

Topic: Comparatives (Part 1)

Lesson	Lunch & Learn - Comparatives
Objective	SWBT to use basic comparative forms of adjectives together with adverbs of degree both orally and in writing when comparing two objects of their everyday use.
Skills	Speaking and writing
Anticipated problems and solutions	<p>I anticipate that the learners will be aware of the basic meaning and function of 'adjectives' in sentences, though not necessarily confident in the ways how adjectives are used to compare and contrast things.</p> <p>I will provide various written and verbal examples.</p> <p>I will make sure that all the learners participate (by asking and answering questions, listening to the learners and correcting them where necessary).</p> <p>I will also use questions to make sure that everyone follows the material.</p> <p>I will 'slow down' and give enough time for students to prepare answers.</p>

Lesson content:**1. Rules for adjectives with one syllable**

To make comparative forms with one-syllable adjectives, we usually add -er:

old → older

clean → cleaner

slow → slower

If an adjective ends in -e, we add -r:

safe → safer

nice → nicer

If an adjective ends in a vowel and a consonant, we usually double the consonant:

big → bigger

hot → hotter

2. Rules for adjectives with two or more syllables

If a two-syllable adjective ends in a consonant and -y, we change -y to -i and add -er:

noisy → noisier

happy → happier

easy → easier

We use more to make comparative forms for most other two-syllable adjectives and for all adjectives with three or more syllables:

crowded → more crowded

stressful → more stressful

dangerous → more dangerous

3. Rules for 'than'

When we want to say which person or thing we are comparing with, we can use than:

Their house is cleaner than ours.

Traffic is slower in the city than in the countryside.

After the race I was more tired than Denis.

4. Rules irregular adjectives

The adjectives good, bad and far have irregular comparative forms:

good → better

bad → worse

far → further/farther

5. Rules for adverbs of degree with comparative adjectives

We use these words and phrases as intensifiers with comparatives:

much, far, a lot

I forget things much more often nowadays.

We use these words and phrases as mitigators with comparatives:

a bit, slightly, a little

She began to speak a bit more quickly.

section	time (min.)	Description	Teacher's Notes
greetings/warm up	5	<p>Teacher asks students to look at a picture with two different hotel rooms and invites them to compare what they see.</p> <p>Teacher elicits the answers and leads to the main topic of the class – comparative adjectives that are there to help them (students) to compare things, people and objects. 5 minutes</p>	Count to 4 before I give the answer.
activity 1 present and practice	25	<p>a. Teacher explains the rules related to the ways how one-syllable adjectives change their forms in comparative structures. After that, teacher shows some examples and asks students to read them. Following that, teacher asks one or two students to change the forms of some other adjectives. Teacher corrects and provides feedback where necessary. 5 minutes</p> <p>b. Similar procedure is applied to the sections related to the explanation of the 1) rules for adjectives with</p>	Make sure the learners use the correct structures before I move on.

		two or more syllables; 2) rules for the word 'than'; 3) rules irregular adjectives; 4) rules for adverbs of degree with comparative adjectives. 20 minutes	
activity 2 controlled production	10	a. Teacher gives students a task to complete sentences with the words given in brackets. Teacher listens (or reads in comments) to the answers and provides relevant feedback. b. Teacher gives a set of different sentences that contain various mistakes and asks students to correct them. Teacher elicits the answers and helps learners where necessary. 10 minutes	Fill in the gaps with the appropriate form of the comparative structure of the words given in brackets.
activity 3 freer production	10	Teacher gives students a photograph where two types of transportation with their basic characteristics are presented. Teacher asks students to write 6 sentences, in which they compare the objects with the use of the relevant comparatives structures. 10 minutes	Demonstrate how to do this activity.
closing/questions/ homework	5	Describe the homework	Remind the learners to download the

			presentation.
--	--	--	---------------