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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Comparative Adjectives** |

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| Instructor:  Kim Yeonkyung | Level:  Beginner | Students:  5 students | Length:  40 minutes |

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| Materials:   * Vocabulary worksheet (5 copies) * Empty paper (5 copies) * White board and board marker * Powerpoint |

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| Aims:   * Students will practice how to compare two objects in full sentence by completing worksheet. * Students will be able to practice speaking and listening by sharing their job * Students will learn the patterns to compare two objects by completing worksheet |

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| Language Skills:   * Listening : teacher talk, classmates talk, sharing information with classmates * Reading : practice worksheet question, vocabulary worksheet * Speaking : speak with classmates * Writing : write down practice worksheet |

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| Language Systems:   * Lexis : vocabulary * Grammar : patterns of comparative adjectives, sentences to practice comparative adjectives * Function : ask and answer the questions by using patterns |

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| Assumptions:   * Students can recognise the differences between two objects * Students know the adjectives used to describe size or length of the objects like big, small, heavy, long, short etc. * Students know what compare means |

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| Anticipated Errors and Solutions:   * It takes time than expected * Give them more time, not exceeding 5 minutes * Students finish their works faster than expected * Give them SOS activities * Students may have difficulties in understanding the patterns and use it * Give them more examples and explanation |

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| References:  <https://www.youtube.com/watch?v=9S7DY2lgJlU>  <https://www.youtube.com/watch?v=eOXHiiJUfcw>  <https://agendaweb.org/exercises/grammar/comparison/comparison-write-2> |

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| **Lead-In** | | |
| Materials: Whiteboard, Boardmarker | | |
| Time | Set Up | Teacher Talk |
| 3m | Whole Class | *T : Hello everyone!*  *Have you been to supermarket before?*  (Draw two apples and two bananas with different size)  *If these two apples are same price, do you want small one or big one?*  *How about bananas? Do you want big banana or small banana if they are selling at the same price?*  (Students answer whether they want big or small fruits)  *As you did just now, in our lives, we are facing situations to compare two or more things. Today we will learn how to compare two objects.* |

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| **Pre-Activity** | | |
| Materials: Vocabulary worksheet, whiteboard, Boardmarker | | |
| Time | Set Up | Teacher Talk |
| 12m | Whole Class | **Vocabulary**  Instruction  *T : Before that, we will learn some new grammar vocabulary.*  *(Write the word below and explain & write the meaning)*   * *Comparative Adjectives : used to compare differences between the two objects.* * *Consonant : Z,B,T,H* * *Vowel : A,E,I,O,U sometimes Y* * *Syllable :beat of the word. Let’s watch the video!*   CCQ   * *What is consonant and vowel for “Bird”?* * *How many syllable for “Bird”?*   *T : It seems everyone understand what these words mean. You don’t need to memorize it, just understand what they are. So now, we will learn some patterns of comparative adjectives. Let’s watch a short video clip together.*  (Turn on the video)  **Video Clip**  (Video ends)  *T : Now, I will replay the clip one more time and please find out patterns of comparative adjectives and write down on the paper.*  *(Pass up the empty paper and play again or give more time if needed.)*  *T : Good. Did you find out any patterns of forms of comparative adjectives? This video explains different patterns. Anyone has noticed the differences?*  (Let students find answer themselves or explain direct if they can not find out)  *T : For comparative adjectives, we use -er or -ier than at the end of the words. So, we will learn when do we use -er or -ier. Let’s see the powerpoint slide first.* |

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| **Main Activity** | | |
| Materials: Grammar practice worksheet, whiteboard, boardmarker | | |
| Time | Set Up | Teacher Talk |
| 15m | Whole Class | **Powerpoint**  *T : As we discussed before, there are different forms to compare...*  (Explain the form & give them some examples. If students do not understand, explain again)  *T : So now, I will pass up the worksheet to make you clearer than before.*  (Pass up the worksheet)  **Worksheet - Controlled Practice**  Instruction  *T : Try to fill in the blanks. You have 7 minutes to complete.*  CCQ   * How much time you have? * When do we use -ier? * When do we use -er?   *T :Good, you may begin.*  (Monitor each students and guide them in a correct way if they make error.)  *T : 3 minutes left.*  *T : Alright, It seems everyone has done.*  (If some students have not finished the task, give them more time around 2-3 minutes Write the answers on the paper and let student check themselves. If they wrote the wrong answer, correct the answer and explain why it is wrong) |

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| **Post Activity** | | |
| Materials: Worksheet | | |
| Time | Set Up | Teacher Talk |
| 10m | Group  Whole Class | **Free Practice**  Instruction  *T : Now, we will make groups in a pair. Pair with person next to you. Make 5 sentences comparing you and your partner using comparative adjectives. You have to write down what your partner say. Use the empty paper that I passed before. You have 5 minutes.*  Demonstration  *T : For example, if A is my partner, I can say that “My hair is shorter than A” and A will write down what I said.*  CCQ   * What do you have to write down? * How much time you have? * How many sentences you have to write?   *T : Good. Tell me what your partner said. We will start from \_\_\_\_.*  (All students shared what they said.)  **Wrap-Up**  *T : Today we have learnt how to compare two objects. This is the end of the lesson. I hope you all enjoyed today’s lesson. Thank you!* |

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| **SOS Activity** | | |
| Materials: | | |
| Time | Set Up | Teacher Talk |
| 10m | Individual | *T : Let’s compare at least 10 things in this class individually and make sentences. You will have 5 minutes to do it.*  Demonstration  *T : For example, “The whiteboard is bigger than me” or “ I am smaller than whiteboard”.*  CCQ   * How much time you have? * How many sentences you have to write?   *T : Good. You may begin.*  *T : Times up! If you are done, please choose 3 sentences from what you wrote and write on the whiteboard.* |



