

Let's Talk about People! Using comparatives to ask and answer Qs

Name: 강재승	Age/Level Students Low Intermediate/Upper elementary (5-6 grade)
Student Learning Objective: By the end of the lesson SWBAT ask and answer questions using comparatives (A: Is Jane <u>taller than</u> Alice? B: Yes, Jane is <u>taller than</u> Alice . / No, Alice is <u>taller than</u> Jane.) by doing a class survey about famous people.	
Procedures	Method/Reason
Encounter 1. Before class hang pictures of famous Korean celebrities on the walls (film, music, sports, and TV) 2. Greet Ss and ask them about the pictures hanging on the walls (Do you know him/her/them? Who is he/she? Who are they? What do they do? What does he/she do? Do you like...etc..)	1. Desuggestopedia – classrooms should be fun and interesting to create a positive learning environment 2. DM – activate schema and establish rapport and create friendly atmosphere
3. Introduce the topic: “Today we are going to talk about people. (point to images) Today we are going to talk about people like these. Do you often talk about famous people? But first I want you to meet my friends...”	3. CLL – Knowing what will be studied makes a safer and more comfortable environment - allow Ss to get used to English and my voice – gives an overview of the topic in simple easy to understand language
4. Put picture on the PPT and ask focusing Qs (How many people do you see?) Then ask 2-3 guiding Qs to model the brainstorming activity. For example, point to one of the people (Alice) and with a gesture say “She is.... when Ss say short write in on the WB	4. DM/CLL – use Qs to check that you have Ss attn and to elicit prior knowledge. Use gestures and picture to help check and convey meaning directly in the TL – model activity / validate Ss participation by writing what they say on the WB
5. Ask Ss to open up their books. Tell Ss to make a list of words that describe people to the right of the picture. Ss will do this alone. (CCQ:	5. CLT/DM – treat Ss as knowledgeable participants and check their background knowledge / use Qs to check comprehension of

<p>What are you going to do? What kind of words will you write? Are you working alone or with a partner?)</p>	<p>directions before Ss do activity</p>
<p>6. Walk around the classroom and monitor Ss brainstorming, when each S has 3-6 words ask Ss to share their list with their partner</p>	<p>6. CLT & CoopLL – sharing info promotes safety and comfort and provides opportunities for peer teaching and learning</p>
<p>7. Elicit words from the whole class and write those words on the WB. Use additional pictures (baby, Einstein, devil, angel, etc..) to elicit key words (good, bad, tall, short, young, old, smart, intelligent, pretty, beautiful, happy, handsome, cute, big)</p>	<p>7. CLT / DM / NA – this is part of the think-pair-share routine that is used in CLT to build in repetition which is helpful to internalization / additional T-lead Qs to elicit additional keywords need for lesson / a word bank helps to make a lesson more comprehensible</p>
<p>8. Ask Ss to open their books to the “who is who” sentences. Begin by asking focusing Qs: (How many friends are there? Do you know their names? How many name cards do I have? Can you guess what we are going to do?).</p>	<p>8. DM – using T-lead Qs creates a short lead-in for the next activity and allows T to preview materials by asking Qs to Ss</p>
<p>9. Then give the directions. “Look at this page [hold up page and point]. Ask focusing Q: "How many sentences do you see?" (7) Then give directions: “First I want you to READ all the sentences...Second...[show the picture of the 4 people]... I want you to THINK...[point to your head]...Third I want you to write [mime writing on the paper with the 4 people]. Then ask CCQs: "What do you do first?" [use finger to skim over sentences] (Read) "What do you do second?" [point to head] (think) "What do you do third?" [mime writing] (write). Excellent. You have three minutes. Begin.</p>	<p>9. DM / CLL – act out the sequence of the activity as you give the directions and then CCQ to check Ss comprehension / Give Ss a time limit so they are secure about their role</p>
<p>10. Monitor learner progress. If Ss are struggling</p>	<p>10. CLT – T facilitates learner achievement by</p>

<p>to figure out who is who, point to the sentence number 5 and say, “ This is my favorite sentence.”</p>	<p>monitoring and providing in-time scaffolding and hints</p>
<p>11. Have learners check their answers in pairs and then have volunteers put the name cards under the picture of the person on the screen or WB. Put up PPT slide and confirm.</p>	<p>11. CLT & CoopLL / CLL & MI / NA– sharing info promotes safety and comfort and provides opportunities for peer teaching and learning / let Ss volunteer and let Ss choose who goes next for safety and comfort & integrating VKT activities makes the leaning more inclusive for learners with various sensory learning modality preferences / input before output and silent period so Ss become comfortable with new form</p>
<p>Internalization</p>	
<p>12. Put the pattern on the PPT slide (A is ___ than B). Nominate one S to read the first sentence aloud. Then ask guiding Qs about the pattern: “Is Cindy A or is Alice A? Who is B?” T should repeat this process several times until it is clear that Ss recognize the pattern</p>	<p>12. DM – teaching grammar inductively by asking guiding Qs with a focus on the pattern not the rules</p>
<p>13. Ask Ss to write 3 sentences about the 4 people on the PPT. Tell them to use the pattern on the PPT and tell them to use word from the word list. CCQ the directions: “How many sentences? Who do you write them about? What pattern do you use?”</p>	<p>13. DM & NA – writing is an important skill to be developed from the beginning & writing provides additional silent period to help Ss feel comfortable about speaking</p>
<p>14. Have Ss share sentences with a partner</p>	<p>14. CLT & CoopLL – sharing info promotes safety and comfort and provides opportunities for peer teaching and learning</p>
<p>15. Ask Ss: “Do you want to play a game?” Hold up a stuffed animal and ask: “What is this?” (monkey/elephant) “Yes, we are going to play toss the ____ game. To play the game we will</p>	<p>15. Desuggestopedia, MI & DM – games allow for Ss to actively use the new TL in fun and interesting ways, integrating Kinesthetic/Tactile activities makes the leaning more inclusive for</p>

