Lesson Plan

**General Information:**
Level: Secondary 1  
Number of students: 40  
Time: 35 minutes  
Topic: Revision for the Uniform Test - Language Activity Day

**Students’ Prior Knowledge:**
Students have learned the language items taught in Unit 3 “Sports Day” – Comparatives and Superlatives.

**Objectives:**
At the end of the lesson, students should be able to:

**General:**  
a. consolidate the language items learned before in preparation of the test  
b. enhance writing skill through composing a short descriptive writing

**Specific:**

**Language Use:**  
a. recall the structures of Comparatives and Superlatives (e.g. “big” → “bigger” → “biggest”)  
b. derive the ways to form Comparatives and Superlatives (e.g. if the adjective has three or more syllable, we form the comparative by adding “more” then plus adjective, i.e. “serious” → “more serious”)  
c. compose a simple descriptive writing using Comparatives and Superlatives

**Language Forms:** Comparatives and Superlatives of adjectives  
a. adjectives having one syllable and is a standard adjective (e.g. “tall” → “taller” → “tallest”)  
b. adjectives having one syllable and ends in “-e” (e.g. “fine” → “finer” → “finest”)  
c. adjectives having one syllable and ends in a short vowel and a consonant (e.g. “thin” → “thinner” → “thinnest”)  
d. adjectives having two syllables (e.g. “exact” → “more exact” → “most exact”)  
e. adjectives having two syllables and ends in “-y” (e.g. “easy” → “easier” → “easiest”)  
f. adjectives having three or more syllables (e.g. “beautiful” → “more beautiful” → “most beautiful”)  
g. adjectives having irregular Comparatives and Superlatives (e.g. “little” → “less” → “least”)
**Additional Language skills:** information processing (i.e. profiles) and organizing ideas (i.e. using a table) in writing

**Learner activities / Learning tasks:**
Writing: Descriptive writing using Comparatives and Superlatives

**Materials and Teaching Aids:**
Hardware: Marker, Paper, Visualizer
Software: Textbook (Freeway, p.63), Activity worksheets

**Instructional Sequence:**

<table>
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<tr>
<th>Time</th>
<th>Content Stage</th>
<th>Procedures</th>
<th>Aims</th>
<th>Classroom Organization</th>
<th>Teaching Aids</th>
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<tbody>
<tr>
<td>1 min</td>
<td>Lead-in</td>
<td>1. Show the Word Search activity sheets and give instructions on completing the task.</td>
<td>♦ To familiarise students with the pre-task activity</td>
<td>Teacher ➔ Class</td>
<td>Visualizer, Activity Sheet</td>
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| 5 min| Pre-task      | 1. Divide students into pairs and distribute task sheets for each group.  
2. Set a time limit for the task.  
3. Walk around to monitor progress and provide assistance to weaker pairs. | ♦ To make students cooperate and complete the task faster  
♦ To strictly control the time spent on the pre-task activity  
♦ To give extra attention to weaker students | Student ↔ Student  
Teacher ➔ Pairs / Individual student | Activity Sheet |
| 1 min  | Pre-task | 1. Stop the activity when time is up. Regain students’ attention.  
2. Ask which pair works out more 10 or more than 10 items from the Word Search.  
3. Put Teacher’s version on the visualizer | ♦ To prepare for the presentation stage  
♦ To recognize Students’ effort | Teacher → Class  
Visualizer, Activity Sheet |
| 7 min  | Presentation | 1. Highlight the adjectives which belong to the same group (e.g. “tall” and “dark”, “good” and “bad”)  
2. Pointing to their Comparatives and Superlatives which belong to the same group, e.g. “taller” and “darker”, “Larger”, “bigger” and “thinner”, “funniest” and “easiest” “more” beautiful” and “more” expensive”, “best” and “worst”  
3. Briefly go through the easier groups of comparatives and superlatives of standard adjectives (e.g. “tall” and “dark”), adjectives end in “-e” (e.g. “large”) and adjectives end in a short vowel and a consonant (e.g. “big” and “thin”).  
4. Ideally, the rules should be given by students but not the teacher.  
5. Ask students to look at the adjectives | ♦ To heighten students’ awareness of forming correct Comparatives and Superlatives by looking at the different endings of the original adjectives  
♦ To make students deduce the common rules of forming Comparatives and Superlatives  
♦ To solicit response from students and evaluate whether they have a full | Teacher ↔ Class  
Visualizer, Activity Sheet, highlighter, paper, marker |
<table>
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<tr>
<th>3 min</th>
<th>Lead-in &amp; Presentation</th>
<th>1. State that students are about to apply what they have learned in context.</th>
<th>♦ Prepare students for the parallel writing task</th>
<th>Teacher → Class</th>
<th>Visualizer, Activity Sheets</th>
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<td>2. Introduce the writing task by showing a</td>
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<td></td>
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<td>which have two syllables and end in “-y”</td>
<td>grasp of the rules or not</td>
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<td>6. Prompt and ask students questions such as “Um…this looks very interesting. Miss To has a question: Why do these adjectives (pointing to “funny” and “easy”) both have superlatives with “-iest” endings?” “Why not “funniest” - just like “smallest”?”</td>
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<td>7. Expect students answer “It’s because they have a “-y” ending”. Refine students’ answer and stress that it’s the “adjectives” which are ended with “-y”, therefore they have superlatives ended</td>
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<td>8. Repeat steps 5-7 for adjectives which have three or more syllables such as “beautiful”, “comfortable”, and adjectives which have irregular forms such as “best”, “bad” and most importantly, “much” and “little” as students will get to use them in the writing task.</td>
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<td>Time</td>
<td>Activity</td>
<td>Task</td>
<td>Notes</td>
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| 15 min| While-task | 1. Walk around and monitor progress.  
2. Make sure students collaborate efficiently to fill in the table for organising writing ideas before starting to write on their own. | ♦ To involve each member of a group  
♦ To give extra attention to weaker students |
|       |            | Teacher ↔ Groups / Individual student                                                      | Visualizer, Activity Sheets                                           |
| 2 min | Winding up | 1. Collect students’ work if the writing task is completed during lesson. (If not, assign it as homework. Give out the prepared answers for the table exercise for each student as writing prompts)  
2. Remind students to refer to textbook (p.63-64) for revision purposes. | ♦ To conclude the lesson and consolidate learning                     |
|       |            | Teacher → Class                                                                          |                                                                      |