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| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **Topic: Comparative adjectives** |

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| Instructor:  EUN SUN YANG | Level:  Beginner or pre-intermediate | Students:  2 | Length:  45 Minutes |

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| Materials:   * Video clip of the movie, ‘Alice in Wonderland’ * Worksheet * Boardgame, coin, counters * White board |

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| Aims:   * To practice comparing two characters in the movie by answering the questions that they are asked after they watch movie * To recognize and identify comparative forms of the adjectives by speaking some sentences using comparative adjectives * To understand a rule of comparative adjectives by being explained after going through example sentences. * To construct their own sentences using comparative adjectives by practicing it based on their real life experiences. |

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| Language Skills:   * Grammar: Comparative adjectives * Listening: Watching a short video clip of the movie * Speaking: Answering questions to compare two queens in the movie and sharing their own sentences with a partner * Writing: Writing their own sentences using comparative adjectives |

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| Language Systems:   * Vocabulary: adjectives describing people and their adjective forms * Grammar: comparative adjective forms * Function: comparing two nouns |

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| Assumptions:  - Students have some basic knowledge of adjective vocabulary describing people.  - Students are able to construct their own sentences, though they are not grammatically perfect. |

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| Anticipated Errors and Solutions:  - Students may have not seen the movie of Alice in Wonderland.  🡪 Briefly explain the movie for them to have a rough idea about the movie  - Students may not know adjectives listed on the worksheet.  🡪 Ask them if there is any adjectives they do not know and for those adjectives that students may not be familiar, explain the meaning of adjectives by taking some examples.  - Students may have difficulties with constructing their own sentences.  🡪 Standing aside them, observe their activity and support them, when necessary. |

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| References:  Board game from onestopenglish at <http://www.onestopenglish.com/grammar/fun-with-grammar/elementary/boardgame-superlatives/554632.article>  Video clip of the movie at <https://www.youtube.com/watch?v=WpsdWTFRMJg>  <http://moviesegmentstoassessgrammargoals.blogspot.kr/2011/01/alice-in-wonderland-comparatives.html> |

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| **Lead-In** | | | |
| Materials: Video clip “Alice in Wonderland”, Presentation material | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min. | Whole Class | Warm-up | Hi, everyone.  (Show the poster of movie “Alice in Wonderland” to students.)  Does anyone know this movie?  What is the title of the movie?  Does anyone know any of the characters in the movie?  Can anyone describe to us one of the characters in the movie?  (Try to elicit two queens in the movie, the Red Queen and the White Queen. Show the students pictures of those 2 queens.)  Can anyone describe any of these queens, their appearance or their characteristics?  Now, we are going to watch a short part of the movie “Alice in Wonderland”.  When you watch the movie, try to focus on those 2 queens and how they are described in the movie.  CCQ  Which of the characters in the movie should we focus on when we watch?  (Play video clip and let students watch.) |

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| **Presentation** | | | |
| Materials: Presentation material, Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13 min. | Whole Class and pairs | Discussion and Speaking | Did you enjoy the video?  (Hand out a worksheet to students.)  Now, I want you to discuss and work with your partner to place the adjectives on the worksheet that you think is more appropriate for each of the queens.  CCQ  Who do you work with?  What are you supposed to do?  (Students work in pair.)  Now, I will ask you some questions.  The first question is “Who do you think is taller?”  (Students answer.)  Yes, in that case, you could say  “The White Queen is taller than the Red Queen.”  (Repeat the same for the questions below.)  Who do you think is older?  Who do you think is younger?  Who do you think is thinner?  Who do you think is funnier?  Who do you think is friendlier?  Who do you think is uglier?  Who do you think is calmer?  Who do you think is more beautiful?  Who do you think is more arrogant?  Who do you think is more powerful?  Who do you think is more aggressive?  (Repeat all the questions and answers together.)  Can you notice a certain rule here?  When we compare two nouns, we can use the sentence structure like ‘noun(subject)+verb+comparative adjective+than+noun(objective)’.  We have several rules for comparative adjectives. Comparatives are normally formed by adding ‘-er’ to the adjective, especially for one-syllable adjectives.  When a two syallable adjective ends with y we need to replace the y with an I and then add the er.  For an adjective with two or more syllabus (but does not end with y), we use add the word more or less in front of the adjective. |

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| **Practice** | | | |
| Materials: Boardgame, 2 kinds of counters, coin | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20 min. | Whole Class | Board game | Now, we are going to play a game where you will have to compare various things.  Place your counters on START.  You will take it in turns to flip the coin and move your counter round the board.  Heads = move forward one square  Tails = move forward two squares  When you land on a square, you should make a comparison involving two things on the square. For example, Australia is bigger than Britain.  If another player lands on the same square, they must make a different comparison.  If you cannot think of a different comparison, you must move back one square. The first person to reach FINISH is the winner.  CCQ  How many steps can you move forward if the coin comes up heads? How about if the coin come up tails?  What should you do when you land on a square?  (Students play the game.) |

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| **Production** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min.  1 min. | Whole Class  Whole Class | Writing & Speaking | Now, let’s make your own sentences comparing two things from a specific topic.  I will give you some topics that you can choose.  (Write on the board; Cities, Sports, Writers, Films, Inventions, Cars)  Which topic are you interested in?  I will give you 3 min. to think of three examples from the topic you chose.  For instance, if you choose sports as your topic, you can make a sentence like ‘Surfing is more exciting than golfing’.  CCQ  How many questions do you have to think of?  How much time do you have to work on?  (Students think of their own sentences.)  Let’s share your sentences with a whole class.  (Share students’ sentences as a whole class.)  **Conclude lesson**  Hope you enjoyed today’s activities and learning. Hope you feel more confident with comparing two things.  See you next time! |

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| **SOS Activity** | | | |
| Materials: Nothing | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min. | Whole Class | Speaking | Make students come up with sentences comparing two things that they can find in the classroom. |