toss the monkey. If you have the monkey, you need to say one of your sentences. Then you will toss the monkey to someone else. Are you ready to play? Who has the monkey?" [teacher] "What do I do?" [say a sentence] "Cindy is more beautiful than Jane. What do I do next? [toss the monkey] then toss the monkey to start the game

16. Take the stuffed animal back and say: "Listen." Then ask: "Is Jane taller than Alice?" Point to the pattern and point to the Ss and ask the Q again: "Is Jane taller than Alice?" Have answer in complete sentence. [Yes, Jane is taller than Alice.] Then ask another Q: "Is Jane smarter than Cindy?" Point to the pattern and point to the Ss and ask the Q again: "Is Jane smarter than Cindy?" Have answer in complete sentence. [No, Jane isn't smarter than Cindy / No, Cindy is smarter than Jane.]

17. Show the new pattern on the PPT (Q-form). Ask Ss to write 3 Qs about the 4 people on the PPT. Tell them to use the pattern on the PPT and tell them to use word from the word list. CCQ the directions: "How many Q? Who do you write them about? What pattern do you use?"

18. Have Ss share ask their Qs to their partner. Model the interaction with one Ss. One S asks the other S answers. Take turns until all Qs are asked.

19. Draw table with 3 columns on the WB. Ask Ss to open their books. Ask focusing Qs to preview the materials: "How many column do you see? What is at the top of the first column?"

learners with various sensory learning modality preferences & the game promotes the use of complete sentences

16. DM & NA - teaching grammar inductively by asking guiding Qs with a focus on the pattern not the rules – promote speaking in complete sentences – Ss should hear and comprehend a new pattern (Q-form) before using it themselves

17. DM & NA – teaching grammar inductively - writing is an important skill to be developed from the beginning & writing provides additional silent period to help Ss feel comfortable about speaking

18. DM, CLT & CoopLL – Q&A exercise to practice new structure, sharing info promotes safety and comfort and provides opportunities for peer teaching and learning

19. DM – teach grammar inductively ask Qs don't tell - demonstrate don't explain – get Ss to self correct by giving Ss choice

[write what Ss say on WB] (+ er) What is at the top of the second column? [write what Ss say on WB] (-y + ier) What is at the top of the third column? [write what Ss say on WB] (more). Tell Ss that we will put the 10 word above the table into the correct columns. Ask Ss "Where do we put tall? In column one, two or three? Ask Ss to spell it an point to +er. Do this for happy and intelligent. Make purposeful mistakes (happyer and more intelligenter) have the Ss correct these errors. Ask Qs to clarify the rules. Have do the remaining 7 words on their own. Monitor and use phonics to help them self correct. (Ex: cutter and cuter are they the same word or different? How do you write cuter?)

20. Have Ss compare answers and then have Ss come to the WB and fill out the chart

21. Put slide on PPT showing a dialog of a conversation I had with my daughter about K-pop singers. Have one S come to the WB, have the other Ss say names of famous people, let the S write the names of the famous people in Korean on the WB. Put Ss in pairs and have them ask and answer Qs using the dialog. Model the activity: Is Shrek more handsome than Donkey? (tell Qs about any 2 people are OK – but the Qs should be interesting). Monitor the Ss when they seem to be asking Qs easily,

20. CLT & CoopLL /CLL & MI – Sharing info promotes safety and comfort and provides opportunities for peer teaching and learning / Having Ss write on the WB helps build community and ownership & integrating Kinesthetic/Tactile activities makes the leaning more inclusive for learners with various sensory learning modality preferences

21. CLT & CLL – language and support and scaffolding is provided at first and then is taken away & Ss allowed to choose who they will talk about to make the TL more relevant.

remove support language

Fluency

22, Ask Ss to open their books to the survey sheet. Have Ss work with their partner and have them choose 3-5 of the most interesting Qs that they asked each other. CCQ this. "Will you and your partner have the same Qs or different Qs? (same Qs)." Once each pair has 3-5 Qs, put the Ss into groups of 3 or 4. Have Ss take turns asking their group members Q and writing the answers down. Put the original pair back together and let them present their findings. 7 people thought Jeon Jihyun was more beautiful than Kim Taehee. 6 people thought Kim Taehee was move beautiful than Jeon Jihyun.

