### **Lesson Plan 15 (120 min)**

Class plan Title: Comparatives and Superlatives + Changes in the Cultural Landscape (How cities/villages have evolved over the centuries)

Topics: Introduction to Comparative and Superlative forms + Heritage (Changes in the Cultural Landscape)

Objectives:

By the end of the lesson, students should be able to:

● Understand the formation of comparative and superlative of adjectives in English

● Practice applying the rules for forming comparative and superlative

● Differentiate the use of comparative and superlative in different contexts

● Relate content with changes in the cultural lanscape

Class Structure:

● Connection with previous knowledge(10-15 minutes): Teacher asks students what they remember from the previous lesson (there is/there are, affirmative and negative sentences). Check students’ homework, talk about any difficulties

● Address the topics (45 minutes):

○ Presentation of the new topic: comparative and superlative form. The teacher should start the lesson by briefly reviewing grammatical concepts that are prerequisites for the lesson topic. This may include reviewing adjectives. The teacher should then present students with two problem situations that will serve as the basis for the Introduction to the lesson topic. The first situation could be comparing two things or people, such as 'Which is taller, Everest or K2?' The second situation could be describing something extreme, like 'Everest is the tallest mountain in the world.' The teacher should ask students how they would express these ideas in English, leading them to realize the need for comparative and superlative adjectives.

○ The teacher should start the Development part of the lesson by explaining the basic rules for forming the comparative and superlative of adjectives in English. They should emphasize that, in general, short adjectives form the comparative by adding -er at the end and the superlative by adding -est, while long adjectives use more for the comparative and most for the superlative. The teacher should provide many examples to illustrate these rules, both regular and irregular. They should also explain that some adjectives have completely irregular comparative and superlative forms, like 'good' becoming 'better' in the comparative and 'best' in the superlative.

● Practical Activities (45 minutes):

o Students learn and practise comparative and superlative adjectives while discussing (with the help of the teacher) how their favourite cities/places/villages have changed over time. The teacher can first give an example. e.g. Santorini is bigger than Anafi

e.g. A village is large. A town is larger than a village. A city is the largest.

In this stage students are encouraged to think about the way their island has changed over time, trying to relate this content with the grammatical phenomenon.

o The teacher should lead students through a series of exercises to practice forming the comparative and superlative. These exercises may include modifying sentences to include comparative and superlative adjectives, classifying adjectives into categories according to their comparative and superlative forms, and identifying errors in sentences that use the comparative and superlative of adjectives incorrectly. The teacher should provide immediate feedback on the exercises, correcting any errors and clarifying any doubts.

● Conclusion/Evaluation (15 minutes):

○ The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

○ Assess learning: Students make sentences about different countries. First, the class names as many adjectives as they can and you write them on the “board”. Next, students name ten countries. Students then have ten minutes to make as many comparative and superlative sentences as they can using the adjectives and countries listed on the board, e.g. 'Thailand is hotter than Germany.' After the ten-minute time limit has been reached, studentsread out their sentences. Teams score one point for each grammatically correct and appropriate sentence.

○ Summarize and assign homework

Materials needed:

● Paper, pen