



## Lesson Plan For Lesson 7



40 min

**Theme: Things in My Bag**

**Focus: Adjectives – Comparative Degree, Words Ending in ‘-er’**

### Lesson Objectives

Students are able to

1. describe everyday items found in their school bags,
2. complete sentences using the correct comparative form of the adjective.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 2
2. Everyday items that can be found in a school bag that can be compared (Ensure that there are two similar items that look different such as a big and a small pencil case.)
3. Picture cards of everyday items that can be found in a school bag (Each picture card should contain an item.)
4. Writing paper or an English exercise book
5. A set of coloured pencils

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

1. Produce a bag and tell the students that you have some everyday items that can be found in a school bag inside it. Show two of the same item to the students. Ask questions to get students to compare the items.

**Examples:**

- Which pencil is longer?
- Which book is thicker?

2. Write the answers on the board.

**Examples:**

- The pink pencil is longer than the blue pencil.
- The English book is thicker than the Mathematics book.

3. Show more examples and get students to compare by asking questions about them. Then get the students to come up with answers.
4. Write the answers on the board.

## Lesson (10 min)

### Adjectives – Comparative Degree, Words Ending in ‘-er’

1. Review what adjectives are. Explain that when we want to compare two things, we use adjectives to compare them.
2. Teach the students to add ‘-er’ to the adjectives when making comparisons.
3. Teach the students the spelling rules of when the last letter has to be doubled before adding ‘-er’ and removing ‘y’ and replacing it with ‘i’ before adding ‘-er’.
4. Explain that ‘than’ is placed after the adjective.
5. Provide as many examples as possible.
6. You may want to ask the students to compare the items they have in their school bags or pencil cases such as erasers, pencils, rulers, books etc. They may compare the items in their own school bags or with one another.
7. Get a few students to volunteer to give complete sentences about their items when they compare them.
8. Write the sentences on the board.

### Classroom Activities / Assessment (10 min)

1. Refer the students to [page 43 of Learning Grammar Workbook 2](#). Read the examples to them.
2. Complete [Exercise 19, pages 44 – 46](#) together with the students.
3. Facilitate the students’ learning by walking around to check their answers.

### Additional Activities / Closure (15 min)

1. Have the students work in pairs. Give each pair a picture card of an everyday item.
2. Hand out the writing paper or English exercise book.
3. Get the students to draw another item that is similar but smaller, bigger, longer, thicker etc than the item that you have given them. Then write a sentence about the items using comparative adjectives.
4. You may want them to think of another two items that they can draw and compare. Prompt them to look for things in their own school bags for ideas.
5. Allow them to colour the objects that they have drawn (if time permits).

### Optional Activities

1. Ask the students to complete [Exercise 20, pages 47 – 48](#) 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 draw two of their own superheroes and make comparisons about them based on how they look and what they are like. To help them along, write a list of appearance adjectives (tall, short, thin etc) and a list of personality adjectives (clever, strong, weak) on the board that they could use to invent their superheroes and write about them.