



# Lesson Plan For Lesson 11



40 min

**Theme: People, People Everywhere**

**Focus: Adjectives – Superlative Degree, Words Ending in ‘-est’**

## Lesson Objectives

Students are able to

1. describe people and compare them,
2. complete sentences with the correct superlative or comparative adjectives,
3. write the comparative and superlative degrees for given adjectives.

## Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 2
2. Pictures of people with obvious differences in their appearances
3. 4 × 4 Bingo cards with words that can be used to describe the pictures of the people (Ensure that the words on the cards are not repeated.)

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

1. Select three or more students to the front of the class. Ask the class regarding the heights of the students.

*Example:*

- Who is the tallest of the four students?

Get the other students answer the question.

2. Write the answer on the board. Circle the superlative adjective.
3. Ask as many questions as possible using the selected students as an example. Ensure that there is a variety of adjectives used.
4. Write the answers on the board.
5. You may want to avoid adjectives like ‘fat’ when describing the students.

## Lesson (10 min)

### Adjectives – Superlative Degree, Words Ending in ‘-est’

1. Explain to the students when an adjective in the superlative degree is used.
2. Give many examples to show how the adjective is used.

*Examples:*

- Who is the cleverest student in the class?
- Who is the quietest student in the class?

You may want to avoid adjectives that might offend the students such as ‘laziest’ and ‘fattest’.

3. Explain the different spelling rules to the students when an adjective ends with 'y' or when the last letter of the adjective has to be doubled before adding 'est'.
4. Write as many sentences as possible on the board.
5. You may want to review the comparative degree of adjectives as well. Ask the students to think about the people they know such as their friends and family members as well as things that they are familiar with such as their house and the things in their house. Get them to compare these things and tell the class about them in a complete sentence.
6. You may want to place some items on a table or on a shelf. Make use of these items in forming sentences.

**Example:**

- The blue eraser is the smallest item on the table.

### **Classroom Activities / Assessment (10 min)**

1. Refer the students to **page 63 of Learning Grammar Workbook 2**. Read the examples to them.
2. Complete **Exercise 28 and 29, pages 64 – 67** together with the students.
3. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Divide the students into groups. Give each group a Bingo card. Show the pictures of the people and ask the students to look at the words on their Bingo cards to see which words can be used to describe the people.
2. If they have selected a word, they have to use the word in the comparative or superlative form to form a sentence about the pictures. Once the sentence is correct and logical, they can cross out the word on their cards. The first group to cross out all the words in one line wins.

### **Optional Activities**

1. Ask the students to complete **Exercise 30, page 68** 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 to give your students a list and tell them to complete it with the name of a family member. The list can include 'The funniest person in my family; The friendliest person in my family; The meanest person in my family; The rudest person in my family; The kindest person in my family; The youngest person in my family; The oldest person in my family etc'