

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Jane	221WD	21/06/01	Grammar	PPP	25 min

Lesson	
<b>Topic</b>	The elephant is bigger than the mouse.
<b>Main Aim</b>	Students will learn regular comparison for one-syllable adjectives.
<b>Secondary Aim</b>	Students will practice their speaking fluency.

Materials and References
whiteboard and colored markers, worksheet

Student Profile			
<b>Level</b>	Lower Intermediate		
<b>Age</b>	6-12 years old	<b>Number of Students</b>	5
<b>Detail</b>	Students are motivated to learn English. Most of students are shy. A few students have lived abroad.		

Assumptions about students' knowledge as required for this lesson:
<ul style="list-style-type: none"> <li>Students know the vocabulary used in this lesson</li> <li>Students have learned about the subject and 'be' verb relationship.</li> <li>Students have learned about the adjectives.</li> <li>Students have learned about vowel and consonant.</li> </ul>

What language difficulties to expect when presenting, and how to deal with it:
<ol style="list-style-type: none"> <li><b>Meaning:</b> This is about comparison of inequality: more. Make a clear C.C.Q.</li> <li><b>Form:</b> Students may confuse how to make comparative adjectives e.g., when to add -er or -r or double consonant plus -er to the adjectives. Let them practice and use.</li> <li><b>Pronunciation:</b> 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.</li> </ol>

Anticipated Classroom Management Difficulties and their Solutions:
<p>The quantity of new language points to be learned about the comparison is too much for students to handle in a short 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 only a few new concepts about the comparison. The remaining new language points can be presented in the next lesson.</p>
My Personal Aim
<p>What I hope most to demonstrate in this lesson is the ability to</p> <ul style="list-style-type: none"> <li>present the target language using a situational presentation</li> <li>to be an involver type teacher</li> </ul>

<b>Stage Name:</b> Lead-in <b>Purpose of this stage:</b> 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min 30sec	T-S	<b>T : Draw an elephant and a mouse before start.</b> Hello, everyone. Look at this picture, What is this? (It's an elephant.) Right. Then, what is this? (It's a mouse.) Right. Tell me about their size. Make a sentence. (An elephant is big; a mouse is small.) Good. Then, can we make a sentence of an elephant's size compared with a mouse? <b>(The elephant is bigger than the mouse)</b>
<b>Stage Name:</b> Presentation <b>Purpose of this stage:</b> Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1min	T	<b>Board the model sentence (The elephant is bigger than the mouse.)</b>  <b>&lt;C.C.Q&gt;</b> 1) Are they the same size? (No) 2) Is a mouse big like an elephant? (No) 3) Which animal is big? (The elephant)
3min	T-S	
1min	T-S	
		<b>&lt;Form&gt;</b> We can use three ways to compare differences between two things. <b>Board 1) -er :</b> Firstly, you can add -er in the end of an adjective. <b>Board "tall"</b> Can we make comparative adjective here? (taller) good. <b>Board 2) -r :</b> you can add only -r in the adjective ending in "e" <b>Board "nice" :</b> Can we make comparative adjective here? (nicer) good. There is already "e" here. we can put r in the end. <b>Board 3) "fat" :</b> Can we make a comparative adjective of "fat"? fater → Is this right? I'm afraid there's another rule here. If adjective has 1 vowel and 1 consonant in the end of adjectives, you should add double consonant. Let's practice. That's easier to understand. How about big? bigger, How about "thin"? thinner --- Good job.  Can we say "The elephant is bigger the mouse?" without than? (No) Why? We are making comparison sentence, so comparison target comes after "than". we should use "than" after comparative adjectives.
		<b>&lt;Drill&gt;</b> 1. <b>Say and gesture "Listen and repeat 3 times :</b> [The elephant is bigger than the mouse.] Nominate for individual drilling. 2. Which words are stressed? (bigger, than)

<b>Stage Name:</b> Controlled Practice		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30sec	T	<b>Instructions. Hold up the worksheet, point to exercise A.</b> We will do Exercise A only. Don't do Exercise B. Exercise A says to complete the sentences with comparative forms. You can see the word "tall". John is _____ than Mike. How can we make the sentence? (John is taller than Mike.) That's right. <b>ICQ :</b> Should we do Exercise B? (No)  <b>Hand out.</b>
1min	S	<b>Students do a worksheet.</b>
1min	S – S	<b>Pair check.</b>
1min	T - S	<b>Feedback to check accuracy. Board correct answers visually.</b>
<b>Stage Name:</b> Less Controlled Practice		
<b>Purpose of this stage:</b> 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.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30sec	T	<b>Instruction</b> Now, we are going to do Exercise B. Write your own sentences using comparative adjectives.
3min	S	<b>Students do the worksheet.</b>
1min	S-S	<b>Pair check.</b> Now pair check with your partner.
2min	T-S	<b>Feedback to check accuracy.</b> Could you share your own sentence?
<b>Stage Name:</b> Production – Freer Practice		
<b>Purpose of this stage:</b> is to get students to practice the grammar communicatively.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
30 sec	T	<b>Instruction</b> Talk to your partner about your sister or your brother. Describe his/her appearance compared with yourself. If you don't have any siblings, then tell your mother/father's appearance.
5 min	S-S	<b>Students discuss their past using the target language naturally.</b>
1min	T-S	<b>Feedback.</b> Could you share your sister/brother's appearance?

<b>Stage Name:</b> Wrap-up		
<b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress.		
<b>Materials:</b> List all materials that will be needed in this stage.		
Timings	Interactions	Procedure
1 min	T – S	<p>Did you enjoy the class?</p> <p><b>Offer delayed corrections to the previous stage.</b></p> <ul style="list-style-type: none"> <li>• <b>“Look at the board. Here are some sentences I heard. Tell me how to correct them.”</b></li> </ul> <p>No homework today.</p> <p>And, we are going to continue comparative adjectives next lesson. Thank you.</p>

## Instructor's Comments and Assessment

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

## Worksheet : Comparative adjectives

### Exercise A

Complete the sentences.

#### Example

Cats are smaller (small) than dogs.

1. Mount Everest is \_\_\_\_\_ (high) than Mount Blanc.
2. I think weekends are \_\_\_\_\_ (nice) than weekdays.
3. Cars are \_\_\_\_\_ (fast) than bicycles.
4. The sun is \_\_\_\_\_ (hot) than the earth.
5. The earth is \_\_\_\_\_ (large) than the moon.
6. A zebra is \_\_\_\_\_ (short) than a giraffe.
7. A fish is \_\_\_\_\_ (wet) than a spider.

### Exercise B

Write your own sentences.

#### Example

slow – A snail is slower than a mouse.

1. new : \_\_\_\_\_
2. long : \_\_\_\_\_
3. fat : \_\_\_\_\_
4. clean : \_\_\_\_\_
5. slim : \_\_\_\_\_

## Answer sheet : Comparative adjectives

### Exercise A

Complete the sentences.

#### Example

Cats are smaller (small) than dogs.

1. Mount Everest is higher (high) than Mount Blanc.
2. I think weekends are nicer (nice) than weekdays.
3. Cars are faster (fast) than bicycles.
4. The sun is hotter (hot) than the earth.
5. The earth is larger (large) than the moon.
6. A zebra is shorter (short) than a giraffe.
7. A fish is wetter (wet) than a spider.

### Exercise B

Write your own sentences.

#### Example

slow – A snail is slower than a mouse.

1. new : My phone is newer than yours.
2. long : Her hair is longer than mine.
3. fat : I'm fatter than my sister.
4. clean : My desk is cleaner than my brother's.
5. slim : The actress is slimmer than me.