |
| 10 | A **less than** B | |
| 11 | Beauty is **prettier** than beast | Beast is **uglier** than beauty |
| 12 | Far-farther/ A is **father** than B | |

Comparatives speed quiz pictures.











Vocabulary List

1. Bigger
2. Stronger
3. Longer
4. Good- Better
5. Easier
6. Happy- happier
7. Funny - Funnier
8. Bad- Worse
9. More – Less



**Worksheet**

**<Wish list>**

Direction: Make your wish list using comparatives.

Ex) I want a nicer car…etc.

1. I want a bigger house. \_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_