### Partial Lesson Plan: Option B

Personality Traits and Comparative Adjectives

**Level and number of students:** Beginner level/ 15 adult students

**Lesson Duration:** 60 minutes

**Aims/Objectives:** *By the end of this lesson, students will be able to:*

* Identify and name around 7-10 **vocabulary words related to personality** – *hardworking, funny, creative, friendly, quiet, serious, brave, creative, kind, loud, athletic*
* Use **comparative adjectives** with suffix -er, more+adjective, and y-ier both in speaking and writing to describe and compare personality traits of your/a family.

**Assumptions:** Students have learned the present simple, present continuous and can speak, read, and write basic sentences in English. Students know basic vocabulary related to family (e.g., mother, uncle, little brother) and possessive adjectives (my, your, his, her, our, and their).

**Anticipated Problems & Suggested Solutions**: Explain to students and differentiate ‘short’ from ‘long’ adjectives as it may confuse them at first by providing examples. (Full explanation in presentation stage)

**Materials:**

1. [pictures of family](#familypic)
2. [pictures of famous people](#picfamouspeople)
3. colored markers
4. ***worksheet***
5. ***sticky tape***

**Warm-Up (5 min)**

The teacher greets the class and asks the students if they want to see some pictures of their family. The teacher shows a few pictures of their family (see materials 1) on the board. The teacher then writes the following on the board and calls on a volunteer to ask questions about the pictures using the vocabulary given at 1. and 2. (see below): “Is that your *brother*?” “What is your *mother* like?” The teacher responds to each question using simple vocabulary: “My mom is *kind*.” “That is my brother. He is *loud*.”

**Personality Traits**

|  |  |  |
| --- | --- | --- |
| 1. **Is that your\_\_\_\_\_\_\_?**   ***mother***  ***father***  ***brother*** | 1. **What is your \_\_\_\_\_\_\_ like?**   ***sister***  ***dad***  ***uncle*** |  |

**Introduction (5 min)**

The teacher then tells students to get out a piece of paper. Then the teacher shows 1 more set of pictures of famous people (see materials 2) and asks students to quietly write adjectives they think of when they see these people. The teacher models by listing two adjectives in a T chart (See below). After 1-2 minutes, the teacher calls on a few students to share their adjectives and continues to fill out the T chart under the following headings:

**Adjectives**

**Look Personality**

tall kind

chubby mean

skinny creative

young hardworking

old funny

small serious

bold friendly

pretty quiet

attractive lazy

cute loud

handsome brave

strong shy

short noisy

ugly intelligent

fast popular

slim honest

The teacher then transitions and uses simple language to write the goal/objectives of the lesson in the corner of the board (see below) and asks a student to read it:

**Lesson Goal: We will learn how to use adjectives to describe and compare personalities.**

**Grammar: comparative adjectives**

**Vocabulary: family and personality**

**Presentation (time) 10 minutes**

The teacher explains the definition and examples of comparative adjectives.

The teacher will write the following on the board: Comparative adjectives are used to compare two or more different nouns. To form a comparative that has one syllable, we add -**er. (ex. tall🡪 taller )**

For adjectives that are more than one syllable and end in -**y**, we change **y** to –**i** , and then add -**er**  **(ex. pretty 🡪 prettier )**

To form a comparative that has more than one syllable and **does not** end in “**y**” we have an adjective unchanged and modify it with the adverb -**more (ex. beautiful 🡪 more beautiful).** We use preposition - **than** with comparatives.

The teacher explains the physical vs personality characteristics: Physical characteristics are visible to people and describe someone’s looks (tall, short, fat, skinny, pretty… ), while personality traits are invisible to the human eye and describe someone’s character (funny, kind, serious, quiet, shy, noisy, loud…. ) After the teacher explains the difference between personality and physical characteristics mentioned above in the T chart and the previous sentence, he then asks students if they understand everything being said or if they have any questions.

Since we have beginner-level students, the teacher will also write and explain the meaning of some of the personality traits:

|  |  |
| --- | --- |
| Hardworking | works a lot |
| Quiet | does not talk a lot |
| Funny | make other people laugh |
| Kind | nice to others |
| Serious | does not smile or laugh a lot |
| Creative | has many ideas, original |
| Friendly | social, warm, open to communicate |

The teacher then shows some examples of comparative adjectives used in sentences using their family photo and pointing at the family members. He will then underline all the adjectives and the preposition -than.

1. This is my brother John. He loves making people laugh and is **funnier** **than** me.

2. My sister Amy makes jewelry. She is **more creative** **than** me. She is **younger than** anyone in the family.

3. My mother Linda has two jobs. She is **more hardworking** **than** most people I know.

4. My father Mike is **older** **than** my mother.

**Practice(s)\* (20 min)**

**Practice 1 (5 minutes)**

The teacher will ask students to get the pencils and the worksheet ready and will give them 5 minutes to fill out the paper. The worksheet was previously given to students, and they are back to their seats to practice writing skills, grammar points, and understanding.

