**Background Information Sheet**

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| --- | --- | --- | --- | --- | --- |
| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Matilda | TESOL | 23/12/2020 | Grammar | PPP | 25 min |

|  |
| --- |
| **Lesson** |
| **Topic** | Comparative Adjectives |
| **Main Aim** | Students will learn the Comparative Adjectives. |
| **Secondary Aim** | Students will practice their speaking fluency.  |

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|  **Materials and References**  |
| **Whiteboard, marker, worksheet, pictures** |

|  |
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| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | 12 years old | **Number of Students** | 5 |
| **Detail** | Students are interested in speaking English but not in grammar. However, they are ready to learn it naturally when good examples of grammar are suggested and a chance to exploit what they’ve learned in real-life situations is given. |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * Students know the vocabulary used in this lesson
* Students have learned about the subject and ‘be’ verb relationship
* Students know how to make the negative form using ‘not’
 |
| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** “The rabbit is faster than the snail” Students may think comparative adjective can be used when comparing more than two things. Make a clear visual context and C.C.Q.
2. **Form:** Students may confuse how to make the sentence with comparative adjectives. Write the sentence on the board and make a table so that they can notice the construction easily.

 1. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words sound stressed?” Board the stress markers in red.
 |
| **Anticipated Classroom Management Difficulties and their Solutions:** |
| The rules of comparative adjective are too much for students to handle in detail within 25 minute lesson. This could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting several basic rules only. Students do not need to feel any stress to learn them because they will have a summary in the worksheet to refer to. |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to * present the target language using a situational presentation
* to be an involver type teacher
 |
| **Stage Name:** Lead-in**Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 2 min | T-S | **Draw, mime, show a picture etc. to create a clear and understandable situation related to your target language. Try to elicit the model sentence (a sentence that contains the target language) by referring to the situation.**-Hello everyone! Show a rabbit first.-What do you see? (rabbit, bunny, run, fast)Write words students talked.Show a snail.-What do you see? (snail, slow)Write words students talked.-Let’s talk about these two things but use the word, “**fast”**.-Make a sentence (The rabbit is fast. The snail is not fast)-Any other sentences? (The rabbit is faster than the snail.) |
| **Stage Name:** Presentation**Purpose of this stage:** Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 20 sec7 min | TT-ST-S | **Board the model sentence (if students are unable to tell you, just board it).**Write the sentence [The rabbit is faster than the snail.] on the board.**CCQ-**Look at this sentence (Point to the model sentence)1. How many things are we comparing? (Two)
2. Are we comparing how fast these two things are? (Yes)
3. Are these two things same? Or different? (Different)

**Form – clarify the affirmative, negative, question form, or other special features. Substitution tables may be of use.**Draw line in the model sentence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| The rabbit | is | faster | than | the snail |

-What can you see in this form of sentence?(subject(noun), be verb, comparative adjective, than, object(noun))

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject(noun) | be verb | comparativeadjective(adjective+er) | *than* | Object(noun) |
| The rabbit | is | faster | than | the snail |

-How do we make this a question form?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Is | The rabbit | faster | than | the snail? |

-How do we make this a negative form?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The rabbit | is not | faster | than | the snail |

-What other adjectives that describes these two things? Let’s find out.(Pointing to the picture)

|  |  |  |  |
| --- | --- | --- | --- |
|  | cute | + r | cuter |
|  | happy | drop y + ier | happier |
|  | sad | d+er | sadder |
| more<-> less | competitive |  | more competitive↔less competitive |

**Drill – drill the spoken form, focusing on contractions, stress and intonation.**1. Say and gesture “Listen and repeat: [model sentence.]”

-Listen and repeat three times.-The rabbit is faster than the snail (X 3)1. Drill will energy and enthusiasm, using natural intonation and stress.

