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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Which is bigger?** |

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| Instructor:  Chang Ho Yoon  (Isaac) | Level:  Pre-Intermediate | Students:  Elementary Kids | Length:  35 Mins |

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| Materials:  Board & Marker  Worksheet #1 – Matching words  Worksheet #2 – Changing to comparatives  Worksheet #3 – Substitution Box  Picture Cards of Animals |

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| Aims:   * Learning the different forms of the comparatives by checking the certain rules * Learning how to choose appropriate adjectives by a matching words activity * Practicing how to change adjectives into comparatives by the gap filling activity * Getting more fluency by the substitution box activity in a pair * Practicing speaking and listening ability by making an own comparative sentence |

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| Language Skills:   * Listening – Teacher’s explanation, Interaction with classmates * Speaking – Interacting with classmates * Reading – Questions on worksheets, Board * Writing – Writing answers on worksheets |

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| Language Systems:   * Phonology – Drilling * Grammar – Use of the comparatives * Function – Practicing the grammar learned in a pair |

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| Assumptions:   * Students know the certain adjectives for animals. * Students are kids under 10. * Students know simple present tense and possessives. |

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| Anticipated Errors and Solutions:   * Students may feel difficulties while certain repetition such as drilling. * Teacher should give students more chances to practice during the class. * Students may not understand the sentences on worksheet. * Teacher should give students more time and more examples. * Students may feel squished with several activities. * Teacher should provide enough time to think and proceed. * Students may finish all the activities earlier than expected. * Go for SOS plan |

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| References:   * Binder P181 - 186 |

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| **Pre-task** | | | |
| Materials:  Board & Marker  Picture of the zoo on the screen  Worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 Mins  5 Mins | Whole Class | Thinking about the animals that students can see at the zoo.  Match appropriate adjectives to each animal. | **Contextualization**  (Show the picture of the zoo on screen.)  If you go to the zoo, what do you see? Animals! What kinds of the animals can we see at the zoo?  (Ask students about their favorite animals and let students describe the animals orally.)  **Guided warmer activity**  (Give students the worksheet #1.)  Ok, have a look at the worksheet. We see some adjectives on top and pictures of different animals under it.  **Instruction**  Let’s match appropriate adjectives for each animal. I will give you 5 mins.  **CCQ**  What do we do now?  How much time do we have? |

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| **Present** | | | |
| Materials:  Board & Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 Mins | Whole Class  Whole Class | Learn how to change adjectives into comparative forms. | **Review**  (Write the first sentence of worksheet #1 on board.)  A lion has sharp teeth. Let’s compare lion’s teeth with rabbit’s teeth. Which is dangerous? In this case, we can use comparative form of sharp.  **Meaning**  (Write “Lion has ‘sharper’ teeth.” and “Lion’s teeth are sharper than rabbit’s” on board.)  Like this, when we compare somethings, we use the comparatives. The comparatives mean more basically. For example, if something is big, and we want more big. Then we use the comparative form of big which is bigger. Now if you can find, are “big” and “sharp” using different comparative forms?  Yes, sharp used ‘er’ but big used ‘ger’, right?  (Write Regular on board and start making a chart with several sections.)  In regular forms, there are 5 different ways to make comparative forms.   1. One syllable  * add “er” at the end * taller, shorter, faster  1. One syllable ending in -e  * add ‘r’ at the end * nicer, stranger  1. One syllable with ‘a consonant’-‘a vowel’-‘a consonant’ order  * Repeat the last consonant before “er” (double consonant) * bigger, hotter  1. Two or more syllables  * Add “more” in front of * more famous  1. Two syllables ending with ‘-y’  * Remove ‘y’ and add ‘ier’ * happier, crazier   (Write Irregular on board and start making a chart)  There are several adjectives which have irregular comparative forms. Does anyone know about this?  (Write down what students answer on board.)  Yes, we have   1. good – better 2. bad – worse 3. many/much – more 4. little – less 5. far - further   (Erase the charts on board) |

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| **Practice** | | | |
| Materials:  Board & Marker  Worksheet #2  Worksheet #3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 Mins  5 Mins  3 Mins | Whole Class  In Pairs  Whole Class | Change adjectives into comparative forms.  Get more familiar with the comparatives through simple repetition drill with a substitution box in a pair.  Review more adjectives in comparative forms. | **I. Controlled Practice**  (Give students worksheet #2.)  **Instruction**  Now, as you can see the worksheet, there are some adjectives we used for animals previously. Try to change those adjectives into the comparative forms. You have 3 mins.  **Demonstration**  The first one is tall. What should it be?  How many syllables are there? Does it end with y?  **CCQ**  What are we doing now?  How much time do we have?  **II. Less Controlled Pratice**  (Give students worksheet #3)  **Instruction**  Now, let’s practice the comparatives more in pairs. As you can see, there is a substitution box with animals and adjectives we looked previously. Make any sentence you want and speak it to your partner. Try to change turn after each sentence until you go through all animals.  **CCQ**  What do we do now?  Can we cross vertically?  **\* Extra activity if students seem fully understand the whole process (Depending on time schedule.)**  Ok, now give me some more adjectives for the animals.  (Let students give adjective samples orally and write those on board.)  Let’s change these words into the comparative forms.  (write the comparative forms next to each word and let student listen and repeat after the teacher.) |

