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| ☐ Listening ☐ Speaking ☐ Reading ☑ Grammar ☐ Writing |
| **Topic: I am taller than you.** |

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| **Instructor:**  Yujin Cho | **Level:**  Low Intermediate | **Students:**  5 | **Length:**  40 minutes |

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| **Materials:**   * Board and 2 board markers * Substitution table * Two different size of cups * List of race game * Worksheets 1 and 2 * 6 copies of sos worksheets |

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| **Aims:**   * Student will predict the meaning of the comparative adjectives by comparing the difference of student’s figure. * Students will know the form of the comparative adjectives by teacher’s explanation and substitution table. * Student will practice the comparative adjectives by answering concept check questions and completing the worksheets. * Student will practice speaking and listening ability by sharing ideas in a group and present each other’s opinion. |

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| **Language Skills:**   * Reading: reading worksheets to answer questions, dialogue * Listening: teacher’s instructions, explanation, and classmates’ ideas * Speaking: drilling, practice activities, and sharing ideas * Writing: worksheet answers and doing home work   **Language Systems**   * Phonology: drilling * Grammar: use of comparative adjectives (“I am taller than…. / This car is more expensive than…”) * Function: describing nouns with adjectives * Discourse: dialogue |

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| **Assumptions:**   * Students know most of words in dialogue. * Students can express many adjectives. * Students are used to working individually and in groups of 2~3 or individually. |

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| **Anticipated Errors and Solutions:**  - Students may have difficulty in understanding the meaning  → Teacher provides more examples.  - Students may have a hard time drilling.  → Teacher gives the students more chances to practice.  - If students need more time to finish their activity (cut-off plan)  → Be flexible with the time as giving student more time to finish their activity and cut off  time of post activity.  - If students finish their tasks earlier than anticipated (sos plan).  → Give students more time on final activity. |

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| **References:**  http://www.teach-this.com/image/resources/dialogue.pdf  http://www.teach-this.com/image/resources/fun-fact.pdf  <http://youtu.be/IgBiKvzooZ4>  <http://Teaching> Grammar with Board Races - TEFL ESL |

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| **Lead-In** | | |
| Materials: two different cups, board, and board marker | | |
| **Time** | **Set Up** | **Description of activities** |
| 1min.  2mins.  6mins. | Whole Class | **Procedure:**  Hello, how was your week?  Did anything special happened last week?  It was very hot, wasn’t it?  Oh wait, Hailey is in vacation this week, isn’t she? Are you enjoying your vacation week?  Apart from Hailey, anybody else who’s going to have your vacation soon or already on vacation?  Well, let’s think about the wonderful summer vacation and let’s have a nice class!  (Students greet back)  **Contextualization**  Could you guys tell me any objects that you are watching in this class? You can pick your own objects, for example, computer, clock, pen, board marker, cup etc.  (grab the cup, marker, pens, etc. put it on the desk to persuade them to say it)  So, here we have the many different objects. How can we describe them? Let’s talk about the words that can describe us the objects. Why don’t we talk about this cup now? How does it look like?  big, short, tall, cute, easy, small……  (Ask for adjectives that students can think of to describe the objects)  Ok, now. We have described nouns with adjectives.  **Guided warmer activity**  Then, also let’s find the differences between you and your friends.  After finding those differences, let’s use adjectives to talk about them.  How do you look different?  For example, a big foot, dark clothes, colorful design shrit, longer skirt etc.  Don’t worry about the grammar. Just find the words that can express the differences and please concentrate on your friends’ expressions too.  **CCQs:**  -When we compare our differences, how do we do that? What do we do?  How do we listen to it? (Persuade them to talk about the common features)  Ok, now everybody standup and Please come forward.  (after the students are in front, give them time to loosen up and mingle a bit.)  Hailey and Brody’s hair length? How different are they?  Lizzy and Denise’s skirt length, how are they different? (Listen to the students’ answers)  Then this time, We will stand in the order of height. Please come on out one by one, and compare heights.  (after standing all of students)  Let’s try to say like me. “I am taller than Winona.” “ Denise is taller than me.”  Now, we’re going to talk about feet size. Let’s stand in the order of feet size. The one with the biggest feet will be first in line. (Lead students compare and say their feet size and tell like “Brody’s foot is bigger than Lizzy.” “ Lizzy’s foot is bigger than Denise”).  (Do it again reversely)  (Hair length, or any other comparison, tries two chosen by the students. The more they practice “more” and “er” the better they understand comparative |

