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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Let’s learn about comparatives.**  |

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| Instructor:Nicole, Sophia | Level:False beginner | Students:Six students  | Length:45min |

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| Materials:* board & markers
* Worksheet1(rewriting), Worksheet2(making sentences), Wall chart
* Computer and projector
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| Aims:* To become familiar with the comparative form of adjectives while practicing with worksheets and discussing with classmates.
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| Language Skills:* Listening: following instructions and watching video
* Speaking: expressing their ideas during group discussions
* Reading: reading and answering worksheet questions
* Writing: writing answers
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| Language Systems:* Lexis & Phonology: comparative adjectives
* Grammar: comparative adjectives(~er +than, ~ier +than, ~ more + than, exceptions)
* Function and Discourse: discussing in group activities
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| Assumptions:* Ss know most of words in the worksheets.
* The teacher’s style of teaching and the speed of the discussion
* Ss can listen and speak in English but not very accurately.
* Students are 18 and up.
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| Anticipated Errors and Solutions:* If Ss have difficulty in doing the comprehension teachers’ explaining and in worksheets.

 -> Give them a hint by a gesture or examples.  - Give students directions. -> Students may need examples. - Ask students as many questions as possible * If Ss need more time to finish their activity (cut-off-plan)

-> Be flexible with the time Give Ss more time to finish their activity and cut off the time of post activity.  |

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| References:Teachers’ Explanation: <https://www.youtube.com/watch?v=lDmjvFOdxvY> <https://www.youtube.com/watch?v=qwrSgTCbg7Q> SOS video clip : <https://www.youtube.com/watch?v=2fQb7_KUs3A>Images: [www.google.com](http://www.google.com) |

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| **Lead-In** |
| Materials: board and makers  |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Answering teacher’s questions | Procedure: **Greeting students**Hello everyone, how are you today? (Students greet back)**Introduce topic** Before we start, We are going to give examples about topic through our conversation. (demonstration) (S)Sophia(S): Hi, I’m Sophia.Nicole(N): Hi, I’m NicoleS: Do you know what the comparative is? N: We use comparatives to compare a quality between two people or things. S: Can you tell the difference between you and me?N: My hand is small.S: My hand is small too.N: Let’s compare our hand sizeS: OH! I’m big.N: Yes, your hands are bigger than my hands. S: Aha! Oh! Your hair is long.N: and Your hair is short.S: Your hair is longer than my hair.N: Exactly! It is the comparative. Did you figure out today’s topic? OK, so today we are going to learn“comparatives” (N) |

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| **Pre-Activity** |
| Materials: Worksheet#1, Worksheet#2, computer and projector |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min5min5min3min5min5min | Whole classWhole classWhole classIndividually Individually In groupsIngroups | Watching clipAnswering teacher’s questionsWorksheet #1 Go over the answersWorksheet#2Present in class | Procedure:Let’s watch video(N)<https://www.youtube.com/watch?v=qwrSgTCbg7Q> show them from 1:15 ~ 2:44- Comparative Adjectives Rules InstructionSo we learned 5 rules about comparative adjectives which are( put up the wall chart)these. (N)First rule is adding ~er to adjectives (For instance, tall can you all answer?)Second rule is dropping ~y and adding ~er to adjectives. Thirdly, consonant vowel+ consonant equals doubles last consonant There are also irregular forms which there are no rules, best way is to memorize.Lastly, when there are two or more syllables, add more in front of adjectives.(N)- Comparative Adjectives Worksheet InstructionRe-Write each sentence below using the comparative form of the adjective in parenthesis. I will give you 5mins. (S)CCQDid students understand?Do they need more examples?Class lets share your answers together.Everyone will answer two to three questions, any volunteers? (If students do not volunteers start from the right end and go counterclockwise) (S)To practice more, we will be salving one more worksheet. You will be working in a group of 3-2. Please look at the words in the box and write sentences about these pictures by using comparative adjectives. We’ll give you about 5 minutes to salve and after your done answering questions, each group will present in front of your classmates.(N)CCQAre there even numbers of students?Did they understand the instructions?For how long? |

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| **Main Activity** |
| Materials: Board |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | In groups | America VS. KoreaRamen VS. Spaghetti | Procedure:- Comparative Adjectives DiscussionInstructionYou will be working in same group. Each group will be given with one topic. Compare each other by using comparative adjectives with your team members. We’ll give you guys about 7minutes to discuss. And pleas share with your classmates. (S)CCQWas the instruction clear?Do they know have some background information about the topic?For how long? |

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| **Post Activity** |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min3min | In groupsIn class | Share your ideas with other group | Procedure:- Share each group’s opinions (S)InstructionLike we mentioned earlier pleas share your groups’ idea of a comparison about the topic we gave you by using comparative adjectives. Each group will have about 2 minutes to share. (S)CCQAre they sharing their ideas?Do they have time limit?-Conclude lessonGreat work everyone!! There will be no homework but please continue to practice comparative adjectives in both classes and outside classes! Enjoy rest of your week and see you next week!(N) |

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| **SOS Activity** |
| Materials: Projector |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | Watching video clips | Class for more example we’ll be showing video clips. Enjoy watching.<https://www.youtube.com/watch?v=2fQb7_KUs3A> |