**LESSON PLAN**

**Regional Directorate**: Centre **School**: Lycée Marien N’Gouabi **Date**: March 11th, 2020 **Level**: Form II **Size**: 71 Boys: 30 Girls: 41 -**Absentees**: Boys : Girls : -**Present**s: Boys : Girls : **Nature of the lesson** : Grammar **Title of the lesson** : Comparative of inferiority **Duration** : 55 minutes **Lesson taught by** : NIKIEMA Waongo

**Aim**: To familiarize form II pupils with the comparative of inferiority for their daily use. **Objectives**: By the end of the lesson, the pupils will be able to:

* Identify the rule of the comparative of inferiority.
* Say whether some oral statements are in the comparative of inferiority or superiority
* Compare some elements using the comparative of inferiority.
* Build sentences using the comparative of inferiority.

**Prerequisites**: My pupils have already been taught the simple present tense of “to be” and the comparative of superiority. **Anticipated problems**: The pupils may think the rule is only for one type of adjectives. **Anticipated solutions**: I will precise that it is both for short and long adjectives. **Teaching aids and materials**: Chalk, board, duster and bucket of water.

**Warm up** (4mns) -Greeting, song and date writing -Lead in and lesson announcement. The teacher asks a volunteer to remind what they studied last time. Pupil: Last time we studied ... Teacher: Very good, today we are going to study a grammar lesson that is the comparative of inferiority.

**I-PRESENTATION** (8mns)

**Grammar**: The comparative of inferiority. Teacher: Observe carefully the following sentences on the board: 1-The chalk is less long than the pen. 2-copybooks are less expensive than books.

Teacher: Class, what is the nature of “long” in the first sentence?

Pupils: “long” is an adjective Teacher: Very good, now what words come before and after the adjective “long”? Pupils: “less” comes before and “than” comes after the adjective. The teacher proceeds the same way in the second sentence. Teacher: Very good, now basing on this, what can be the structure of the comparative of inferiority?

**1. Formation** … **less + adjective + than** … **2. Examples**: -The bucket is less big than -The ruler is less important than -I am less tall than my brother.

**II-PRACTICE** (18 mns)

**Activity 1**: Oral and individual (4mns) **Step1**: Teacher-pupils’ interaction **Instruction**: Listen to me carefully and tell if the following sentences are in the comparative of inferiority or superiority. 1-The chair is less big than the table. 2-The shirt is less beautiful than the dress. 3-He is taller than me. 4-Cats are more dangerous than pigs 5-The boys are less fat than the girls.

**Expected answers**: 1-Comp. of inferiority; 2-Comp. of inferiority; 3-Comp. of superiority; 4-Comp. of superiority; 5-Comp. of inferiority

**Step 2**: Pupils-pupils’ interaction Instruction: Read the following sentence and ask your mates to give the type of comparative. 1-I am less young than Rachid. 2-The elephant is bigger than the lion 3- A copybook is less interesting than a book. 4-You are less happy than Oumou. 5- A television is more important than a watch.

**Expected answers**: 1-comp. of inf. 2- comp. of sup. 3-comp. of inf. 4-comp. of inf. 5-comp. of sup.

**Activity 2**: Written and individual (5mns) Step 1: Instruction: Compare the two elements using the comparative of inferiority with the adjectives between parentheses:

**Example**: A novel/ a book (important) = A novel is less important than a book. 1-My dress/ yours (old) 2-They/ the pupils (intelligent) 3- She/ her brother (lazy) 4-The pen/ the pencil (long) 5-Reading/writing (difficult)

**Expected answers and correction** (5mns) The teacher asks the pupils to exchange copybooks before the correction starts. 1-My dress is less old than yours. 2-They are less intelligent than the pupils. 3-She is less lazy than her brother. 4-The pen is less long than the pencil. 5-Reading is less difficult than writing.

**Step 3:** Evaluation (4mns) The teacher asks those who have got five over five to raise hands and praises them and proceeds the same way progressively.

**III-PRODUCTION** (25 mns)

**Step 1**: Written group work (10 mns) **Instruction**: With your neighbors of the same table, build three (3) sentences using the comparative of inferiority to compare the classroom objects.

**Step 2**: Feedback and amendments (5mns) The teacher listens to some groups’ proposals and asks the class to assess. The best sentences are recorded on the board as model.

**Step 3**: Note taking (7mns) Instruction: Take your copybooks and copy down the lesson. While the pupils are copying down the lesson, the teacher fills the administration book and checks the absentees.

**Homework**: Instruction: Once at home, build ten meaningful sentences using the comparative of inferiority to compare your family members.

**Closing the lesson**: Thank you for your participation, do not forget doing the homework and see you next time.