|  |
| --- |
| □ Listening □ Speaking □ Reading ■ Grammar □ Writing |
| **Topic: Comparatives** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:**Stella / Marcia** | Level:**High-Beginner** | Students:**12** | Length:**30 Minutes** |

|  |
| --- |
| Materials:* Realia: two different pictures of women's bag (different size and price)
* Adjective list for Board Races activity and transparency tape.(2 copies)
* White board and board markers
* Prize for Board Races activity
* MS PowerPoint file and TV
 |

|  |
| --- |
| **Aims:*** Students will know the structure of comparative adjectives.
* Students will practice using comparative adjectives in context by comparing two things.
* Students will learn how to spell correctly by changing the “-y” to “-ier”
* Students will be revised and practiced the comparison of irregular adjectives like for example: “good and “bad”.
* Students will have practiced the use of the question word “Which?”
* Students will know how to describe each picture’s using the comparative adjectives.
 |

|  |
| --- |
| **Language Skills:*** Reading: looking at the words in the worksheets
* Listening: teachers’ instructions, discussion with the partner
* Speaking: discussing with their co-team members while doing the activity,
* Writing: writing on the board the answers in the worksheets together with their team.
 |

|  |
| --- |
| **Language Systems:*** Lexis: adding ‘er and more to the following adjectives and comparing two things
* Grammar: using comparative adjectives
* Function: comparing two things
* Phonology: Drills
 |

|  |
| --- |
| **Assumptions:*** Students already knew the adjectives and some vocabularies that use.
* Students have some simple oral communication abilities using basic learned phrases and sentences.
 |

|  |
| --- |
| **Anticipated Errors and Solutions:*** If the students might find difficulty in some vocabularies they find out.

→ Give more examples to them.* If the students find difficult on Board Races activity

→ Demonstrate it as an example* Students finish with their task earlier than expected.

→ Encourage them to talk each other longer. |

|  |
| --- |
| **References:*** TESOL Student book “Speaking Lesson Plan”
* http://www.englishcurrent.com/grammar/comparative-superlative-rules-exercises/
* https://www.youtube.com/watch?v=wam5PscoSjU
 |

|  |
| --- |
| **Lead-In** |
| Materials: Realia, board and markers, MS PowerPoint file and TV |
| Time | Set Up | Procedure |
| 3m. | WholeClass | **[Greeting & Brief Rapport]**T: Now I'd like to introduce my babies.(-Women call their bag "baby". Show to Ss pictures of bag and attach them with tape on the board.)What do you think of these? Which one do you like better? Why?(Ss will talk about their idea then write the words from Ss on the board.)(Write on the board "Comparatives".)When we are comparing two different things we put an adjective into a comparative form. |

|  |
| --- |
| **Pre-Activity** |
| Materials: Realia, board and markers, MS PowerPoint file and TV |
| Time | Set Up | Procedure |
| 3m.5m. | WholeClassWholeClass | **[Presentation]**T: Let's say the bag on the left is Tory and the bag on right is Louis.To make comparative sentences, we make regular sentence and change the adjective to a comparative form.Louis is small. Tory is big. Then how can we make comparative sentence?'Louis is smaller than Tory.' or 'Tory is bigger than Louis.'What else we can compare? Right. The price.Louis is expensive. Tory is cheap.Then we can say'Louis is more expensive than Tory.' or 'Tory is cheaper than Louis.'We add 'than' after the adjective when we want to say what we are comparing the subject to.(Make circle 'than' in the sentence.) Sometimes we don't add 'than' because we don't need to. We already know what we are comparing.At this point we should know one thing. Always compare two similar things. For example, [Food-A] is [adjective + er] than [Food-B].[Bananas] are [healthier] than [chocolate]. (○)[Haidi's hair] is lighter than [Sunny]. (X)How can we fix this?(Try to get an answer from Ss.)'Haidi's hair is lighter than Sunny's hair.'Haidi's hair is lighter than Sunny's.'Haidi's hair is lighter.Now, let's talk how we change adjectives into comparatives now.**Rule#1: 1 syllable adjectives + 'er'.**(add 'er' to end of one syllable adjectives.)Add ~er to short word that are only one syllable.(If Ss ask about 'syllable' then answer: A syllable is how many sounds a word is. Usually this is how many times you open your mouth when you say a word; for example, when you say 'big', you only open your mouth once so it is one syllable. However, when you say the word 'beautiful', you open your mouth three times. This means it is three syllables.)- tall → taller- cheap → cheaper- dark → darker- smart → smarterIf the last two letters of the adjective are vowel(a/e/i/o/u) followed by a consonant (d/g/m/p/t, etc), repeat the last consonant to make the comparative form.- big → bigger- mad → madder- hot → hotter- fat → fatter**Rule#2: 2 syllable adjectives(-y) + 'ier'.** (add 'ier' to two-syllable adjectives that end in 'y'.)If the adjective has two syllables then drop 'y' at the end, add 'i', and then 'er'.- easy → easier- happy → happier- lucky → luckier- windy → windier**Rule#3: 'more' + 3(+) syllable adjectives** (add 'more' to adjectives longer than three syllables.)When we have longer adjectives (two syllables that don't end in 'y', or any adjective with three syllables or more), we usually add 'more' before the word and we don't change the adjective.- beautiful → more beautiful- expensive → more expensive- delicious → more delicious- interested → more interested**Exceptions**: irregular comparative forms.- good → better- bad → worse- well → better- far → farther |

|  |
| --- |
| **Main Activity** |
| Materials: Adjective list to put on the board(2 copies), board and markers, prize |
| Time | Set Up | Procedure |
| 15m. | WholeClass | (Attach adjective list on the board, and then write '~er' and 'more' to the both side of the paper.)**[Instructions]**T: Now, we are going to have Board Races activity. Please, come forward everyone. I'm going to make two groups.(Divide Ss into two groups.)I attached adjective list on the board. Both sides are same. Some take 'er' form, some take 'more' form. You need to choose which column the word goes in. For example, the word 'small' we are going to compare two things. Does it become “smaller” or 'more small'?(Ss will answer "smaller")There you go. Then what you need to do is write the full word "smaller" in the correct column. And then get back to the group hand the marker over to the next person and get back to the end of the line. Whoever team wins gets a prize. We are going to do an example. First word is an example.(Demonstrate it with another teacher.)Ready, set, go!(Write the answer on the board and get back to the group. Hand the marker over to the next person.)Okay, let's check everything is correct.(Check with students and let the Ss to make an example of the word.)Can you give me an example?(After finish the activity, give them some prize.)Please get back to your seat. |

|  |
| --- |
| **Post Activity** |
| Materials: N/A |
| Time | Set Up | Procedure |
| 4m. | Pair | **[Instructions]**Now, I want you to find and talk about things that are different with your partner. For example, ask to your partner how old he/she is and compare with your age and then you can make a sentence "He/She is older/younger than me". Try to find 5 different things. Let's share after the discussion.I will give you 5 minutes.Now, time is up. Let's share what you found.(Try to make them share their idea from the discussion.) |