**Lesson Plan**

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**Topic: Talking about preferences**

Students: Junior secondary

1. **Students’ previous knowledge**
2. Students have learnt adjectives to describe their preference(e.g. *interesting, appealing, exciting, thrilling, frightening, horrifying, motivating, inspiring, fascinating, amazing*)
3. Use the comparative structure “*-er + than*” to make comparison between two people or things for 2-syllable adjectives
4. **Learning Objectives:**After the lesson, students should be able to:
	* Identify adjectives with 3 syllables
	* Use the structure “*….be more…than…*”to make comparisons with 3-syllable adjectives
	* Use the structure “*….be more…than…*” and “-er + than” to make recommendations
5. **Language skills**
6. Speaking:
* Describe and compare people or things clearly and coherently using comparative adjectives with 3 syllables
* Participate effectively in oral interactions
1. Listening:
* Listen to the use of comparative adjectives with 3 syllables
1. **Teaching Procedures:**

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| **Time (min.)** | **Stage** | **Objective(s)** | **Procedures** | **Resources** |
| 5 | Warm-up | To arouse Ss’ interest and recall Ss previous knowledge on comparative adjectives | 1. T asks one tall student and one short student to come out. T compares their height in front of the class using body language. T tells the class the prompt“(student A’s name) is ….. than (student B’s name) ”Ss are asked to complete the sentence.T compares another pair of Ss’ hand and foot size. Then, T gives Ss prompts and asks Ss to finish the comparison. 2. T tells Ss that when they make comparison, there are some adjectives (3-syallble adjectives) where they need to use the structure “more + than” instead of “-er + than”.  | PowerPoint |
| 10 | Presentation | To let students understand what adjectives with 3-syllables are.  | 1. T asks Ss to read aloud different adjectives while clapping their hands to indicate the number of syllables. 2. T counts syllables with Ss using “balloons”, i.e. one balloon indicating one syllable, two balloons indicating two syllables, etc.3. T shows some sentences of comparison with adjectives of 1 syllable and with 3 syllables as examples.4. T asks Ss if they can figure out why some adjectives are used with the pattern “-*er+ than*”, while some “more + than” when making comparison. | PowerPoint  |
| 15 | Practice  | To draw students’ attention to the meanings and also the forms of comparative adjectives with 3 syllables To practice the use of comparatives using adjectives with 3 syllables  | 1.T shows Ss her own preference on different movies, cartoons, songs, idols and places to hang around using stars on PPT. T puts 5 stars next to things she likes most and 1 star for things she likes least. 2.T asks the whole class“Why does Miss Wong prefer \_\_\_\_\_ to \_\_\_\_\_\_?”Ss are asked to fill in the blanks. | PPT |
| 5 | Product  | To let Ss apply what they have learnt To make sure Ss can use the target language in an appropriate way individually To check Ss’ understanding | 3. T shows students the trailers of two detective drama shows: Castle and Elementary. T asks Ss to value the attractiveness of the actor, the attractiveness of the actress, the fame of the actor, the fame of the actress, how interesting the plots are, and whether they are suitable for teenagers by putting stars under the pictures provided as they watch the trailer. 4. T asks students to use comparatives to express their preference about different aspects of the two detective drama series with justification. 5. T asks students to talk to their neighbor about their views. Their partner helps check their work to see whether they have used the comparatives accurately. T picks 5-8 Ss to read out their answer in front of the whole class so as to check their understanding towards the target language item. | Student worksheet  |
| 6 | Follow-up task | To let Ss use the target structure to make recommendations | T asks students to form groups to choose a specific subject for making recommendations to class. It can be a picnic site, a book, a movie, a restaurant, etc. Students are reminded to use comparatives in the recommendation. |  |