

Lesson Plan

Lesson Type:	Grammar	Lesson Aims:	'By the end of the lesson students will be introduced to comparative sentences.
Level of Class:	Pre-int	Lesson Objectives:	<ol style="list-style-type: none"> 1. Students will use some adjectives to form -er comparatives 2. Students will mostly be able to change adjectives ending in -y to -ier for comparatives. 3. Students will be able to make comparisons about the own houses.
Length of Lesson:	60 mins	Materials	<ul style="list-style-type: none"> ✓ Pictures for warmer activity ✓ Big pictures of Gemma's and Lizzie's houses to stick on board ✓ Blu-tack Worksheets
Number of Students:	12		

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Stage	Aim	Timing	Inter action	Teacher Activity	Student Activity
1. Warmer	To introduce the topic and revise some house vocabulary.	6 mins	T-C Pairs	<p>✔ Give instructions and hand out pictures: <i>Hello everyone. Can you sit in pairs please? I want everyone to take a picture.</i></p> <p>✔ Hand out pictures. <i>I'm going to describe one of these houses. (Describe house 9). Which one am I talking about?</i></p> <p>✔ Now you do the same in your pairs. For example, <i>Farida, you describe a house and José says which number. Then change round and José describes the picture. OK. You have five minutes.</i></p> <p>✔ Monitor. Help with vocabulary if necessary.</p>	<p>Listen to instructions</p> <p>Students listen to the descriptions and make suggestions about which house is being described.</p> <p>Students work together on activity, taking turns until time is up.</p>

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2. Presentation	To introduce comparatives, practise pronunciation through drilling and look at form	5 mins	T-C	✓ Use picture of Gemma's house to elicit: <i>Gemma's house is small/ dirty/ ugly/ untidy (or other adjective students offer)</i>	✓ Listen and offer suggestions
		5 mins 4 mins <i>(14 mins total)</i>	st/st-C	<p>✓ Then use Lizzie's house to elicit: 'How is Lizzie's house different to Gemma's?' Elicit sentence as you write it on the board. Write on board: Lizzie's house is _____ than Gemma's house.</p> <p>- <i>Lizzie's house is bigger than Gemma's house (check pron. of /ðæn/),</i></p> <p>Turn the sentence around on the board: Gemma's house is _____ than Lizzie's house.</p> <p>- <i>Gemma's house is smaller than Lizzie's house,</i></p> <p>- <i>Gemma's house is dirtier than Lizzie's house (or similar – include -y adjectives).</i></p> <p>✓ Drill examples as they come up.</p> <p>✓ Write examples on board as model sentences.</p> <p>✓ Use model sentences, to elicit form and spelling change from students: <i>A am/is/are + adjective + er than B (y → ier)</i></p>	<p>Students will say big, clean Students suggest answers to fill the gap</p> <p>✓ Repeat sentence</p> <p>Students suggest words, including 'smaller'</p> <p>✓ Follow what teacher is saying, offer suggestions, copy down form.</p>

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3. Controlled Practice (i) Game	To check students' understanding of form and give practice in producing correct form	Setting up: 1 min	T-C	<p>✓ Stick a big picture of Lizzie's house and a big picture of Gemma's house on the board. List all the adjectives students have suggested for describing the houses, e.g., <i>old, ugly, dirty, clean, big, small, new</i></p>	Students look at the pictures and suggest adjectives
		3 mins	Groups	<p>✓ Arrange students into groups of 3. Ss have 3 minutes to collaborate and write as many sentences as they can on a sheet of paper. Inform them that they get one point for each correct sentence, and two points if they write a sentence that the other teams haven't written.</p>	Students get into their group and talk and write together as fast and accurately as they can.
		6 mins	Whole class	<p>✓ Groups read their sentences and teacher checks for correctness. Teams tally their scores and the winning group is announced.</p>	Students read their sentences and count up their points.



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Freer Practice i) Speaking activity	To give students freer practice using comparative forms	Set up: 1 min Pair work: 10 mins Feedback: 4 mins Correction: 3 mins (Total: 18 mins)	Whole Class Pairs	<p>✓ Give instructions and do an example with a strong student to ensure that everyone knows what to do:</p> <p><i>Talk to your partner about where you live. Find out what is the same and what is different. What do you prefer about your house? What do you prefer about your partners?</i></p> <p><i>After three minutes get students to swap partners and carry out the task again with their new partner. Do this with three different partners.</i></p> <p>✓ Feedback.</p> <p>✓ Brief correction spot</p>	<p>✓ Pairs talk about houses and switch partner every 3 minutes when the teacher instructs them to do so.</p> <p>✓ Each student mentions something they have found out from one of their partners.</p>
Plenary	For students to demonstrate that they have understood and to highlight any areas	4/5 mins	Whole class	Ask students to imagine that you are a new student to the class, and you have never heard of comparatives. Get the students to explain MFP of comparatives. Ensure that all students are able to explain or give examples.	Students explain the MFP of comparatives.

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	where they may still have issues			<i>What are comparatives used for?</i> <i>How do we make a comparative?</i> <i>What happens when an adjective ends in -y?</i>	
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