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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Title:** |

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| Instructor:  Kimmy | Level:  Intermediate | Students:  **9** | Length:  **35min** |

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| Materials:   * Realia * PPT * Worksheet #1, #2 * Board and Marker * Music |

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| Aims:   * Main aim: Ss will be able to improve grammar skills about comparative by using discussion and worksheet. * Secondary aim: Ss will be able to share their own ideas. * Ss will be able to practice using the comparative by discussing. |

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| Language Skills:   * Reading: Ss will read PPT and worksheet. * Listening: Ss will listen teacher’s talk and other students’ opinions. * Speaking: Ss will talk about their opinions during the discussion and answering the questions. * Writing: Ss will writing some sentences about comparative. |

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| Language Systems:   * Phonology: Drilling * Function: discussing * Lexis: Using comparative adjectives * Grammar: Comparative * Discourse discussion about the topic |

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| Assumptions:   * All Ss can speak and write in English. * Ss may already have heard about comparative. * All Ss know many adjectives. |

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| Anticipated Problems and Solutions:   * If Ss may not have many ideas.   T gives them little examples.   * If activity lasts too long.   T cuts the unnecessary parts.   * If Ss are shy.   T encourages them and gives positive feedback. |

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| References:  <http://bit.ly/2aKyOlR>  <https://www.google.com/imghp?hl=ko>  <http://www.onestopenglish.com> |

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| **Lead-In** | | | |
| Materials:  - worksheet #1  - Computer (to play the music)  - Board and marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  3min | Whole class | Listening teacher’s talk and speaking  Listening and answering  Writing  Answering | Hello everyone! How was your weekend?  (Wait Ss responses)  I saw the news; this summer is hotter than last summer. Do you agree with that?  Instruction  Ok, now we’re going to listen to the song.  The title is ‘stronger’  I’ll give the worksheet before you listening and then listen to the music and fill in the blank.  I’ll play the music once but if you want play one more.  ICQ  Will you just listen to music?  Then what will you do?  What is the title of the song?  (Play the music)  Do you want to listen again?  (If Ss want to listen again, play one more)  Now, check the answer  (Check the answer on the board) |

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| **Present** | | | |
| Materials:  - PPT | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Whole class | Answering  Listening and Drilling  Answering    Listening and answering | Can you guess today’s topic?  (Ss answer)  I’ll show some images. Let’s look at it.  We are going to learn about comparative.  (On 2nd slide)  Reflect + Drilling  Comparative adjectives have three types  Fist, one syllable. Can you tell me the form?  It form is adjective + er than. I’ll read an examples here and repeat after me. I’ll read first one and you guys say the next one (read e.g. on slide)  Second is two syllables ending in ‘y’. this ‘y’ will change to ‘I’ and add er. For example, (read e.g. on slide)  Well done!  The last third is two or more syllables. It comes more blah blah than. e.g. (read e.g. on slide)  Next is Double the consonant.  Do you know what it is?  (Wait Ss responses)  Great! As you can see it vowel + consonant will be double consonant.  But there’s an exception.  If the consonant is w, don’t double the consonant.  CCQ  Can we put double the consonant after the ‘w’?  When should we put double the consonant?  Now, we’re going to practice.  Tell me the next one.  (On 4th, 5th, 6th slide)  This is an irregular comparative.  Reflect  Can you tell me what are these comparative in here?  (On 7th slide)  It’s the last comparative.  As + adjective or adverb + as  This comparative form can express equality. |

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| **Practice** | | | |
| Materials:  - PPT  -worksheet  -half piece of papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Individually | Listening and answering  Writing  Answering  Listening and writing  Presenting | (On 8th slide)  Use the adjectives to make at least two comparisons.  Any volunteer?  (On 10th slide)  Could you describe this picture by using the comparative as…as?  (Wait Ss responses)  (On 11th slide)  How about these pictures?  Well done guys!  Now I’ll give you a worksheet.  Fill in the blanks individually.  I’ll give you 3minutes.  ICQ  Do you work in pair?  How much time do you have?  Ok, guys’ times up!!  Let’s check the answers.  (checking the all answers)  I have half piece of papers in here.  Describe two your favorite food by using the comparative.  You have 3minutes.  Now, let’s hear some ideas. Do we have any volunteers?  (listen to 1-2 students tell their ideas) |

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| **Produce** | | | |
| Materials:  - None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Pair | Listening  discussing | Now, we’re going to do discussion with your partner.  The topic is ‘When you eat the cereal prefer the crunchy cereal or soggy cereal’  ICQ  What are you discussing about?  (If someone don’t know the soggy mean)  Something is unpleasantly wet.  (If pair have same opinions)  sharing your opinions about why do you think of that  Ok, guys’ times up!  Today, we learned about the comparative.  Who can tell me about it?  (Wait Ss answer)  Great! Thank you for everything. |

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| **SOS Activity** | | | |
| Materials:  - Realia (red apple, green apple) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | Whole class | Listening teacher’s talk and answering. | Oh, we have extra time.  I bought some fruits. This apple is 2500won and this one is nearly 900won. What do you think?  (Wait Ss responses)  Could you compare red apple with green apple?  (Ss answer) |

Worksheet#1

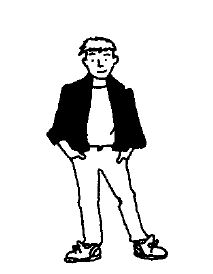
You know the bed feels   
Sleeping here alone  
You know I dream in color  
And do the things I want  
You think you got the of me  
Think you had the last laugh  
Bet you think  
that everything good is gone  
Think you left me broken down  
Think that I'd come running back  
Baby you don't know me  
cause you're dead wrong  
What doesn't kill  
you makes you   
Stand a little

Doesn't mean I'm lonely  
when I'm alone  
What doesn't kill  
you makes a   
Footsteps even   
Doesn't mean I'm over  
cause you're gone  
What doesn't kill  
you makes you ,

Just me myself and I  
What doesn't kill  
you makes you   
Stand a little   
Doesn't mean I'm lonely  
when I'm alone

Worksheet #2

1. **Read the sentences and put the correct names under the picture**

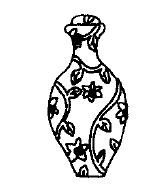
****1 Alan is older than Sean,

but he isn’t as old as Jordan.

Jordan isn’t as short as Sean,

but he’s shorter than Alan

a b c

2 The Egyptian vas is

 not as tall as either the

Greek of the Chinese

vases, while the longer

neck of the Chinese

vase makes it more

attractive than the others

a b c

1. **Look at chart. Compare Miss Bennet with her brother and her best friend Tina Robbins:**

**Example:** (Miss Bennet / tall / Tina Robbins) *Miss Bennet is taller than Tina Robbins*.

1. (Miss Bennet / short / her brother John)

2. (Her best friend / young / Miss Bennet)

3. (Miss Bennet / fat / Tina)

4. (Miss Bennet / slim / her brother)