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| **Name: Jin Suk Choi Date: 07/30/11 Length of lesson: 20/30/40/50/60****Comparative and Superlative forms** |
| **Class Profile:** There are five advanced level adult English learners. Mixed ages.  L1 language is Korean. Everyone is here earning their TESOL certification.  | **Lesson Fit:** This is the Grammar which students will learn and understand the usage of comparatives and superlatives through a simple explanation and examples. |
| **Materials:**  Board, markers, worksheet.  |
| **Main Aim:** To enable students to learn and understand the comparative/superlative forms and apply to their English skills through repeated practices and descriptions.**Secondary Aims:** To enable students to use the terms in their daily language without any problem by practicing. **Personal Aims:** I want to time manage better and prepare for an SOS activity in case the class ends up too early. |
| **Anticipated Problems:** The class might finish the worksheet too quickly that there are still time.Students might have trouble filling in the worksheets. Activities might take too long than I expected.

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| **Language Skills:**- Listening: Ss will listen to the teacher’s instructions and their classmates’ speaking.- Speaking: Ss will practice their speaking by reading out the worksheets- Reading: Ss will read the worksheet and practice. -Writing: Ss will write the answers on the worksheet.  |

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| **Language Systems:**- Phonology: None to discuss- Lexis: none to discuss- Grammar: comparatives and superlatives- Function: how to use comparatives and superlatives -Discourse: The four seasons.  |

 | **Solutions:** Teacher will prepare an extra activity or have a feedback time.Teacher will give time to share answers by group works after filling in the worksheet alone. Teacher will give time warning to students.**Assumptions:**Students already know:- Ss have basic knowledge of the comparatives.- Ss will not be familiar with the exceptions of the general usage of ‘-er’ and ‘-est’ |

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| **References**1. Seong-mun Basic English for high school; Seong-Mun Song
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| **Time****Interaction****2 Min****T-Whole Class** **or T-WC****2 Min****T-WC****2 Min****T-S****2 Min****S-S****5 Min****T-WC****5 Min****T-WC****2 Min****T-WC** | **Stage****Lead-in****(Pre-Activity)****(Main-Activity)****Controlled Practice****Controlled Practice****Controlled Practice****Post-Task)****Controlled****Practice****Feedback****Wrap up** | **Objective****To activate the Ss schemata. Ss will grasp today’s lesson topic.** **Eliciting: Teacher will elicit the topic of today’s lesson****Ss will each talk in pairs about the comparatives and superlatives about what they know****Ss will talk about what the know****Teacher will explain the brief rule about the comparative/superlative****Ss will work on their worksheets****Teacher will provide feedback** | **Procedure****Teacher greets everyone.** **“Hello, how was everyone’s weekdays?”****The teacher will start the class by telling a story about the English class he had in the past.****“When I was in English class in high school, I always had a problem with grammar class…”****Teacher will elicit today’s topic by showing some visuals of two or more pictures and relate it to comparatives/superlative.****The teacher will group Ss in pairs and have two minutes to talk about the comparatives and superlatives for two minutes.** **Ss will speak out what they came up with partners and share with other Ss****Teacher will explain the comparative/superlative rule through a small poster prepared.** **Teacher will hand out worksheet about what they learned today and Ss will work on their worksheets for three minutes and if enough time, go over together.****Teacher will wrap up the class.** |

Normal comparatives and superlatives: add –er or -est

**long - longer - longest**

**fast - faster - fastest**

Words that end with ‘e’ : add –r or -st

**nice - nicer - nicest**

**large - larger - largest**

words that end with consonant but vowel the letter before : add another consonant and add –er or -est

**big - bigger - biggest**

**hot - hotter - hottest**

words that end with ‘y’ : change ‘y’ to ‘i’ and add –er or -est

**happy - happier - happiest**

**easy - easier - easiest**

words with two or more syllables: use ‘more’ or ‘most’

**famous - more famous - most famous**

**slowly - more slowly - most slowly**

**beautiful - more beautiful - most beautiful**

EXCEPTIONS

**good - better – best well - better - best**

**bad - worse – worst ill - worse - worst**

**many - more – most much - more - most**

**little - less - least**

※depending on the meaning used in the sentence, the comparatives/superlatives can change.

**old - older - oldest < ☞ 연령, 신구 >**

**old - elder - eldest < ☞ 나이 상의 위 >**

**far - farther - farthest < ☞ 거리, 공간 >**

**far - further - furthest < ☞ 시간, 정도 >**

ex.)

My elder brother is five years older than I. (나의 형은 나보다 5살이 더 많다.)

Would you call again two hours later? (두 시간 후에 다시 전화하시겠습니까?)

I can go no farther. (더 이상은 갈 수 없다.)

For further information, please call us. (더 알고 싶은 내용이 있으면 저희에게 전화하십시오.)

Worksheet!!!!!!! YAY~~~~~~~~~~~~~~~!

**A. Choose the best answer to complete the sentence.**

1. The thief in black pants was (**fast/**faster/the fastest) runner of the three.
2. His head was (more big/bigger) than I thought.

**B. Change the bold words to comparative/superlative form to make the sentence correct.**

1. Canada is one of the **(rich) country** in the world
2. My grade for TESOL midterm exam was **(good)** than I thought.

End of Class!!!!!!!!!!!!!!