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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.   |  | | --- | | **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. |  |  | | --- | | **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 | | | |
| **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**

**old - elder - eldest**

**far - farther - farthest**

**far - further - furthest**

ex.)

My elder brother is five years older than I.

Would you call again two hours later?

I can go no farther.

For further information, please call us.

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!!!!!!!!!!!!!!