**Lesson Plan – Comparatives**

CHAN, Shuk Ling Heather; LEE Fung King Jackie

The Hong Kong Institute of Education

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |  |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |