



## Theme: Let's Dress Up

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Adjectives and comparison of adjectives (1)	<ul style="list-style-type: none"><li>• Clothing</li><li>• Gloves and footwear</li><li>• Accessories</li></ul>	Answering questions based on a passage	Describing a picture using helping words

### Lesson Objectives

Students are able to

1. use suitable adjectives to tell them more about nouns,
2. compare people, animals, things or places using comparison of adjectives,
3. add '-er', '-ier' or 'more' to regular adjectives when comparing two people, animals, things or places,
4. add '-est', '-iest' or 'most' to regular adjectives when comparing more than two people, animals, things or places,
5. answer questions based on a story.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Three different types of hats (preferably in three different sizes)
3. Three scarfs of different lengths
4. A series of 3 picture cards that show comparison of adjectives
5. A handout of comparison of adjectives
6. Blu tack

### Introduction / Warm-up Activity (10 min)

1. Enter the classroom wearing a large hat. Ensure that three scarves are hidden inside the hat but are hidden well from the students. The students will naturally feel a sense of anticipation and may exclaim that you are wearing a hat. If they do, ask them to describe to you the hat you are wearing. If they do not, ask them directly to describe the hat you are wearing

**Example:**

- a large hat / a flowery hat / a straw hat / a brown hat
- Write the students' responses on the whiteboard.

### Lesson (20 min)

1. Tell the students that the hat you have is special because it can do magic. Get the students to say a magic word and lift the hat off your head to reveal the three scarves. Show the students the scarves and ask them if they are the same. Elicit from them how the scarves are different. Besides colour and material, get the students to tell you that the length of the scarves is different.
2. Get the students to compare the scarves. Show them that one scarf is longer than the other, and one of them is the longest. Construct three sentences using the adjectives in the positive, comparative and superlative forms.

**Example:**

- The white scarf is long. (positive form)
- The blue scarf is longer. (comparative form)

- The green scarf is the longest. (superlative form)

Write the sentences on the whiteboard.

3. Get the students to compare the three scarves again. Select one of the scarves and tell them that is pretty. Allow the students to decide which one is prettier than the first one, and which of the three is the prettiest. Elicit from the students the three sentences using the adjectives in the positive, comparative and superlative forms.

*Example:*

- The white scarf is pretty. (positive form)
- The blue scarf is prettier. (comparative form)
- The green scarf is the prettiest. (superlative form)

Write the sentences on the whiteboard.

4. 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 ‘long’ and the ‘-ier’ in the adjective ‘pretty’.
5. 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 ‘longest’ and the ‘-iest’ in the adjective ‘prettiest’.
6. 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 pairs of shoes with price tags, with one more expensive than the other. Write the adjective ‘expensive’ to describe the first picture.

*Example:*

- The blue pair of shoes is expensive. The yellow pair of shoes is more expensive. The brown pair of shoes is the most expensive.

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. Give each of the students the handout on comparison of adjectives. Go through with them the list.
2. Tell the students to turn to **pages 1 – 2 of Learning English Workbook 2**. Review the ‘Read and Learn’ section on **pages 1 – 2**. You may want to tell the students to refer to the handouts that were given to them earlier when doing the work. 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 4 – 5** as homework. You may want to read the passage together with the students. Explain any words that may be unfamiliar to them. You may want to go through the questions with the students and elicit the answers from them. Show them where they can get the answers from the passage to the questions asked.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Get students to select three adjectives from the handouts they were given. They have to write three sentences for each adjective in its positive, comparative and superlative form. They can also draw pictures to illustrate each set of adjectives clearly. You may want to pin their work on the English notice board.