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| [ ] Listening/Speaking [ ]  Reading X Grammar [ ]  Writing |
| **Topic: Comparative Race** |
| Instructor:**Roxanne** | Level:**Intermediate** | Students:**8** | Length:**53 Minutes** |
| Materials:- White Board and Markers- Toy Box- Toys Teddy bearDonkey- Sentence Cards  “Teddy is as cute as Donkey.” “Teddy is softer than Donkey.”“Teddy is more expensive than Donkey.”“Donkey is thinner than Teddy.”“Teddy is better than Donkey.”- “Baby And Dog” Situation Cards - Laptop- “My Love” Song - “My Love is..” Work Sheet- “Comparative Game” Wall Chart  |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson.)**- Improve Ss grammar skills about comparative degree by activity. - Improve listening and speaking ability by listening to T and discussing with Ss.- Discuss each other through the activity. |
| Language Skills: **(Lists what language skills students will be using by participating in the activities of the lesson.)**- Speaking: Sharing Ss’ opinion, answering T.- Listening: T talk, Ss talk, activity.- Reading: Drilling wall chart.- Writing: Writing sentences about new lyric of my love song. |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**- Phonology: Discussion, T talk and Ss talk, drilling.- Function: Writing - Lexis: Comparative degree- Grammar syntax: Subject + (be verb or base verb) + adjective + -r, -er, -ier- Discourse: Group discussion, responding the T, activity. |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**- Ss know teacher’s style of teaching.- Ss will be able to use adjectives in comparative degree at the end of the class.- Ss will be able to express their ideas and opinions in English. |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be)**- If Ss may not be able to express. ☞ Solution: T gives them little examples.- If Ss can’t finish the task in time ☞ Solution: Give them extra time to finish the task.- If Ss do their works earlier than planed ☞ Solution: Let them share ideas. |
| References: <http://www.youtube.com/watch?v=u9IXHvy9DbE> |

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| **Lead-In(Warm-Up Part to activate and create interest in the lesson) 10 minutes** |
| Materials:- Toy Box- Toys Teddy bearDonkey - Sentence Cards  “Teddy is as cute as Donkey.” “Teddy is softer than Donkey.”“Teddy is more expensive than Donkey.”“Donkey is thinner than Teddy.”“Teddy is better than Donkey.” |
| Time | Set Up | Student Activity& Goals | Teacher Procedures and Instructions actions |
| 1min2min3min3min1min | WholeWholeSsWholeWhole | Ss greet the teacher.Ss listen to teacher.Ss talk their ideas.Ss check the sentence cards and become interested.Ss become interested in theActivity. | Greeting. Tell T’s stories related to toys.Elicit the ideas from Ss.T gives sentence cards and information.T decides to choose Teddy Bear. |

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| **Pre-Activity(Presentation Part Presenting the language structure to be covered in the lesson) 13 minutes** |
| Materials: - White Board And Marker- “Baby And Dog” Situation Cards  |
| Time | Set Up | Student Activity& Goals | Teacher Procedures and Instructions |
| 3min5min5min | WholeWholeWhole | Ss listen what T says.Ss predict the situation and fill in the blanket.Ss Follow the drilling.  | T explains comparative degree.T gives example with the situation cards.T encourages Ss to predict what comparative used.Do drilling with Ss.Subject + (be verb or base verb) + adjective + -er |

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| **Main Activity(Practice to Production Part Teacher lead practice of the language presented) 20 minutes** |
| Materials:- White Board and Markers- Laptop- “My Love” Song - “Comparative Game” Wall chart |
| Time | Set Up | Student Activity& Goals | Teacher Procedures and Instructions |
| 2min3min5min4min5min1min | WholeGroupGroupGroupWholeWhole | Ss listen and get ready for activity.Ss move into 2groups.Ss do activity; fill in the blanket as soon as possible on the wall chart one by one in Ss’ groups.Ss Discuss the correct answer and fill in the blanket again. Ss check the answers.Ss listen to T. | T gives instruction to start the activity.T divides Ss into group and hand out the wall chart.T gives information about the wall chart and game.T turns on the music to start.T monitors and gives encouragement.T gives encouragement to change the correct.T gives correct answer.Congratulate and thank Ss; give Ss positive feedback. |

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| **Post Activity(Wrap-Up Part Close the Lesson on a high note to consolidate language learned)10 minute** |
| Materials:- White Board and Markers- Laptop- “My Love” Song- “My Love is..” Work Sheet |
| Time | Set Up | Student Activity | Teacher Procedures and Instructions |
| 2min4min3min1 min | WholeGroupWholeWhole | Ss listen to music “My Love” Ss discuss new lyric and write down.Ss present the new lyric.Ss listen and say bye to T. | T turns on the music.T gives example to Ss.T encourages Ss’ presentation.Close by giving Ss feedback about their ideas and improvement and thanking Ss. |

“My Love is ...” Work Sheet

<My Love – Petula Clark>

My love is warmer than the warmest sunshine softer than a sigh

My love is deeper than the deepest ocean wider than the sky

My love is brighter than the brightest star that shines every nigh above

There is nothing in this world that can change my love

☺ Write New Lyrics ☺

EX) My love is more precious than diamonds.

My love is than

My love is

My love is

My love is

My love is

My love is

“Baby And Dog” Situation Cards



<Let’s make a completed sentence!>

A dog is as as a baby.

cute

A baby is than a dog.

big

A dog is than a baby.

strong

A baby is than a dog.

beautiful

<Which sentence is correct? Please check ( o ) or ( x )>

A dog is smarter than clever. ( )

A dog is more smart than clever. ( )

“Comparative Game” Wall Chart

