

1. AGE LEVEL

Young learners

2. LINGUISTIC LEVEL

Elementary

3. CLASS SIZE

36

4. OVERALL OBJECTIVES

By the end of the course, students can make comparison between two things such as people, animals and objects.

5. BEHAVIORAL OBJECTIVES

The students will be able to:

- use the comparative forms of adjectives (regular),
- make comparative sentences,
- say differences between two items by using comparatives.

6. ASSUMPTIONS

Based on the students' background knowledge, I assume that students will not have trouble with understanding the meaning of adjectives and choosing the appropriate one for each question.

7. PERSONAL AIMS

In this lesson, teacher tries to use pictures while teaching the target structure.

8. LANGUAGE FOCUS AND SKILLS

- Teaching comparative forms of adjectives (tall-taller/big-bigger)
- Teaching new vocabularies about animals (ostrich, lizard, hippo)

9. TIMETABLE FIT

50 minutes

10. POTENTIAL PROBLEMS AND SOLUTIONS

P: Students may not know the differences between two items.

S: Pictures are put into activities.

11. PRESENTATION

➤ **Warm up (3 minutes)**

Teacher shows the students two books of different size and asks them to say something about these two books. Students have not learned something about the comparatives yet but when talking about these two items they will somehow try to compare them.

➤ **Summary (2 minutes)**

Recalling adjectives taught in previous lesson.

➤ **Aim of the lesson**

Aim of this lesson is to teach how to make comparison between two things.

Students will learn to compare differences between two things such as people, animals and objects.

➤ **Lead-in (5 minutes)**

Teacher sticks up the flashcards of animals at random positions around the board and asks the class for some words to describe these animals.

Then teacher writes suitable words under the pictures as they are said, for example, big, funny, wild and tall.

Teacher could add and teach a few new words.

➤ **Presenting the new structure (10 minutes)**

Teacher;

- Draws a line connecting two animals, for example, tiger and cat.
- Asks “How are these two animals different?”
- Answers the question yourself by saying some sentences such as “Tiger is bigger than cat”
- Repeats the same procedure a few times.
- As soon as learners understand the task, immediately asks them work in pair, doing the same as teacher did.

Students write the sentences in their notebooks by describing the differences of animals which are stuck up on the board and then tell their sentences to teacher.

➤ **Repetition of the target structure (whole class) (2 minutes)**

Among the students’ sentences, teacher chooses the right one and makes students repeat it.

For example;

An elephant is slower than a monkey.

Slower than

An elephant is

Slower than

An elephant is slower than a monkey.

➤ **Writing the model sentence on the board. (5 minutes)**

Teacher writes four model sentences on the board by coloring the target structure.

1. Geography is **harder than** English.
2. Antalya is **warmer than** Edirne.
3. Your cat is **fatter than** my cat.
4. Cheetahs are **faster than** the lions.

➤ **Repetition of the sentence on the board (whole class, group, individual) (2 minutes)**

Teacher reads a sentence which is on the board.

Students repeat the sentence after the teacher.

➤ **Substitution (1 minute)**

Students are expected to write the rule of the target structure.

12. PRACTICE

• **Activity 1: Write the adjectives and comparative form of adjectives. (3 minutes)**

In this activity students will write the comparative form of adjectives and turn comparatives into adjectives.

The aim of this activity is to teach comparative form of adjectives.

- **Activity 2: Write the correct form to fill in a gap in a sentence. (3 minutes)**
Students will write comparative forms to fill the gaps based on the given adjectives.
The aim of activity 2 is to practice the rules of target structure.
- **Activity 3: Compare the pictures given below using the adjectives in the box. (5 minutes)**
Students compare the two items given in each question and write the sentence by using comparatives. Adjectives are written to help them.
The aim of third activity is to make them realize the differences between two things via pictures and make them compose the right sentences using comparatives.
- **Activity 4: Write the comparative form. (5 minutes)**
Students will write comparative forms to fill the sentences based on the given pictures.
The aim of the last activity is to practice the rules of target structure again but this time students are expected to understand the differences from pictures.

13. PRODUCTION

➤ **Task (Willis) (4 minutes)**

Comparing

In this task, students are expected to compare your family with using comparatives.

14. HOMEWORK AND EVALUATION

Teacher gives worksheets about comparatives as homework.

In the next lesson, answers are discussed and teacher evaluates the students according to their response.