

1: aims of the lesson.

1) learn how to compare the differences from objects using adjective with 2 syllables.

2) learn how to compare the differences from objects using adjective with 3 or more syllables.

2: Introduction(3minutes)

Introduce the topic of the lesson .

T: There are lots of things that are different from one another and even the subject are the same, you can see the differences between them like their size, price ,length etc. We are often in a situation that we need to describe the differences using comparison. Today we are going to learn how to compare the things around you.

New vocabularies

slow.fast.clean.short.tall.easy.young.old.

famous.beautiful.difficult.interesting.

New structures

1: subject+be verb +adjective+er than comparison target.

2: subject+be verb+more+adjective than comparison target.

3:Presentation (15 minutes)

.Draw a structure table on the board.

.Write "I am adjective+er and I'm more+adjective" then draws vertical line next to it. Explain the meaning of the structure to students.

Let's say you have a brother who was born in 2002 and you were born in 2000.

in this situation, you say"I'm older than my brother or my brother is younger than me", Another example is I'm 160cm and Lucy is 163cm. In this situation, you say "i'm shorter than Lucy or Lucy is taller than me.

One more example, a banana is \$1 and an apple is \$1.50. you say the apple is more expensive than the banana.

Check for understanding and say"now do you understand the meaning of comparison? we use the structure when we need to describe the difference between things or people. There are times that you have to compare things for clear explanation and description in our daily lives. For example, when you need to know the speed difference between two cars, you can ask by using comparison like"which car is faster?".or if you want to compare the price, then you say" which one is more expensive?".

Teacher shows the flashcard of two boys,Tom and Brian.

T: There are Tom and Brian in the picture.

Tom is 155cm and Brian is 170cm.

Can you compare their height?

S: Tom is shorter than Brian.

T: good job sally.

S: Brian is taller than Tom.

T: yes, Sam. you got it right.

Teacher shows another flashcard of two hats, red and blue.

T: as you see, there are two hats. One is red and it is \$9 and the other one is \$5,

Can you compare the price of the two hats?

S: The red hat is more expensive than the blue hat.

T: very good Harry.

S: The blue one is cheaper than the red hat.

T: excellent! Tom.

Teacher shows students a picture of two bears. the bear#1 is normal brown and the bear#2 is black bur its eyes are surrounded with white. so more people knows about the bear#2. Then give students the model sentence and ask them to repeat. "the bear#2 is more famous than the bear#1".

Teacher write the sentence on the board "more famous" on the right side of the line that you drew. Keep students' attention by speaking while writing.

Teacher explain the meaning of famous if necessary. Say " famous means when someone or something is known widely". Teacher explain how the structure is formed.

T: this structure is formed with more+adjective, pointing to the left side of the line.

When the adjective has syllables more than 3, we put "more" before adjective.

Teacher provide students adjectives which have 3 or more syllables by writhing them on the board for example, beautiful. difficult. excited. Then teacher read them correctly and ask students to repeat after me. Explain the meaning of each word if necessary.

1: when something or someone gives you pleasure to your eyes, you may say "beautiful".

2: If it is not easy to do something, you may say "it is difficult"

3: when you get really happy .you say "I'm excited"

Teacher ask students to copy the table and ask them for more suggestions.

4: Practice (for 15 minutes)

Repetition:

Teacher ask students to repeat the example sentences after me.

picture prompt:

Teacher shows students more flashcards and have them make sentences using

comparison.

Teacher asks students questions by showing the following pictures. In the pictures, all the subjects have different size, length, height, age and price.

picture#1:a pine tree(200cm) and a lemon tree(170cm)

S: the pine tree is taller than the lemon tree.

T:Good job again,

Picture#2:Lucy (5 years old) and Tom(11 years old)

S: Lucy is younger than Tom.

T:Great!!

Picture#3: a green ball(\$9) and a red ball(\$11)

S: the red ball is more expensive than the green ball.

Teacher praise students when they answer correctly and if they make a mistake, indicate the mistake and give them a second chance.

If necessary, we give more situations for them to say more sentences using comparison.

Teacher may make students use more real objects to elicit words and compare them, too. For example, I put my two books Which are text book and story book on the desk . The text book is thick and the story book is thin. Then I ask one student to compare the books.

S: the Math book is thicker than the english book.

Good answer Harry. Then I ask students to put their pencils on the desk and compare them.

S: my yellow pencil is longer than the black one.

T: good job.

I say “as you can see, there are lots of people and things around you that you can compare. I will give you 5 minutes to make sentences using comparison and write them down .I go over the students and check their answer. I correct if there is any mistake.

Reading text.

One day. Lucy went to a mall to buy a bag. She need a bag that she can put her daily items like cell phone, wallet, water bottle. As she went into a store, she saw a pretty pink bag but it was too small for her to put such things She saw the Price tag and it says“\$24”. She looked around more and found another cute bag which was big enough for her to put many items and the price of the bag was \$20. She liked both of the bags but she only needs one. Since she can't decide which to buy, a sales woman came to her to help.

The clerk says“If you need to put many thing in, you should get the bigger one because it is wider and deeper so that you can put more things and the price is cheaper. After listening to the clerk’s advice, Lucy bought the bigger bag. Although Lucy really liked the pretty small bag, she knew the bigger one was more

practical.

3questions:

true or false

1:The clerk advised Lucy to buy the bigger bag as it is prettier.(F)

2:Lucy decided to buy the more expensive bag.(F)

multiple choice question:

3:Choose the correct answer.(C)

a)Lucy didn't like the bigger bag.

b)The clerk asked Lucy to buy the smaller bag as it is more expensive.

c)The bigger bag is cheaper and more practical.

5: Production(15 minutes)

I ask students to work in pairs. Have them ask each other the following questions and write down the information that they got from their partner on a worksheet.

Ask students to expand questions for more interesting answers. Give them a time limit. I say“ you are going to use the information that you got from each other to make sentences using comparison, and there are some questions that you can ask your partner in the worksheet.

Q1:How tall are you?

How tall is your brother?

Q2: How much is your pencil?

How much is your bag?

Q3:How old is your brother?

How old are you?

While Students make sentences using comparison. I walk around and monitor the class. I check their answers and correct them if necessary. After finishing the activity, I ask some of the students to present their work to the class.

6: Warp up (2minutes)

Today we learned comparison. We see many people and many things every day and we often need to compare them to describe more specifically.

I hope you practice the structure as often as possible. You did a wonderful job today. Thank you all. That's it for today. Get ready to go home.