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| **Presentation** | | |
| Materials: Substitution table, board, and board marker | | |
| **Time** | **Set Up** | **Description of activities** |
| 3mins.  3mins.  6mins. | Whole class  Whole Class | **Procedure:**  **1. Recall**  That’s all good. Let’s go back to our seats now.  Was that fun? Did you find that many differences between you and your friends?  What is the most memorable thing from the comparison you made with your friends?  Let’s make the class into two groups and after talking about our activity for 2 minutes, get back together and share.  **CCQs:**  -How much time do we have?  -What do we discuss?  (Let’s students discuss and monitor discretely. After 2minutes, let groups take turns to tell others what difference between students)  **2. Reflect**  You guys did an amazing job!  What do you remember about the differences you and your friend have?  (Write a few sentences so the students can use the comparatives themselves. Also use different color markers to underline the comparatives)  (Guide them use /more/-er/than and understand the differences in use)  **3. Conclude**  **Meaning**  That is very good.  So, We have just learned about comparatives adjectives today.  (write comparative adjectives on the board)  When we describe or compare two nouns or people, we can use comparative adjectives.  We are going to talk about how do we go by using these adjectives?  **Form**  Comparative adjective form is  (write down the form ‘er, more, less, ier/ + than’)  Did you find something unusual, or incorrect on the board?  (Listen to the students’ answers)  (Elicit them to say the four different types of comparison and write them up on the board)  Did you find the pattern?  That’s right. When there’s only one syllable, we add ‘-er’.  And if there are 2 or 3 syllables we can use more or less.  And if the two syllable-word’s last letter is ‘y’ (happy or angry), change the ‘y’ into an “i”, and then add ‘-er’.  Then how about ‘big’ and ‘hot’? is it ‘biger’ and ‘hoter’? Yes?  (Lead the students to find the mistake)  If there’s a “consonant” “vowel” “consonant” pattern then we use the last two consonants.  (Write down the examples on the board)  **Drilling**   |  |  |  | | --- | --- | --- | | Adjectives ending in | Rules | Examples | | One syllable | Adjective+-er+than | tall-taller than | | Two syllable ending with -y | -y/ -i+er+than | happy-happier  than | | One vowel+one consonant | Double consonants+-er+than | hot-hotter | | Two or more syllables | More/less+adjective+than | Important-more/less important than | | Irregular comparatives | Different forms | Good-better  Bad-worse  Many/much-more  little-less |   (When comparing show the drawing, the teacher says the incorrect answer and the students will correct teacher’s answer)  Airplane/car  How many syllables there? Which one is faster?  Fast-food vs Korean food  Healthy, how many syllables in that? Let me use healthy to explain.  Also as an example, let me talk about the irregular comparative forms of adjective.  Example:  good – better/ bad –worse  These shoes are better than my sister’s shoes.  (The teacher writes down the example on the board and explains it to the students) |

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| **Practice** | | |
| Materials: board, board marker, 5 copies of practice worksheets, and race list | | |
| **Time** | **Set Up** | **Description of activities** |
| 3mins.  3mins.  5mins. | Whole class  Individually  Whole Class  Whole class  Individually  Whole Class | **Controlled practice 1**  instruction)  Do the worksheet questions number 1 to 8. Fill the blank with correct answer individually. You have 2minutes.  **CCQS:**  -How much time do you have?  -What do we do?  -Do you read alone?  (Pass out the worksheet and run task)  Feedback)  Do you need more time to read?  (If yes- give 20 seconds extra reading time  If no- check answers together)  **Controlled practice 2**  instruction)  Do the worksheet questions number 9 to 15. fill the blank with correct answer individually. You have 2minutes.  Let’s answer to the questions on the back of the worksheet.  **CCQS:**  -How much time do you have?  -What do we do?  -Do you read alone?  (run task)  Feedback)  Would you like to have more time?  (If yes- give 20 seconds extra reading time  If no- check answers together)  (check answers together)  (Have them answer to the questions individually and say the answer)  **Less-controlled practice**  We are going to play a board race game.  (add list to board and ‘-er’ to list. Or ‘-ier’ to more and then compare)  Let’s make the two teams in class.  One person from the team comes out and writes down a comparative adjective and then the board marker is passed on to the next student, as soon as possible.  It’s a race game.  (They are free to use any word of their choice)  You don’t have write down on the board in order. The team that finishes all the words wins. And then everybody together proceeds to check the answers.  At the end, we will correct them together and make some example sentences.  (Have one student to help out in the process)  (Students not only understand the forms but are also able to use them correctly)  CCQs:  -How would you pass the next to person?  -Do we have to write down the full word?  -Only one person participating, is that it? (Remind them that it is a race)  -Do we have to write them in order?  (They are free to choose) |

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| **Production** | | |
| Materials: board, board marker, and 5 copies of dialogue worksheets | | |
| **Time** | **Set Up** | **Description of activities** |
| 7mins. | Pair  Whole Class | **Free practice**  Instruction)  Now with your partner, pick one of the topics listed on the worksheet. Then make a dialogue. 3 minutes will be given for this task and if you have time left, feel free to choose another topic.  When everybody’s done, we will do presentations.  For example:  If you chose two countries,  A says Korean food is more delicious than Indian food.  B says I don’t agree with you. I think Indian curry is healthier than Korean food.  A : how about fashion style?  CCQs:  What are you going to do?  With whom?  How many topics do we choose in the beginning?  **Wrap-up**  Did you have fun today?  I hope you enjoyed today’s lesson.  We will talk about the superlative next lesson.  We did much better than last class an we will have more  peaceful week than this week because final class is just  around the corner!! |

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| **SOS Activity** | | |
| Materials: 6 copies of game worksheets for A and B. | | |
| **Time** | **Set Up** | **Description of activities** |
| 5mins ~  7mins | Two groups | **Procedure**  Here is a fun guessing game for us to learn comparative  adjectives.  Let us make pairs and name A and B.  (Give each student a corresponding part of the worksheet)  Now, you have worksheet that is different from your partner. Do not show it to your partner.  I will give you 1 minute to read through the sentences about how you can complete each blank.  (give them 1 minute)  Now, let me explain how to do this game.  Student B starts the game by reading the first sentence and guessing missing comparative adjective.  Student B has three chances to guess the comparative adjective.  If student B’s comparative adjective is the same as what student A has in bold on his or her worksheet, Student B scores three points and writes the comparative adjective in the gap.  If the guess is wrong, Student B tries again for two points and then for one point. After trying three times the point is the same as one point.  So, are you ready? Let us begin the game.  (After finishing the game, change the turn)  Then, it is student’s A’s turn to guess the missing comparative adjective in the second sentence.  (After finishing all the game)  Did you finish well? Did you have a good score?  Great job!  How was this game? Did you learn new knowledge?  We learned new facts by using comparative adjectives.  Let us remember these comparative adjectives that we have studied. |







