



Level 2
5.1 Lesson Plan
Session 1

Warm-up

Introduce the new vocabulary.

a. Watch **Words to Know**, stopping to give examples, clarify, and add context.

b. Do a Connect Two with the new words. Make sure to put the model on the board: _____ and _____ are connected because _____. Students connect any two of the words, in any way that makes sense to them. Sentences can be basic or complex, depending on the level of the students.

For example: Cost and expensive are connected because when something costs a lot, it's expensive.

Discussion

To introduce students to the concept of comparison, do a Concept Attainment activity.

a. Using the pictures from the Materials Provided section (or any pictures you like), write the comparatives on the board as you mention them. Make sure to write them in two columns: **-er** and **more**. Do not label the columns.

For example:

taller than

more modern than

higher than

more carefully than

You can add more examples using students, objects in the class or more pictures. Let students come up with the reason that some words are in the first column and some are in the second (long or short adjectives / adverbs). Students can offer their own examples, to test their hypotheses.

b. Watch **Facts to Know**. Stop after each type of comparative and ask students if they can give another example.

Movie

Tell students they are going to watch a movie about Ben and Moby shopping. Watch the movie through once.

On a second viewing, ask half the class to try to remember the different foods mentioned. The other half should try to remember as many adjectives and adverbs as they can.

After the movie, see how many food items, adjectives, and adverbs they remember.



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Session 1 (cont.)

Practice I Students work on specified features from this lesson, such as **Words Words Words** or **Hear It, Say It**.

Homework A: Match the word with its meaning.

<u>Words</u>	<u>Meanings</u>
_____ 1. shop	a. to eat a little of something
_____ 2. alone	b. the Earth is one of them
_____ 3. cost	c. more than bad
_____ 4. expensive	d. not good
_____ 5. cheap	e. to buy, or a place where you buy
_____ 6. choice	f. not more
_____ 7. taste	g. how much money something is
_____ 8. prefer	h. on your own
_____ 9. planet	i. costs a lot
_____ 10. bad	j. something you decide you want
_____ 11. less	k. more than good
_____ 12. worse	l. to like something more
_____ 13. better	m. costs a little



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Sum-up

Add another word to the group:

- a. cheaper, longer, older, _____
- b. more slowly, more independently, more happily, _____
- c. myself, my own, without anyone, _____
- d. like, choose, want, _____
- e. more interesting, more exciting, more independent, _____

What's the opposite of:

- a. better
- b. cheap
- c. hard
- d. more



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Check Homework Check both homework assignments. While checking the second assignment, write the adjectives on the board and review the rules.

Warm-up Write the following proverb and expression on the board.

- a. Better late than never.
- b. Go from better to worse.

Students copy the statements. In pairs, they discuss the meaning and possible examples, then share their ideas with the class.

Review the two irregular comparatives.

Game Which is Better?

Hand out the following page.

For each set, students fill in the four words in random order.

In pairs, students try to guess what order their partner has chosen by asking questions using comparatives according to the quality affiliated with each set. Partners shouldn't disclose their pages. The aim is to guess your partner's order before he or she guesses yours.

For example:

Small: telephone - computer - desk - bed

Student A chooses the order:

1. bed 2. computer 3. telephone 4. desk

Student B asks: Is 3 smaller than 4? Is 3 bigger than 2?



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Session 2 (cont.)

Which is Better?

a. warm: shirt - sweater - coat - raincoat

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b. big: dogs - horses - birds - chickens

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c. runs fast: a dog - a rabbit - a cat - a tortoise

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d. expensive: a pen - pants - a house - a telephone

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e. good: doing homework - watching TV - studying - meeting friends

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- Movie** Watch the movie. This time, groups of four are assigned to write down examples of the comparative from the movie.
- Group A: examples with **-er**
- Group B: examples with **more**
- Group C: examples with **as...as**
- After viewing the movie, students come up to the board and write the comparatives. Do they remember what these comparatives referred to? Can they use them in sentences?
- Answers:
- A: easier, faster, cheaper, softer, tastier, healthier, hungrier
- B: more slowly, more expensive, more politely
- C: as long as, as healthy as
- Practice** Students work on features from this lesson, such as **Hear It, Say It and Words, Words, Words.**
- Homework** Write sentences comparing the following:
1. an apple, a pizza, candy
 2. a basketball game, computer games, swimming
 3. a phone, a television, a computer
 4. a rabbit, a horse, a bird
 5. a banana, a pen, my leg, my nose



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Sum-up

Remind students what you did in today's lesson, and write the items on the board:

checked homework / learned an expression and a proverb / played the game: Which is Better / watched the movie / practiced the features / got homework for next lesson.

