



## Lesson Plan For Lesson 12



40 min

**Theme: My Experiences**

**Focus: Comparative or Superlative Degree using 'More' or 'Most'**

### Lesson Objectives

Students are able to

1. use comparative and superlative degrees to talk about their experiences,
2. complete sentences with 'more' or 'most',
3. complete sentences with the correct form of the adjectives given.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 2
2. Make a wheel with a paper fastener and cardboard that students can spin. Divide the wheel into 5 sections: food, place, weather, feelings, friends. (Word cards can also be used for convenience. These cards can then be placed in a bag and drawn out by the students when necessary.)
3. A list of questions related to the 5 sections on the wheel using adjectives with 'more' or 'most' (For example, 'Which is the most interesting place you have visited?' or 'Is it more exciting to go to the beach or to the park?' etc)
4. A list of adjectives that is used with 'more' and 'most' in the comparative and superlative forms

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

1. Ask the students to think about the most dangerous and the most exciting thing they have ever done.
2. Write the students' answers on the board. Circle the superlative adjective.
3. Ask the students questions that require them to make comparisons.

*Example:*

- Is the scenery in the countryside more beautiful than the scenery in the city? Prompt them by asking them to think of what they would see in the countryside and what they would see in the city.
4. Write the answers on the board.

## Lesson (10 min)

### Comparative or Superlative Degree using 'More' or 'Most'

1. Explain to the students when 'more' and 'most' are used.
2. Ask the students questions about their experiences related to school.

*Example:*

- What is the most difficult subject in school?
3. Write as many sentences as possible on the board.
  4. You may want to tell the students that 'more' is sometimes used even when there seems to be more than two items in the sentence.

*Examples:*

- The girl is taller than the twins.
- My brother is taller than my father and mother.

Show the students how the people in the sentences can be grouped so that there are only two groups and, therefore, the comparative form is used.

### Classroom Activities / Assessment (10 min)

1. Refer the students to **page 69 of Learning Grammar Workbook 2**. Read the examples to them.
2. Complete **Exercise 31 on page 70** together with the students.
3. Facilitate the students' learning by walking around to check their answers.
4. You may want to ask the students which part of the sentence tells them the number of items being compared.

### Additional Activities / Closure (15 min)

1. Invite the students to spin the wheel. Depending on where the wheel stops, ask the relevant question for that topic from the list of questions you have prepared. Have the student who spun the wheel answer the question.
2. You may want to take down these answers and convert them into a bar chart if there are many similar answers or into a poster that could be pasted on the wall to show the result of a class survey.

### Optional Activities

1. Ask the students to complete **Exercise 32, page 71** 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 make a book about their experiences. They could draw the most interesting place they have visited and write a sentence about it at the bottom.

*Example:*

- The student draws a picture of the Singapore Flyer and writes 'The Singapore Flyer is the most interesting place I have visited.'