-Which words are stressed? (rabbit, faster, snail)Mark the stress with red marker.1. Make special pronunciation features visible on the board, using colour.
 |
| **Stage Name:** Controlled Practice**Purpose of this stage:** students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked. |
| **Materials:** Worksheet A |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec1 min1 min1 min | TSS – ST - S | **Instructions.** Okay, guys. Here’s a worksheet. There’s a summary of making comparative adjectives in it. You can refer to it when answering questions. You don’t need to do worksheet B.**ICQ.** 1. Are we going to finish only worksheet A? (Yes)

You have 1 minute.**Hand out. Students do a worksheet.** **Pair check.**-Okay, time’s up!-Compare the answers with your partners**Feedback to check accuracy. Board correct answers visually.**Nominate student for each question and let them answer. |
| **Stage Name:** Less Controlled Practice**Purpose of this stage:** students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. |
| **Materials:** Worksheet B |
| **Timings** | **Interactions** | **Procedure** |
| 20sec2 min1 min1 min | TSS-ST-S | **Instructions.**-Move on to the worksheet B. You have 2 minutes.-Compare the answers with your partners.Nominate student for each question and let them answer. |
| **Stage Name:** Production – Freer Practice**Purpose of this stage:** is to get students to practice the grammar communicatively. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec5 min1 min | TS-ST-S | **Instructions. (Visual.)**Talk to your partner about your best friend.You should talk about how different you and your friend are with using comparative adjectives. You have 5 minutes.**Students do a productive task which requires natural communication.** Students talk.-Share your idea with classmates |
| **Stage Name:** Wrap-up**Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1 min10 sec10 sec | T – STT | **Offer delayed corrections to the previous stage.****Set homework.**-Here’s homework. Write a Christmas card to one of your family members.ICQ-What do you have to write? (A Christmas card)**Inform students about the topic for the next lesson.**-In the next class, we’re going to learn Christmas song. It will be very exciting. See you next class, bye! |

**Worksheet A**

**Refer to the table below and change the adjective to comparative adjective.**

Summary – rules to make comparative adjectives

|  |  |  |
| --- | --- | --- |
| Adjectives ending in | Rules | Examples |
| One syllable | +**er** | tall -> tall**er** |
| One syllable ending with e | +**r** | cute -> cute**r** |
| One vowel + one consonant | double consonant + **er** | big -> bigg**er** |
| Two syllables ending with y | drop y + **ier** | easy -> eas**ier** |
| Two or more syllables  | **more** + adjective | Interesting -> **more** interesting  |

1. Russia is than Korea. (large)
2. A singing bird is than a sleeping cat. (noisy)
3. Mary is than Jane. (beautiful)

**Unscramble the words and complete the sentence.**

1. not / John./ is / than / stronger

Tom

1. can / higher / me? / than / he / jump

Can

1. my dad / is / than / older / my aunt

My aunt

**Worksheet B**

**Write a sentence for each picture with comparative adjective.**

|  |  |
| --- | --- |
|  | 1.

 |
|  | 1.

 |
|  | 1.

 |
|  | 1.

 |

**Answer Sheet A**

**Refer to the table below and change the adjective to comparative adjective.**

Summary – rules to make comparative adjectives

|  |  |  |
| --- | --- | --- |
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1. Russia is larger than Korea. (large)
2. A singing bird is noisier than a sleeping cat. (noisy)
3. Mary is more beautiful than Jane. (beautiful)

**Unscramble the words and complete the sentence.**

1. not / John./ is / than / stronger

Tom is not stronger than John.

1. can / higher / me? / than / he / jump

Can he jump higher than me?

1. my dad / is / than / older / my aunt

My aunt is older than my dad.

**Answer Sheet B**

**Write a sentence for each picture with comparative adjective.**

|  |  |
| --- | --- |
|  | 1. **The elephant is heavier than**

**the monkey.**  |
|  | 1. **John is fatter than ED**

 |
|  | 1. **The woman is taller than**

**the man**  |
|  | 1. **The snake is longer than**

**The worm**  |

**Instructor’s Comments and Assessment**

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| --- |
|  **Pros** |
|  |
|  **Cons**  |
|  |
|  **Change**  |
|  |
|  **Overall Comments**  |
|  |
|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |