**Lesson Plan – Comparatives**

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Topic: Make comparisons

Duration: 50 mins

Student level: Senior Primary

Students’ previous knowledge:

1. Learning of adjectives of opposite meaning (e.g. *light & heavy, weak & strong…*)
2. Using comparatives (1- or 2-syllable adjectives) to make comparison between two people or things (e.g. *Helen is light****er than*** *Mary*.)

Learning objectives:

After the lesson, students should be able to

1. Identify the number of syllables of adjectives
2. Tell the forms of comparatives (“-*er”* and “*more* + adjective”) and how they are related to the number of syllables of the adjectives
3. Use comparative adjectives to make comparison of restaurants and food items

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| **Time** | **Stage** | **Procedures** | **Objectives** | **Resources** |
| 1 min | Setting up a context | 1. T tells Ss they are going to learn to write a magazine article.
 | 1. Set up the context
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| 15 mins | Input | 1. T shows a travel magazine article (Part 1) comparing Tsim Sha Tsui and Mong Kok.
2. T asks Ss to circle some adjectives and tell their base forms as well as the number of syllables. T shows Ss some adjectives selected from the article on PPT (with different numbers of syllables)
3. T asks Ss to read aloud the adjectives and clap hands to indicate the number of syllables.
4. Ss finish WS Part A and B.
5. T asks Ss if they can figure out why some adjectives are used with the pattern “*–er + than*” while some “*more* + adjective + *than*” when making comparison.
6. T explains that for adjectives with 3 syllables Ss should use “more+ adjective + than” when making comparison.
7. T reminds Ss of some special cases: some 2-syllable adjectives can be used with “more” (e.g. *more crowded / more boring / more careful…*)
 | 1. To let students identify adjectives of different numbers of syllables
 | 1. PPT
2. WS Part A & B
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| 10 mins | Input | 1. T shows Ss the travel magazine article (Part 2).
2. T asks Ss to highlight the comparative adjectives in the article.
3. T asks Ss to draw the different numbers of emojis based on the articles. (e.g. running man means crowdedness/ money means cost)
4. T draws Ss’ attention to the number of syllables.
 | 1. To let students get familiar with the use of the structure *more… than*
 | 1. WS Part C
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| 10 mins | Practice | 1. T asks Ss:
2. Q: Have you visited Ocean Park and Disneyland before?
3. Q: Do you like the rides and cartoon characters in Ocean Park and Disneyland?
4. T guides Ss to compare Ocean Park and Disneyland in terms of their rides, cartoon characters and ticket prices.
5. T asks Ss to write their own sentences.
6. T asks Ss to exchange the work with their partner and check answers.
 | 1. To let students practice the use of the structure *more… than*
 | 1. WS Part D
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| 10 mins | Activity | ***Information gap activity (restaurant review)***1. T asks Ss to compare two Korean restaurants and decide which one to recommend to tourists.
2. Ss are divided into A and B and take turns to ask and answer questions. For example:

A: Which restaurant is more + adj / adj-er ? (e.g. Which restaurant is more popular?)B: Excellent Kimchi Restaurant is more popular than Fantastic Korean Restaurant.Student A has to draw the emojis accordingly.1. Ss are given Version A/B of WS.
 | 1. To consolidate students’ understanding and encourage peer-interaction through listening and speaking
 | 1. Info gap WS
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| 5 mins | Conclusion | 1. T asks Ss to find two food items at home and compare their taste and price using comparatives. The aim is to recommend local food to tourists.
 |  | 1. WS Part E
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