

## Major Adjective Comparison Lesson Plan

### Grammar Introduction/Comparing Dogs

**Aim:** Students at all levels often overgeneralise more + adjective. This activity sequence, which involves considering the French equivalents, may help the students understand how to form comparatives in English.

**Rule of thumb:** The rule that you find in most grammar books is the following: Use -er with 1-syllable adjectives and 2-syllable adjectives ending in y. Use more with other adjectives that are 2-syllables or longer. This is a reliable rule.

**Time needed:** 45-60 minutes

**Materials Needed:** None

**Vocabulary Needed:** Adjectives describing animals

#### Introduction:

1. Write the following sentences on the board or on an acetate. Each one has a mistake. See if students can find the mistakes.
  - a. My legs are more long than yours.
  - b. The weather today is beautifuler than yesterday.
  - c. My desk is more tidy than yours.As you correct the sentences together, explain the rule of thumb for comparisons to the students
2. Ask how we translate PLUS in English - more  
Always? How about: Mon frère est plus petit que moi - My brother is smaller than me  
Ask what the above sentence is doing - comparing
3. Ask if we can say : My father is more intelligenter than me - NO, why not? Because there is MORE  
Ask if we can say : My father is more taller than me - NO, why not?  
Because there is ER, so more is redundant/not necessary.  
So, what can we NEVER do? - Have both MORE and ER
4. Write the following sentences on the board. Each one has a mistake; ask students to find the mistakes.
  - a. My English homework is more difficulter than my French homework.
  - b. Dogs are more cuter than cats.
  - c. Mondays are more boringer than Fridays.  
Spaghetti is more tastier than lasagne.

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4. How do we translate QUE into English?  
that; who; which; only; than  
What would QUE be in "Il a plus d'argent que moi"?  
THAN  
When comparing, what word do we ALWAYS need?  
THAN

### Main lesson

1.
  - ❖ Ask the class to dictate the alphabet and write it on the board
  - ❖ Draw a dog underneath the alphabet
  - ❖ Write down "The Emperor's dog is a/an ..... dog."
  - ❖ Tell the class they have to think of an adjective for each letter of the alphabet to describe the dog. If this is too difficult, just get them to find adjectives for the letters that they can think of.
  - ❖ Do the first several as examples:
    - The teacher's dog is an active dog.
    - The teacher's dog is a beautiful dog.
    - The teacher's dog is a cute dog.
  - ❖ You could ask students to brainstorm adjectives in groups, or you can do this as a whole class. Adjective suggestions are listed at the end of this lesson plan.
2. Ask students to draw a dog that is different from yours and their classmates' dogs. Give them about 5 minutes and encourage them to be as creative as possible, but to only use pencil. They need these pictures for comparisons, so the more different they are, the more comparisons they can make.
3. Put two students' pictures on the board and ask them to make comparisons between them.
4. Write what they say on the board with their mistakes, but don't correct at this point. Just keep asking for more. Even if they are saying things like "Your dog is small. His dog is very small", just write it down.
5. Now ask students to correct what is wrong with the sentences on the board. Refer back to the sentences in the Introduction.

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6. Tell students that they are going to work with a partner to compare the dogs that they have drawn; ask them to write the comparisons as well as say them. As you can go around correcting, focus on the comparative form of each adjective and the use of 'than'.
7. When students have finished, give them the 'Adjective Comparison French-English Handout'. Ask them to translate the French sentences into English and answer the three questions below. Then go over their translations and the answers with them (see the answer key). At the end of the lesson, the information on everyone's sheet should be accurate to serve as a reference.

List of adjectives for Step 1 above

A angry, active, annoying	N nice, nervous, naughty
B big, busy, beautiful	O orange, old
C cute, cuddly, crazy, clever	P polite, pleasant
D dirty, dark, darling	Q quiet, quick
E easy, elegant, energetic	R reasonable, rough
F funny, friendly, ferocious	S silly, scary, speedy
G golden, great, gentle	T tiny, talkative
H happy, heavy, horrible	U ugly, unhappy
I intelligent, impolite	V valiant
J jolly, jealous	W wild, wonderful
K kind	X
L lazy, loving, loud	Y yellow, young
M messy, mild, mighty	Z