



# Lesson Plan For Lesson 9



40 min

**Theme: The Weather**

**Focus: Comparison of Adjectives and Adverbs Using ‘-er Than’ and ‘More ... Than’**

## Lesson Objectives

Students are able to

1. make comparisons about the weather,
2. use the correct form of an adjective or an adverb to make comparisons,
3. write the correct comparative form of adjectives and adverbs.

## Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 4
2. A calendar with weather symbols over a fortnight (Include a variety of weather symbols such as winter and summer.)
3. A list of adverbs and adjectives that can be used to describe the weather

## Introduction / Warm-up Activity (5 min)

1. Show the students the calendar of the different types of weather over a fortnight. You may want to tell them that the chart is for a make-believe land.
2. Select a day and ask the students what the weather is like. Ask them which day is ‘hotter’ or ‘colder’ than the day you selected. Form the sentence using comparative adjectives.

**Example:**

- Tuesday was hotter than Wednesday.

3. Repeat this activity as many times as possible. Ensure that a variety of comparative adjectives and adverbs are used.

**Examples:**

- The sun was shining down more brightly on Friday than on Saturday.
- The rain came down more strongly on Saturday than on Sunday.

4. Write the sentences on the board.

## Lesson (10 min)

### Comparison of Adjectives and Adverbs Using ‘-er Than’ and ‘More ... Than’

1. Explain to the students when ‘-er’ or ‘more’ is used.
2. Direct the students to **page 43 of Learning Grammar Workbook 4**. Read the

examples to them. Highlight to the students that when ‘-er’ is used, ‘more’ will not be used. Review adverbs and adjectives with the students and ask them to identify the adjectives and the adverbs in the examples.

3. You may want to show an item that can be found in the classroom such as a textbook. Then ask the students if anyone can show you something that is bigger than a textbook, heavier than a textbook, looks more interesting than a textbook etc.
4. You may also walk a short distance along the front of the class. Alternatively, you can ask a student to volunteer to do so. Ask the class if anyone can walk more slowly or more quickly than you.
5. You may also want to review the use of ‘as ...’ by having someone walk as quickly as you etc.
6. Write the sentences on the board to describe the actions.

### **Classroom Activities / Assessment (10 min)**

1. Let the students complete **Exercise 27 and 28, pages 44 – 45** on their own.
2. Facilitate the students’ learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Divide your students into pairs. Get them to write a list of 5 adverbs and 5 adjectives. Then encourage them to form sentences using the adjectives and adverbs.
2. Get them to write their sentences on writing paper or in their English exercise books.
3. You may want to give them topics to guide them if they are unable to think of a list of words. For example, you may want to tell them to think of events at a sports meet, the different ways animals move, how students behave in class, how students look etc.
4. Let the students share their sentences with the rest of the class.

### **Optional Activities**

1. Ask the students to complete **Exercise 29, page 46** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want your students to state whether each word in **Exercise 29** is an adjective or an adverb. They could also write sentences for any 3 of the words in the list.
4. You may want your students to think of a sports competition and get them to write a few sentences about the competition using adverbs and adjectives in the comparative form. You may want to tell them to focus on the following areas.
  - competitors’ appearance
  - how the competitors behaved during the competition