Teaching Plan

March 16th, 2015

1. Date: March 16th 2015

2. Class: 8th grade / intermediate level


4. Objectives of this lesson:
   The students will (1) be able to compare one thing to another.
   (2) be able to understand effective ways to compare things.
   (3) be able to compare things using effective ways.

5. Evaluation criteria of this lesson:
   (1) Interest, willingness and a positive attitude towards communicating in English
       ① Active participation in language activities
   (2) Ability to express oneself in English
       ① Appropriate speaking skills  ② Appropriate writing skills
   (3) Ability to understand in English
       ① Appropriate listening skills  ② Appropriate reading skills
   (4) Knowledge and understanding of language and culture
       ① Appropriate knowledge of English grammar, usage, words

6. Allotment:
   1st period  Introductions to the new story and grammar ("er/est") pp.78-79
   2nd period Language activities with the target grammar (reading/listening/speaking and writing) pp.78-79
   3rd period (this period) Introductions to the new grammar (more ~/ most ~) pp.80-81
   4th period Language activities with the target grammar (reading/listening/speaking and writing) pp.80-81
   5th period Introductions to the new grammar (as ~ as ~) pp.82-83
   6th period Language activities with the target grammar (reading/listening/speaking and writing) pp.82-83
   7th period Reading excise pp.84-85
   8th period Reading excise and listening excise pp.84-86
   9th period Speaking excise and grammar review pp.88-89
7. Objectives of this period:

The students will (1) be able to compare things using “more ~ / most ~”.  
(2) be able to understand English with “more ~ / most ~”.  
(3) be able to distinguish adjectives with “more ~ / most ~” from adjectives with “-er / -est”.

8. What Ss have learned previously

☐ The meaning and usage of “-er / -est”  
☐ Language activities with the target grammar “-er / -est” Ss made some sentences with “-er/-est” with sketches.
### Teaching Procedure

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<th>Procedure (time)</th>
<th>Teacher's Activities / Teaching Points / Students' Activities</th>
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<tr>
<td><strong>Greeting (3min)</strong></td>
<td>Ex: &quot;Good morning everyone.&quot;, &quot;How are you today?&quot; etc...</td>
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<tr>
<td><strong>Warm Up (7min)</strong></td>
<td>- Make easy/difficult questions in accordance with the students' level. Ex: &quot;What day is it today?&quot;, &quot;What time did you go to bed last night?&quot; or &quot;Which river is the longest in Japan?&quot; etc...</td>
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<td><strong>Crisscross</strong></td>
<td>- Pronounce the new words aloud. &quot;graph&quot;, &quot;popular&quot;, &quot;most&quot;, &quot;the United States&quot;, &quot;prefer&quot;, &quot;the Beatles&quot;, &quot;Elvis Presley&quot;, &quot;Eagles&quot;, &quot;difficult&quot;, &quot;useful&quot; and &quot;expensive&quot;.</td>
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<td><strong>Introduction to the new words and phrases (W/P)</strong></td>
<td>- Introduce the meaning of the words with pictures. Give Ss simple example sentences. Ex: Show the pictures of &quot;graph&quot; and &quot;the Beatles&quot;. &quot;Many people likes the Beatles, so the Beatles are popular.&quot;</td>
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<tr>
<td><strong>Review (5min)</strong></td>
<td>- Review the previous lessons. Teacher give directions first on ppt and then demonstrate how to do this activity with the whole class.</td>
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<td></td>
<td>- Compare numbers using &quot;-er/&quot;-est&quot;.</td>
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<td>- T gives each S one play card.</td>
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<td>- Each S hold the card on his/her head to show the number to the other Ss. But each S should not see his/her own number.</td>
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<td>- T tells Ss to guess own number by asking questions to the other Ss in two min.</td>
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<td>- Student A may ask &quot;Is ***'s number bigger/smaller than mine?&quot; to student B.</td>
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<tr>
<td></td>
<td>- Student B may answer &quot;Yes. ***'s number is bigger/smaller than yours.&quot; / &quot;No. ***'s number is not bigger/smaller than yours.&quot;</td>
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<td>- Ss should ask one question to one S. They need to find someone to ask.</td>
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<td>- When S can guess the number, he/she can come up to T and tell him the answer. T gives another card and the S continue the activity.</td>
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<td>- When time comes, T asks some Ss whether they find their own number.</td>
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<tr>
<td><strong>Introduction to the new grammar</strong></td>
<td>- Introduce the new grammar using familiar words for the students.</td>
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| new grammar (5min) | □ T tells some words should not be used with “-er/-est”. Instead, they need to use “more/most”.  
□ T gives some adjectives which go with “more/most”  
Ex: “popular”, “beautiful”, “exciting” and “colorful” etc...  
□ Ss make a sentence and sketch which explains the sentence. (Ss had done this kind of activity with “-er/-est” previously.)  
□ In a group of 3-5, Ss explain what they sketched to each other. |
| Expression exercise (10min) | Introduce some other words other than “beautiful” “exciting” and “colorful”.  
- Check the meanings and pronunciations of words on p.138. |
| Drill (8min) | Students answer questions in a work book individually. T walk around and help Ss if necessary. |
| Consolidation (2min) | - Include the review from the previous lessons, “-er/-est” and consolidate the new grammar. |
Guess the number you have!

- Have a card, but don’t look at your number!
- Ask your friend about your number.
  “Is ***’s number bigger/smaller than mine?”
- Answer the question.
  “Yes. ***’s number is bigger/smaller than yours.”
  “No. ***’s number isn’t bigger/smaller than yours.”
  If you can guess the number come up to T.
  You can have another number.

You can’t use “-er/-est” with some words.
  ex: “colorful”
  × Captain Hook is colorfuler than Batman.
  ○ Captain Hook is more colorful than Batman.

Use “more/ the most” with these words.
“colorful”: × Captain Hook is colorfugier than Batman.
  ○ Captain Hook is more colorful than Batman.

“beautiful”: × This flower is beautifulier than that flower.
  ○ This flower is more beautiful than that flower.

“exciting”: × English is the excitingest of all the subjects.
  ○ English is the most exciting of all the subjects.

*Remember what we did with “-er/-est”
- Sketch: Sketch pictures to explain.
- Write: Write a sentence and explain about the pictures.
- Tell: Tell about your sketch with your sentence.