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| **Grammar Lesson Plan** |
| **Dumb & Dumber** |

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| Instructor:  Kate Pyo | Level:  Beginner | Students:  12 students | Length:  **20 Minutes** |

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| **Materials:**  - Pictures  - Worksheets #1  - Worksheets #2  - Power-point |

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| **Aims:**   * Ss will predict the form of the comparatives by comparing pictures. * Ss will know the form of the comparison by teacher’s explanation and substitution table. * Ss will practice the comparatives by answering questions and completing the worksheets. * Ss will enhance speaking and listening ability by sharing ideas in a group/pairs. |

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| **Language Skills:**   * Reading: worksheets, quiz * Listening: the teacher’s explanation & the other students’ ideas * Speaking: drilling, practice activities, post-task * Writing: worksheets |

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| **Language Systems:**   * Phonology: drilling * Grammar: use of the comparison –er/more * Function: discussion |

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| **Assumptions about students**:  Students already know:   * how the class is set up and run * how to work with pairs or groups * Ss are able to how to compare but with some errors.   **Possible Problems and Solutions:**  Ss may have difficulty in understanding the form/meaning   * Teacher provides more examples.   Ss may have a hard time less controlled activity.   * Teacher helps to give some antonym words.   If Ss need more time to finish activities.   * Cut off the time for management. (Micro teaching) |

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| **References:**   * English Grammar in Use 4thEdition(Raymond Murphy) p.210-211 * <http://azargrammar.com/assets/beginning/BEGTeachersGuide/BEG_TG_Ch16_pp169_179.pdf> * <http://www.michellehenry.fr/compsup2.htm#cs> * <http://www.the-top-tens.com/lists/greatest-jim-carrey-movies.asp> * <http://en.wikipedia.org/wiki/Jim_Carrey> * <http://en.wikipedia.org/wiki/Harrison_Ford> * Pictures searched at Google * Student Book |

**Procedures**

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| **Lead-In** | | |
| Materials: PPT | | |
| Time | Set Up | **Description of activities** |
| 2 min | Whole class | Hello! Everyone. How was your weather today? It’s getting chilly. It’s colder than yesterday.  **<Eliciting>**  Who is famous American comedian actor? One of the biggest movie stars in Hollywood?  He is very well-known in Korea too. Can you guess who is he?  (Ss give answer.)  Yes, right. He is Jim Carrey.  Have you ever watched his movies? Can you give names his movies?  (Write Ss answers on the board)  ..Dumb & Dumber |

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| **Presentation** | | |
| Materials: PPT(Pictures, Substitution table, CCQ pictures) | | |
| Time | Set Up | **Description of activities** |
| 5 min  2 min  3 min | Whole class  Whole class  Whole class | **1. DO(Guided Inductive Warmer)**  Today, we will learn about comparison. (Give the context to Ss)  *(Show slide#4 in PPT)*  I want to know who is smart in this class.  Could you give me answer?  7+14=?  Right, what about next question?  It looks very difficult to solve. I never can do.  Which one do you think easy?  (Ss answer easy, difficult)  (Ss may answer below.)  First question is much **easier than** Second one.  Second question is **more difficult than** first one.  *(Show slide#5 in PPT)*  Compare 2 pictures.  Elicit words like old, young and handsome.  older, younger, more attractive  Harry **is older than** Tom Brown.  Tom Brown looks **younger than** Harry.  *(Show slide#6 in PPT)*  Can you see any differences between Chris & Jennifer?  (Let Ss compare the picture and talk.)  Elicit Synonyms & Antonyms  **shorter/taller … fatter/thinner**  *(Show slide#7 in PPT)*  (Let Ss compare the picture and talk.)  Give Ss a situation that 1st (left side) picture happens in a funeral.  And ask look at their faces. How they look?  Elicit words like happy, sad, gloomy and serious.  (Teacher gives explanation.)  A family (right side) looks **happier than** the other in the funeral.  The family in the funeral seems like **more nervous and sadder**.  **2. RECALL**  Ok, I guess you’ve just learned how to compare.  Tell me what you know the comparatives.  Gide: give one of each word ‘older’, ‘more difficult’ on the screen and let Ss answer freely.  *(Show slide#8 in PPT)*  **3. REFLECT**  Elicit grammar forms from Ss.  Great job! There’re 2 different forms in comparison.  As you see these words, we use **‘–er/more**’ when comparing.  **4. CONCLUDE**  Great everyone! We have just learned comparison. There are 2 different forms.  **1)1ST Form**  *(Show slide#9in PPT)*  We use **–er** for short words which are one syllable.  At the end of word you can attach to **–er** behind.  But, we also use **–er** for 2-syllable words that end in **–y(y➞ ier)**  Teacher read happier, easier.  **2)2nd Form**  We use **more** for longer words which are more than 2 syllables.  *(Show slide#10in PPT)*  **3)Substitution Table & Drilling**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | He/she | is | older | than | Tom. | | I | am | younger | you. | | They/We | are | more nervous | them. |   OK, listen to what I say and don’t repeat.  CCQ) Do you repeat?  OK, now listen and repeat.  CCQ) Do you speak after me?  Point to the substitution table while reading and whole class repeat.  **4)CCQ**  *(Show slide#12in PPT)*  Is Chris tall? Is Jennifer short?  *(Show slide#13in PPT)*  Who is old? Is Tom young?  *(Show slide#14in PPT)*  Who do you think smart? Do they look stupid? |

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| **Practice** | | |
| Materials: Worksheet #1 and #2, Board and Makers | | |
| Time | Set Up | **Description of activities** |
| 5 min | Whole class  In pairs  In pairs | **1. Controlled Activity**  (Distribute worksheets.)  Complete the sentences with your partner. Use the comparative forms of the word in the box. I will give you 2 min.  <CCQ>  Do you work alone?  How many minutes do you have?  Monitor discreetly. Walk around the room.  Give time warning: 30 Seconds left.  Okay, time’s up! Let’s see your answers.  Let Ss answer one by one each group.  **2. Less Controlled Activity**  Read the situations and complete the sentences. Use a comparative form. Also you’re working with your partner. Let’s start! I will give you 3 mins.  <CCQ>  Do you work alone?  How many minutes do you have?  Let Ss answer one by one each group. |

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| **Production** | | |
| Materials: n/a | | |
| Time | Set Up | **Description of activities** |
| 3min | Whole Class  groups  Whole Class | **Free practice**  OK, today you have learned how to compare using the forms.  You will find out about your family members’ differences with your group member. You can ask if how tall is your friend’ father to compare? Or ask brother, sister ages. So make one comparative sentence about your group. You 3..4 are together. You 3..(grouping)  I will give you 1 min.  <CCQ>  What will you do?  Are you working alone?  (Share Ss’ oppion) |

**(Worksheet#1)**

1. This coffee is very weak. I like it stronger.

2. Don’t worry. The situation isn’t so bad. It could be .

3. It’s too noisy here. Can we go somewhere .

4. I broke up with Jenny. Actually I want . girl friend.

5. We hate each other, but now we are . than ever.

**quiet close pretty ~~strong~~  good**

**(Worksheet#2)**

Read the situation first and complete the sentences. Use comparative forms.

1. Yesterday the temperature was 14 degrees. Today drops three degree down.

* It’s *colder than* yesterday.

2. The journey takes four hours by car five hours by train.

* It takes *by car.*

3. Dan and I went for a run. I ran 10 km. Dan stopped after 8 km.

* I ran Dan.

4. I expected my friends to arrive at about 4pm. In fact they arrived at 2:30 pm.

* My friends I expected.



