

Stage Aims What is the reason for this stage of the lesson?	Procedure Who does what?	Inter-action	Time	Tutor's Comments
<p>Warmer</p> <p><i>Stage Aim: An Ice-breaker activity</i></p> <p>+</p> <p><i>Reminding students of word syllables</i></p> <p>+</p> <p><i>Pair them up</i></p>	<ul style="list-style-type: none"> • Greeting • Drummer Game: <p>Instructions:</p> <p>“Here is a game for you. (show two pieces of paper with some adjectives on) There are some adjectives here. I will drum (demonstrate what I mean) the syllables (give an example: “ugly” and “hot” and drum twice and point to “ugly” to show them that when they hear the drum twice, they need to go for the word that has two parts). The first group who says the word, gets a point.”</p> <p>ICQ:</p> <p>You will listen to the sound I make and look at me or the words? (words)</p> <p>If I drum twice, do I want a word that has 2 parts or three parts? (3 parts)</p> <ul style="list-style-type: none"> • Pieces of colourful paper are given to the members of the winning group symbolically as their prize. the pieces are numbered. 		5 mins	

<p style="text-align: center;">Lead-in</p> <p style="text-align: center;"><i>Stage Aim: To come up with a list of a variety of adjectives to describe people's appearance.</i></p> <p style="text-align: center;">+</p> <p style="text-align: center;"><i>Get ss to interact with each other.</i></p> <p style="text-align: center;">+</p> <p style="text-align: center;"><i>Come up with a table that is completed by ss in terms of syllables</i></p>	<p>(show that you feel bad the other group did not get any prize so give them some numbered slips as well.)</p> <p>Ok, there are numbers on your slips. Who has 1? Who has 2?</p> <p>Ok, now, 1s sit together, 2s sit together ...”</p> <ul style="list-style-type: none"> • Brainstorm <p>Work in pair and write down some adjectives that we use to describe people. For example, “tall”, or “pretty”, or “long” for hair.</p> <p>ICQ:</p> <p>Are you going to work alone or together? (together)</p> <p>Do you write any word or adjectives? (adjectives)</p> <p>Are they related to how people look? (Yes)</p> <ul style="list-style-type: none"> • Having the adjectives on the board. (being careful not to echo them but repeat the correct pronunciation if they are mispronounced) • draw a table across the top 		5 mins	
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<p>Presentation Stage Aim:</p> <p>To help ss to understand comparatives and as...as.</p> <p>To make sure they Learn how to use less.</p>	margin of the board									
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<p>Ok, now I am going to read them, and you drum the word. (demonstrate)</p>										
<ul style="list-style-type: none"> • Pick “long” from the list • draw on the board (the drawing will be handed in in black and white). (Teacher talk is not scripted here for it will go along the drawing). • elicit more of them and have them on the board • generalise it to “tall” or whatever adjective on the board which. • Address the point related to the doubling of the final consonant in CVC. (a drawing will be used to do that which will be provided in black and white). • the formula will be generalised on the board using boxes. • The pronunciation of “-er” will be drilled if mispronunciations come up. • Will show them 2 pictures so that they will compare them. <p>Now, look at these two pictures.</p>										
		20 mins								

How different are they? (stick them on the board) **With your partner, talk about them.**

ICQ:

Are you going to talk about the difference? (yes)

Are you going to write or talk to your partner? (yes)

- Elicit their ideas to see if they correctly make sentences like: “She is taller than he (is).” Unless, I will provide them with the correct form and then have it on the board in form of the sample sentences and also give them the form in terms of Adj + -er + than + Subject/Noun
- highlight the schwa on “than” and “er” and the stress on the adjective.
- show the sentence stress as it emphasises the nouns and the adjective:
e.g. JACK is TALler than I.
- Elicit:
Do you remember the “er” street? (yes). (points to the row of longer adjectives on the table on the board) **Do you think they are on the “er” street, too?** (no) **So, what street are they on?** (more street).

Shows the picture of a beautiful girl

and elicits the adjective “beautiful”.

Shows the picture of a more beautiful girl and says **She is** (more beautiful... (shows the other one again to encourage “than”) ... than Susan.)

Shows the picture of two queues and elicits “interesting”:

These people are waiting to go to ... ? (make guesses) provides “cinema”. **There are more people going to this cinema, why?** elicits “ this film is more interesting than that one”. **There are many people here, what is the word?** (elicits “crowded”.

CCQ:

Are there many people? (yes)

Do they have to wait? (yes)

Drums it, puts it on the board.

Elicits: **So, this cinema is more crowded than that cinema.**

- Generalises the rule on the board:
More + ADJ + than +
noun/pronoun

Shows of queues again but now a crowded one with a much more crowded one two show the emphasis with much.

Shows rich and much richer

Elicits and adds “much” to the rules on the board.

Shows the picture of two ugly women. Names them with imaginary names like “ugly Susie” and “Ugly Betty” (to make sure they will not use “more beautiful” for this is a problem with Iranian students and it may be true with Georgian students as well.)

CCQ:

Is Ugly Betty beautiful? (NO)
Is Ugly Susie beautiful? (NO)
Are they both ugly? (Yes)
Is Ugly Betty a little better? (Yes)

Ugky Betty is a little better because she is elicits “less ugly”.

Shows thermometers elicits for less cold.

Puts the rule on the board and highlights the pronunciation and stress which is on “less”.

- Gives them slips of paper with adjectives on.
Asks them to go around and ask other ss the comparative form and if the student couldn't

<p>CP</p>	<p>guess the correct form, they will receive that slip, if they could, the slip goes in the pocket. Demonstrates and gives examples and initiates the activity. The slips in the hands shows the problematic ones. so T gathers them and goes over them showing them to the class.</p> <ul style="list-style-type: none"> Shows them two equally big pictures. Elicits. (probably no correct answer) provides “as ... as” <p>Draws some equal items on the board and equals “as ... as” and puts the formula on the board and highlight the pronunciation.</p> <ul style="list-style-type: none"> two pictures of countryside and city are given to pairs and ss are asked to talk to ech other compare them and write their sentences. A list of adjectives are provided for them. <p>ICQ: Are you going to work alone or together? (together)</p>		<p>4 mins</p>	
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<p>Stage Aim:</p> <p>For students to use what they have learnt in this session and for me to check them and see if they have any mistakes..</p> <p>Feedback</p> <p>Freer Practice</p> <p>Feedback on content</p> <p>Feedback on Language</p>	<p>Are you going to write sentences? (yes)</p> <p>They are asked to share their pictures to the other pairs.</p> <p>Ss are asked to brain storm for how similar or different Tbilisi and Batumi are.</p> <p>Then they are mingled to go around and talk to three people and share their ideas. Which one do you like more? Compare them.</p> <p>Did the people you talked to agree with you or had different ideas?</p> <p>If I noticed serious errors, now it is the time for the delayed correction.</p>		<p>6 mins</p>	
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