1. Match the columns

kind does not talk a lot

athletic works a lot, works hard

creative make others laugh

hardworking not willing to work

funny very loud; talks loudly and a lot

serious nice to other people

friendly does not smile a lot

quiet strong body, muscular

lazy original, productive

noisy warm, social, likes to talk

**practice 2 (10 minutes)**

The teacher will group students into pairs (one student will go twice since there are 15 students) and ask the first pair to step out and bring their family photos which they will be holding and showing to each other. They will ask questions and describe their peers’ family members using adjectives listed on the board, form a sentence using both physical and personality traits from the T chart, and form comparatives (each student gets to pick one adjective from the T chart which has 32 adjectives total). Once the adjective is used in a sentence, they will mark it used on the board and the next pair will have to pick a new word.

Then the students will pick one celebrity photo and show it to their peers who will then make a statement describing a celebrity using the provided adjectives.

ex. family photo practice making comparatives

Student 1: Is this your mother? She is smaller than your father.

Student 2: Is this your brother/father/cousin? He is taller than you.

ex. describe celebrity

Student 1: picks a photo of princess Kate.

Student 2: Princess Kate is so beautiful.

Student 2: picks a photo of Ronaldo.

Student 1: He looks very athletic.

**Practice 3 (5 minutes)**

1. Write the correct adjectives and make comparative forms in the sentences below:

**-big -young -smart**

**-pretty -noisy -friendly**

**-funny -attractive -loud**

1. My mom is \_\_\_\_\_\_\_\_\_\_, but my dad is \_\_\_\_\_\_\_\_\_\_\_ because he tells better jokes.
2. My sister is so \_\_\_\_\_\_\_\_\_\_, but my brother is \_\_\_\_\_\_\_\_. He speaks three languages.
3. She has such a beautiful face. She is \_\_\_\_\_\_\_\_\_\_\_ than her sister.
4. Some babies cry a lot. They are \_\_\_\_\_\_\_\_\_\_\_\_\_ than other babies.
5. I am very \_\_\_\_\_\_\_\_\_, but my sister is \_\_\_\_\_\_\_\_\_\_\_. She loves talking to people.
6. Our dog barks all the time. He is so \_\_\_\_\_\_\_\_\_\_, but my neighbor’s dog is even \_\_\_\_\_\_\_\_\_ than him.
7. He has a three-story house. It’s so much \_\_\_\_\_\_\_ than ours.
8. My little sister is \_\_\_\_\_\_\_\_ than all of us in the family. She is only 9 years old.
9. My husband is such a good-looking guy. He is \_\_\_\_\_\_\_\_\_\_ than his best friend.

**Production (time) 10 minutes**

Students will play a game where they pick two celebrities and compare them using provided adjectives. Each student will say a sentence comparing two famous people. We will be using the metric system as many foreign students are not familiar with the imperial system. The measurements provided do not reflect the truth and are being used only for game purposes 😊 Students can pick any two celebrities they wish to compare and the appropriate adjective.

The teacher will draw a table on the board and stick photos above the measurements while students are doing their 3rd practice.

A picture containing person, person, necktie

Description automatically generatedA picture containing person, wall, indoor, person

Description automatically generated



[This Photo](https://cs.wikipedia.org/wiki/Madonna) by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/)



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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| age | **53** | **54** | **59** | **64** | **67** |
| weight | **64kg** | **83kg** | **79kg** | **60kg** | **75kg** |
| height | **161cm** | **181cm** | **176cm** | **159cm** | **175cm** |
| popularity | **\*\*** | **\*\*\*** | **\*** | **\*\*\*\*\*** | **\*\*\*\*** |

A picture containing person, outdoor

Description automatically generatedA basketball player holding a basketball

Description automatically generatedA person in a suit speaking into a microphone in front of flags

Description automatically generated with medium confidence



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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| age | **70** | **33** | **53** | **60** | **40** |
| weight | **85kg** | **72kg** | **76kg** | **81kg** | **62kg** |
| height | **179cm** | **169cm** | **191cm** | **184cm** | **171cm** |
| popularity | **\*\*\*\*** | **\*\*** | **\*\*\*\*\*** | **\*\*\*** | **\*** |

ex.

- Madonna is older than Jennifer Lopez.

- Will Smith is taller than Brad Pitt.

- Michael Jordan is more popular than Brus Willis.

- Brus Willis is more attractive than Ronaldo.

- Jennifer Lopez is more hardworking than Angelina Jolie.

**Look Personality**

tall kind

chubby mean

skinny creative

young hardworking

old funny

small serious

bold friendly

pretty quiet

attractive lazy

cute loud

handsome brave

strong shy

short noisy

ugly intelligent

fast popular

slim honest

**Review (time) 5 minutes**

The teacher will ask students if they have any questions and once more point to the board and review vocabulary words. Then, 3 volunteers will step out and explain how to make a comparative using one syllable adjective. Next student will explain how to make a comparativeusing one syllableadjective that ends in -Y and one more student will explain how to make a comparative using two or more syllables.

**Homework (time) 5 minutes**

Write three sentences on the lines below putting the adjective in the appropriate comparative form.

1. Show comparison using an adjective with one syllable

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (old)

(adjective + er + than)

1. Show comparison using an adjective with one or more syllables that end in “y’.

(y🡪 ier + than)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (skinny)

1. Shoe comparison using an adjective with more than one syllable that doesn’t end in “Y”.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (intelligent)

(more/less + adjective +than)

Works Cited:

* The fundamentals of teaching English as a second language, International TEFL academy press, Sixth edition, 2019.
* <https://www.eslprintables.com/buscador/search.asp?nivel=any&age=18&tipo=lesson-plan&contents=comparatives+with+famous+people&username=&B2=Search>