



# Present Hunting

## Adjectives & Comparitives

### *Warm-up:*

*Before class:* Do a google image search for various items (eg. animals, houses, clothing, etc.) and then print out & copy several of the pictures.

*In class:* Have the following sentences written on the board:

Elephants are \_\_\_\_\_. expensive

Ferraris are \_\_\_\_\_. classy

Prada is \_\_\_\_\_. important

Recycling is \_\_\_\_\_. big

- Then elicit the correct word for each sentence from students.

### *Exercise 1: Explain the grammar*

(n) is (adj)er than (n). (2 syllable adj.)      (n) is more (adj) than (n). (3 or more syllable adj.)

Then put students into groups, and pass out the pictures. Have students put them into groups and make 6 comparative sentences with the target language. (Elephants are bigger than mice). Then share answers as a class.

### *Exercise 2: Dialog Intro*

Have students turn to page 60 of their books. Have them look at the pictures and elicit what they think the dialog is about. (ie. Who is talking, Where are they? What are they talking about? How do they look? (Happy, sad, etc.).

Then have them listen to you going through the dialog (either doing both voices yourself, or choosing a student to do it with you), and question them about it's contents.

(i.e. Which is cheaper, the bowties or the watches? Which did Nina like better? The blue one or the red one? etc.).

\* A listening dictation exercise (where you read the dialog, and they have to write down what you say can also be done- this is an excellent way to test their listening comprehension).

### *Exercise 3: Dialog Practice*

Have them go through the dialog and try to find all of the reductions in it. Check their answers. Then have them practice the dialog in pairs. Then have them try the second exercise and see if they can guess the correct answers. Review the answers as a class, and then have them go through the dialog again.

### *Extension into Role Play*

Review the proper way to use adjective comparatives and give examples. Then help students to brainstorm various other things that can be purchased as gifts at a mall or department store, as well as factors to consider when buying them. Then list them on the board. Then have students go through the dialog again using their own ideas.

## *Free Exercise - Discussion Expansion*

Pass out various excerpts from magazine or newspaper sale ads. Then partner students up and tell them that they are shopping at that store for a gift for a mutual friend, but they only have enough money for one thing. Have them work together to decide what to buy comparing and contrasting different items in the store's advertisement.

## *Homework*

Tell students that before the next class, they are to make a list of 5 things that they saw the previous night, and how they compared to something else.. (e.g. the tree outside my apartment is bigger than the tree outside my classroom).

### *If there's time/ Homework:*

Have them go through the manga pages from this chapter and try to find all of the examples of the target language.

## *Alternative Warm-up: Introducing Adjectives*

*Before class:* Create or download simple pictures representing various adjectives (eg. red, white, hot, cold, near, far, expensive, cheap, etc.). Create corresponding word cards for each one.

*In class:* Pass out the word cards and picture cards to the student, and give him/her 5 minutes to try and match them all up. Review the answers.

### *Part 2: Think of Something....*

Have the first 10 letters of the alphabet listed out on a piece of paper. Have the student brainstorm nouns whose name begin with those letters. (e.g. apple, ball, car, etc.) . Then ask them which adjectives could be used to describe them.

*\*For higher level students, this can be done with much more complex adjectives, (elaborate, argumentative) and emotional feelings, (annoying, exciting, nerve-racking,etc).*