

Theme: Rain or Shine

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Comparison of adjectives (1)	Sounds and actions associated with weather	Answering questions based on a chart and a short passage	Writing a story based on pictures using helping words and questions

Lesson Objectives

Students are able to

1. compare people, animals, things or places using comparison of adjectives,
2. add '-er', '-ier' or 'more' to regular adjectives when comparing two people, animals, things or places,
3. add '-est', '-iest' or 'most' to regular adjectives when comparing more than two people, animals, things or places,
4. write a story based on pictures using helping words and questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. Three trays of similar size
3. Workbooks
4. Picture cards (3 in a series to show comparison of adjectives)
5. Word cards showing regular adjectives
6. Blu Tack

Introduction / Warm-up Activity (10 min)

1. Tell the class that you need to bring some workbooks to the staff room. Ask for assistance from two students in the class. As the two students come up to the front of the class, pile different number of books into two stacks and place each stack on a tray. Make sure that it is quite obvious to the students which pile has more books. Give each of the two students a tray and ask them to carry it.
2. Ask the class to point to the student whose stack of books is heavier. Pointing to the students, use comparison of adjectives and construct a sentence using 'heavy' and 'heavier'.

Example:

- Lee's stack of books is heavy. Joan's stack of books is heavier.

3. Ask another student to come up to the front of the class and give him another stack of books which is the heaviest among the three students. Ask the class who has the heaviest stack of books.

Example:

- Gary's stack of books is the heaviest.

Lesson (20 min)

1. Using the three students and the stacks of books they have, ask the class whose stack of books is the lightest. Construct the sentence using comparison of adjectives.

Example:

- Gary's stack of books is light. Joan's stack of books is lighter. Lee's stack of books is the lightest.

Tell the class that when two people, animals, things or places are being compared, we add ‘-er’ or ‘-ier’ to the regular adjectives. Circle the ‘-er’ in the adjective ‘lighter’ and the ‘-ier’ in the adjective ‘heavier’.

Tell the class that when more than two people, animals, things or places are being compared, we add ‘-est’ or ‘-iest’ to the regular adjectives. Circle the ‘-est’ in the adjective ‘lightest’ and the ‘-iest’ in the adjective ‘heaviest’.

2. Stick a series of three picture cards on the whiteboard such that the students can do a progressive comparison on the picture cards. An example will be to have three boys of different heights or bottles of different sizes. Write an adjective to describe the first picture such as ‘tall’ for the series of pictures of boys with different heights or ‘big’ for the series of pictures of bottles of different sizes.

Example:

- Boy A is tall. Boy B is taller. Boy C is the tallest.

Go through at least five series of three picture cards, making sure that that students can correctly add ‘-er’, ‘-ier’, ‘-est’ and ‘-iest’ to regular adjectives when comparing people, animals, things or places.

3. Stick a series of three picture cards on the whiteboard such that the students can do a progressive comparison on the picture cards using ‘more’ and ‘most’. An example will be to have three dresses, with one looking more beautiful than the other. Write the adjective ‘beautiful’ to describe the first picture.

Example:

- Dress A is beautiful. Dress B is more beautiful. Boy C is the most beautiful.

Tell the students that in this case, the use of ‘-er’, ‘-ier’, ‘-est’ and ‘-iest’ is not acceptable. They have to use ‘more’ to regular adjectives when comparing two things and ‘most’ when comparing more than two things. Highlight to the students that the adjective in these cases do not change in spelling. Show at least another 4 series of three picture cards to give the students a better idea of the use of the words ‘more’ and ‘most’ in comparison of adjectives.

Additional Activities / Closure (15 min)

1. Put the students into equal groups. Tell them that you are going to show them word cards like ‘heavy’, ‘light’, ‘cold’, etc. A student from each group has to give you the comparison of adjectives by writing the answers on the whiteboard. Check the students’ answers after they have completed. Tell the class that two points is awarded for correct answers. The group who has the highest points wins.
2. Tell the students to turn to **page 137 – 139 of Learning English Workbook 1**. Review the ‘Read and Learn’ section on **pages 137 – 138** before reading the instructions given in the exercises together. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students’ work.

Homework

1. Ask the students to complete **pages 143 – 144** as homework. Go through the words given in the box and explain any words that the students might not understand. Elicit sentences from them to start the first paragraph of the story.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Tell the students that some activities are best done outdoors while other activities are best done indoors. Get them to put on their thinking caps and list down at least 5 things they can do outdoors when the weather is fine. Get them to write a list of 5 things they can occupy themselves indoors when it rains.