

**Topic: Comparatives (Part 2)**

<b>Lesson</b>	Lunch & Learn - Comparatives (Part 2)
<b>Objective</b>	SWBT use the comparative forms of adjectives and adverbs in conjunction with "Than-clauses" and "As-clauses" in both speaking and writing to compare two objects/concepts in their daily lives.
<b>Skills</b>	Speaking and writing
<b>Anticipated problems and solutions</b>	<p>I anticipate that the learners will be aware of the basic meaning and function of 'adjectives' and clauses ("Than-clauses" and "As-clauses) in sentences, though not confident in the ways (or may not even be aware of) how they are used to comparative structures together.</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 '<b>slow down</b>' and give enough time for students to prepare answers.</p>

**Lesson content:**

1. Short adjectives add -er. The adjectives (with two syllables) that end with the letter -y

Make sentences:

- 1 tasty / ice-cream / burger
- 2 mountain / hill / high
- 3 desert / hot / jungle
- 4 car / bicycle / fast

2. Long adjectives (with two or more syllables) add more/less before the adjectives

Make sentences:

- 1 expensive
- 2 interesting
- 3 beautiful
- 4 informative

3. To make comparison we usually use "than" between the objects that we compare. Make sentences with the use of the words below and 'than':

- 1 big
- 2 nice
- 3 strong
- 4 intelligent

4. A clause is a group of words that contains both a subject and a predicate (a verb phrase).

- I've eaten.
- The sale starts at 9 am.
- I didn't sleep well last night.
- Are you listening to the radio?

5. We can use 'than' (not 'that' or 'as') to introduce a clause after a comparative adjective, adverb or noun phrase.

- The house was bigger than we had imagined.
- The journey took longer than I expected.
- He finished the second part more quickly than he did the first part.
- He always spends less money than George does.

5. We use as + adjective/adverb + as to make comparisons when the things we are comparing are equal in some way:

- The restaurant is less busy than it was on the weekend.
- She sings as beautifully as her sister does.
- The coffee shop is as cozy as it was during the winter.
- Jake runs as fast as his friend did in the marathon.

6. We use not as ... as to make comparisons between things, which aren't equal:

- The weather today is not as warm as it was yesterday.
- The traffic is not as congested as it usually is during rush hour.
- The team did not perform as well as we expected in the last game.
- The smartphone is not as durable as the company claims it to be.

7. Another comparative for is the same + adjective/adverb + as + clause and means someone or something is exactly like someone else or something else.

- He has the same hairstyle as he did in high school.
- The movie has the same director as the one we watched last month.
- The website has the same design as it had a year ago.
- The team used the same strategy as they did in the previous match.

section	time (min.)	Description	Teacher's Notes
greetings/warm up	5	Teacher asks students how they would describe the weather at the place they are in at the moment. Then he asks them to compare it to the weather they had one day before. Teacher elicits the answers and leads to the main topic of the class - Comparatives with the Than- and As- clauses. <b>5 minutes</b>	Still important - <b>Count to 4</b> before I give the answer.
activity 1 present and practice	20	<p>a. To remind students about basic rules of comparatives structures Teacher briefly leads Students through the first three slides where he invites students to read the rules (i.e. adj. with -er / more / than) and form sentences based on the prompts given on each slide. Teacher elicits the answers and corrects Students where necessary.</p> <p>b. Teacher asks students what parts of speech are present in the sentence, "The weather today is warmer than it was yesterday". Teacher indicates the answers of students on the screen and explains what a clause is. Teacher shows more examples of the use of different clauses, asks some students to read examples out loud and shows the parts of speech in such sentences. <b>20 minutes</b></p>	Make sure the learners use the correct structures before I move on.

activity 2 controlled production	15	<p>a. Teacher focuses students' attention on the "Than-clauses". He explains the role of the word 'than' in the structure that has two clauses with comparative forms.</p> <p>b. Teacher gives a task to complete sentences based on the than-clause model statement; elicits the answers; corrects any sentences that are with mistakes or errors.</p> <p>c. Similar approach is used to the sections related to the "As-clauses" (as...as and the same ... as).</p> <p><b>15 minutes</b></p>	Fill in the gaps with the appropriate form of the comparative structure of the prompts given in brackets.
activity 3 freer production	15	<p>a. Teacher gives a task with 10 sentences, which they need to correct.</p> <p>b. Teacher asks students to write 6 sentences, in which they compare their lives now and before they arrived to Canada.</p> <p><b>15 minutes</b></p>	Demonstrate how to do this activity.
closing/questions/ homework	5	Describe the homework	Remind the learners to download the presentation.