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| **Production** | | | |
| Materials:  Board & Marker  Picture Cards – Various Animals | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 Mins | Whole Class | Make own comparative sentence through the activity. | **Instruction**  For next activity, here are picture cards of  various animals. I want you to come up  here and pick 2 cards first and then make  a comparative sentence and speak it to  your classmates. You make 3 sentences in  your turn.  **Demonstration**  For example, I pick a hippo and a rabbit. And I say, “A hippo has bigger mouth and a rabbit.”  **CCQ**  What do we do now?  How many pictures do you need to choose?  How many sentences are you going to make?  **Wrap-Up**  How was the class today?  Do you have more confidence to make any comparative sentences now?  We will learn the superlative next time.  Try to review and practice what we learned today because the comparative and the superlative are connected to each other. |

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| **SOS Activity (in case you finish more quickly than you thought)** | | | |
| Materials:  Board & Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 Mins | Whole Class | Try to make comparative sentences about classmates | **Instruction**  Try to make comparative sentence about  classmates including you. You can  compare yourself with others or just others,  all up to you.  (Write down what students say on board  and review the vocabularies and  grammar.) |

**Worksheet #1.**

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| tall big small heavy slow colorful long sharp beautiful fast |

1. A lion has \_\_\_\_\_\_\_\_\_ teeth.

2. An elephant is \_\_\_\_\_\_\_\_\_.

3. A cheetah can run \_\_\_\_\_\_\_\_\_\_.

4. A giraffe is \_\_\_\_\_\_\_\_\_.

5. A peacock's tail is \_\_\_\_\_\_\_\_\_.

6. A turtle is \_\_\_\_\_\_\_\_\_.

7. A hippo is \_\_\_\_\_\_\_\_\_.

8. A parrot is \_\_\_\_\_\_\_\_\_.

9. A rabbit has \_\_\_\_\_\_\_\_\_ ears.

10. A meerkat is \_\_\_\_\_\_\_\_\_.

tall big short heavy slow colorful long sharp beautiful fast

1. A lion has \_\_\_\_\_\_\_\_\_ teeth. (sharp)

2. An elephant is \_\_\_\_\_\_\_\_\_. (big)

3. A cheetah can run \_\_\_\_\_\_\_\_\_\_. (fast)

4. A giraffe is \_\_\_\_\_\_\_\_\_. (tall)

5. A peacock's tail is \_\_\_\_\_\_\_\_\_. (beautiful)

6. A turtle is \_\_\_\_\_\_\_\_\_. (slow)

7. A hippo is \_\_\_\_\_\_\_\_\_. (heavy)

8. A parrot is \_\_\_\_\_\_\_\_\_. (colorful)

9. A rabbit has \_\_\_\_\_\_\_\_\_ ears. (long)

10. A meerkat is \_\_\_\_\_\_\_\_\_. (short)

**Worksheet #2.**

1. tall \_\_\_\_\_\_\_\_\_\_\_\_

2. big \_\_\_\_\_\_\_\_\_\_\_\_

3. small \_\_\_\_\_\_\_\_\_\_\_\_

4. heavy \_\_\_\_\_\_\_\_\_\_\_\_

5. slow \_\_\_\_\_\_\_\_\_\_\_\_

6. colorful \_\_\_\_\_\_\_\_\_\_\_\_

7. long \_\_\_\_\_\_\_\_\_\_\_\_

8. sharp \_\_\_\_\_\_\_\_\_\_\_\_

9. beautiful \_\_\_\_\_\_\_\_\_\_\_\_

10. fast \_\_\_\_\_\_\_\_\_\_\_\_

11. good \_\_\_\_\_\_\_\_\_\_\_\_

12. little \_\_\_\_\_\_\_\_\_\_\_\_

13. busy \_\_\_\_\_\_\_\_\_\_\_\_

**Worksheet #3.**

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| A Lion | is | taller | than | me. |
| A Elephant | bigger |
| A Cheetah | shorter |
| A Giraffe | heavier |
| A Peacock | slower |
| A Turtle | more colorful |
| A Hippo | longer |
| A Parrot | smaller |
| A Rabbit | more beautiful |
| A Meerkat | faster |

Picture cards of animals

         