Call on students to produce sentences comparing these activities, using the following comparatives, or ideas of their own:

- a. more important
- b. more fun
- c. just as much fun as
- d. more interesting
- e. shorter
- f. easier
- g. louder
- h. better



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Session 3

Check Homework Check the homework assignment.

Game I Prefer

Preparation: Prepare sets of five cards, in different categories.

Procedure: Students sit in groups of five. The cards are spread face up. Group members discuss their preferences. Each participant must produce at least one comparative sentence. The sentences should start with:

"I prefer _____ because it's (more) _____."

Allot 3 minutes and clap your hands. This is the sign for groups to switch places with another group and discuss their preferences on the new topic. Let each group discuss four topics.

For example:

I prefer the winter because it's colder and I like the cold.

Topics:

Sports: Swimming, Football, Basketball, Running

Subjects: History, Biology, Math, English, Geography

Animals: Horses, Dogs, Cats, Cows, Birds

Hobbies: Watching TV, Collecting something, Walking, Movies, Listening to music

Places: Cities, Farms, Parks, School, Library

Jobs: Librarian, Astronaut, Teacher, Doctor, Musician

Food: Pizza, Ice cream, Cookies, Cake, Meat, Fruit, Vegetables

Time: Morning, Afternoon, Evening, Night



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Session 3 (cont.)

Discussion

Tell students they are about to read a passage about shopping and money. Access their background knowledge by asking them if they know anything about the history of money, or different kinds of stores.

Discuss their answers.

Reading

a. Students read the **Read It** passage and answer the comprehension questions.

Go over the questions and discuss how shopping has changed.

How do they prefer to shop? Why? Encourage students to use the comparatives and the new words in their answers.

b. What are the different types of shopping in the passage? (open market, small shops, supermarket, internet, stores)

In pairs, students choose any two and compare/contrast them. Share with the class.

c. Make copies for all students of the last paragraph, from this lesson's **Read It**. They must find the topic sentence of the paragraph and highlight it, and underline three details that use the comparative.



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 Session 3 (cont.)

Writing

The writing assignment is to write a compare / contrast essay about two different ways to shop.

There are different ways to write a compare / contrast essay. We are focusing on the Point by Point form, since it lends itself well to using the comparative adjectives and adverbs from this lesson. Following the lesson plan are detailed compare / contrast essay instructions for the students to use during this exercise.

Procedure:

a. Write two things on the board, such as a guitar and the drums. Put the matrix on the board or chart paper, and fill it in with the students' answers. You can change any of the categories, or add more. (Example provided below.)

	Is it noisy?	Is it heavy?	Is it fun?
the drums	It's very loud. Your parents will get angry.	They're very heavy. We can't take it to parties.	It's difficult to sing with it.
the guitar	It can be loud or quiet.	It's not heavy. We can bring it places.	Your friends can sing.

b. You can keep a word bank on the board or on chart paper of useful compare contrast signal words: vocabulary and expressions that are used when comparing / contrasting. See the sample word bank below.

Compare	Contrast
the same as	different than / from
like	unlike
similar	but
also	although
	on the other hand
	while

c. Use the matrix provided to write a short compare contrast essay together with the class. Make sure to point out the use of the comparative adjectives and adverbs. Remind the students to think of a good topic sentence for the introduction and make sentences with the three details in the middle paragraph. Write a conclusion for the last paragraph.



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 Session 3 (cont.)

Homework

The homework is the writing assignment in **Write It**. Students write a compare / contrast essay (three paragraphs) about shopping. Choose two ways to shop and write about how they are the same or different. Students can begin by filling in the blank Compare / Contrast Matrix, and using the Compare / Contrast Graphic Organizer (found in Materials Provided) for help.

Sum-up

Give the class two minutes to arrange themselves according to their height. Each student has to say:

"I am taller than ____ and shorter than ____." or "I'm as tall as ____."

Blank Compare / Contrast Matrix

Compare Contrast Essay Instructions

Paragraph 1: Introduction and topic sentence.

For example: Do you play an instrument? It's fun to play an instrument, but they are all very different. I think it's better to play the guitar than the drums.

Paragraph 2: Give three reasons and compare or contrast each of them.

For example:

Reason 1: Drums are very loud. They're louder than guitars. My parents don't like a lot of noise in the house.

Reason 2: Drums are heavier than guitars. You can bring your guitar to a party, but you can't bring your drums.

Reason 3: It's hard to sing songs with the drums. It's easier to sing with the guitar, so, the guitar is more exciting because your friends can sing while you play.

Paragraph 3: Conclusion and closing sentence.

For example:

It's good to play the drums or the guitar, but there are many reasons that I prefer the guitar. It's easier to play, and you can have a better time.