22. CLT – Ss do an activity with a clear communicative purpose – Ss demonstrate they can use the TL on their own to ask and answer their own thoughts and feelings. Ss share their finding with classmates to bring the lesson to a close.

Additional Materials:

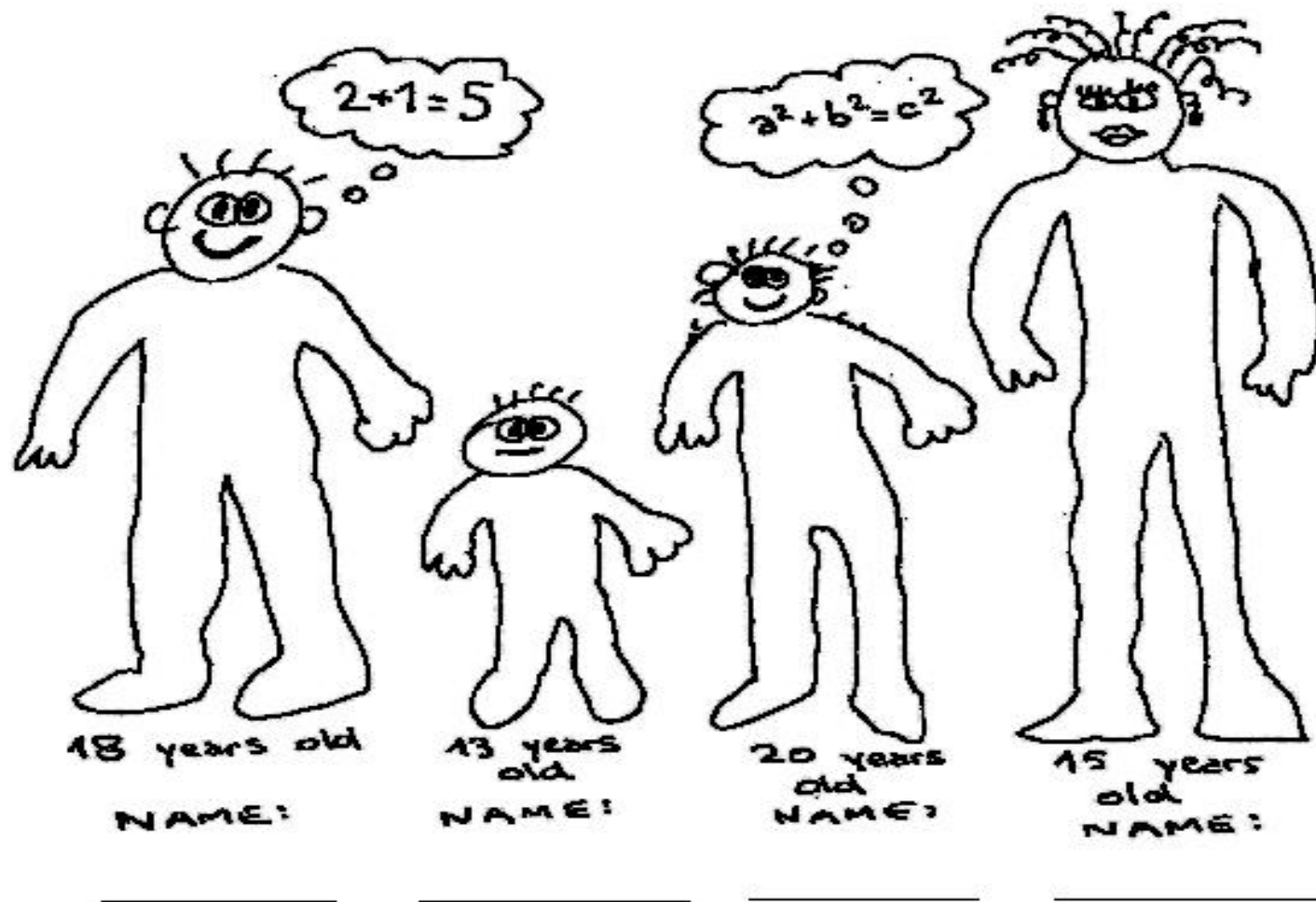
- Laminated pictures of famous Koreans such as singers, actors and sports stars
- Pictures of angel, devil, Einstein and a baby

Mary

Jane

Cindy

Alice



Who is who?

Cindy is taller than Alice.

Jane is taller than Cindy.

Mary is older than Alice.

Jane is happier than Alice.

Cindy is more intelligent than Jane.

Mary is prettier than Cindy.

Cindy is older than Jane.

Where do these go?

Tall, happy, intelligent, pretty, old, interesting, beautiful, cute, big, young

+er	- y + ier	more

Special: Good – better; bad – worse.

Survey

Write questions about famous people, ask your classmates and write their answers.

Question	Name & Answer	Names & Answer	Name & Answer	Names & Answer