

Theme: My Friends

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • The present continuous tense (2) • Comparison of adjectives (2) • Modals 'can' and 'cannot' 	Actions	Answering questions based on a 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. change the adjectives when comparing people, animals, things or places for irregular adjectives,
3. list out the things that they can and cannot do with their friends,
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 sample art pieces with grades, A, B and C on each of them
3. Picture cards (3 in a series to show comparison of adjectives)
4. Word cards with the positive adjectives written on them
5. Blu Tack

Introduction / Warm-up Activity (10 min)

1. Tell the class that three friends have just completed their art pieces. Stick the three art pieces on the whiteboard so that the class can clearly see the grades on them. Write three fictitious names on the whiteboard above each art piece.
2. Pointing to the art pieces that have grades B and C, tell the students that although both pieces are good, one of them is better. Elicit from them which art piece is better and why. Write the two sentences to show how the comparison of adjectives is used in this case.

Example:

- Lina's art piece is good. Kelly's art piece is better.

Next, bring to the students' attention the third worksheet that has a grade A. Ask the students to compare all three art pieces. Ask them what they can tell you about the third piece. Get the students to use the comparison of adjective 'best' in this case. Then, write the sentence down on the whiteboard.

Example:

- Fion's art piece is the best.

Lesson (20 min)

1. Bring to the students' attention the comparison of adjective in the three sentences written on the whiteboard. Tell the students that they are irregular adjectives, meaning that they have to change the adjectives when comparing people, animals, places and things.
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 jars with a different number

of marbles in each jar. Write the adjective 'many' to describe the first picture. Then get the students to compare the number of marbles in each of the other two jars.

Example:

- Jar A has many marbles. Jar B has more marbles. Jar C has the most marbles.

Go through at least five series of three picture cards, making sure that the students need to change the adjectives for irregular adjectives when comparing people, animals, things or places.

3. Next, group the class into threes. Tell the students in each group to stand in a row, one arm length apart from one another. If the class is too small, you may want to let a few groups go at a time, instead of the whole class doing the activity at the same time. At the count of three, the students have to jump as far as they can to see who can jump the furthest. Ask the student in each group who can jump the furthest to raise his hands up. Write the adjectives 'far,' further' and 'furthest' on the whiteboard. Use the adjectives to show comparison by asking who can jump far, and who can jump further.

Example:

- Sam can jump far. Ben can jump further. Eric can jump the furthest.

4. Tell the class that everyone jumped well during the activity but some of them could jump better than the others. Discuss with them the things that they can do on their own or with their friends.

Example:

- Dawn and I can play catching together.
- I can sing very well.

Write down the students' responses on the whiteboard. Underline the word 'can' in the sentences they make.

5. Discuss with the students things that they cannot do.

Example:

- I cannot fry an egg.
- I cannot play basketball very well.

Write down the students' responses on the whiteboard. Underline the word 'cannot' in the sentences they make.

Additional Activities / Closure (15 min)

1. Show the word cards with the positive adjective written on them, one at a time, to the students. Get them to give you the comparative and superlative adjectives for the irregular adjectives.
2. Tell the students to turn to **pages 147 – 151 of Learning English Workbook 1**. Review the 'Read and Learn' section on **pages 147 and 149** before reading the instructions given in the exercises together. You may want to go through at least two sentences in each of the exercises with the students before getting them 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 156 – 158** as homework. Go through the pictures with the students. You may wish to go through the helping words and questions with them as well.
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 to list out at least 5 things that they can and cannot do. Let them share their lists and discuss with their classmates during the next lesson.