

Hunting for Comparatives

| Subject | Age level | Time |
|---------|------------------|--------|
| Music | 9 – 10 years old | 45 min |

Teaching and learning aims

At the end of the lesson pupils will be able to:

- Identify comparatives in a song
- Compare elements
- Use comparatives in describing animals and their features
- Develop autonomy by collaboratively and individually focusing on a specific topic

Equipment and material

- Laptop/Computer
- Overhead projector
- Board/smartboard
- Notebooks and writing tools
- Worksheets:
 - <https://6qvwxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/0SYU6B7Ctz7Piv4IDCOZBYP0mYuuN?sig=ad3f8790eea4c1830808768a2383735f4016692a169d326bf16ef7528f637515>
 - <https://6qvwxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/vT9KzvxBAH49Z8cdAVc4mdiADfodKs?sig=46de57aad736ddf648d01bd312207e25f4728f1786ecdd708624044ef3355146>

Learning outcomes (4 Cs)

Content

- Comparatives of short and irregular comparatives
- Animals and their features
- Actions

Cognition

- Identifying comparatives in a text and in a song
- Using comparatives to describe a picture
- finding patterns, noticing similarities and differences

Culture

- Raising pupils' awareness of the importance of comparatives in the surrounding world

Communication



Language Function:

- Talking about how to compare elements in the real world

Vocabulary:

- Crocodile, elephant, flea, fly, big,/bigger, long/longer, good/better, easy/easier, body parts, knit, smile, cry

Verbs:

- Can
- Present Simple

Language structure:

- It can...
- Why is it better?

Activities

Step 1: Warm up

- The teacher welcomes the class and asks them to say a few words in English using social interaction or to review basic vocabulary that they have learned with the English teacher.

Step 2 The comparatives around us

- The teacher reviews comparatives with the pupils, asking them to compare different items (two classmates, two pencil cases, two backpacks). (*e.g., Tom is taller than Sam; The pink pencil case is bigger than the blue one; Mary's backpack is heavier than Lily's*)
- After that, the teacher has the pupils give some examples of their own from the world around them and write the examples on the board.

Video: Comparatives introduction [Comparatives introduction.MP4](#)

Step 3: Finding comparatives in a song

- The teacher divides the pupils into pairs and assigns each group a number, 1 or 2. Then the teacher pairs up the pupils so that each pair has a pupil assigned to No 1 and the other to No 2. Then the teacher gives each pupil with No 1 the following chart: <https://6qvwpjda8.execute-api.eu-west-1.amazonaws.com/docs/0SYU6B7Ctz7Piv4IDCOZBYP0mYouuN?sig=ad3f8790eea4c1830808768a2383735f4016692a169d326bf16ef7528f637515> and each pupil with No 2 the following chart: <https://6qvwpjda8.execute-api.eu-west-1.amazonaws.com/docs/vT9KzvxBAH49Z8cdAVc4mdiADfodKs?sig=46de57aad736ddf648d01bd312207e25f4728f1786ecdd708624044ef3355146>.
- The pupils are asked to listen to the song: https://drive.google.com/file/d/1LHlwVOOM0AnH4onNEX8kG1V_NvHIGOBR/view?usp=sharing and fill in the gaps in both charts.

Video: Comparatives_Filling in after audio [Comparatives filling in after audio.MP4](#)

- Then, the teacher asks the pupils to watch the video <https://youtu.be/729oUNEQXdE> and check their answers.

Video: Filling in the missing word [Comparatives filling in the missing word.MP4](#)

Step 4: Working with the comparatives

- The teacher asks the pupils to say the name of each adjective whose comparative they have found in the song and then to write the opposite of these adjectives. Then, on the board, the pupils write the comparative form for these adjectives.
- After that, the pupils are asked to compare the features of the four creatures in the song, two by two (e.g., *The elephant's nose is bigger than the fly's nose. The crocodile has a longer tail than the elephant.*)

Step 5: Singing the song and miming the activities.

- The teacher asks the pupils to name the actions in the song (e.g., *see in the dark, smile, cry, knit a sweater*). The pupils mime the actions.
- The teacher plays the song again (just audio or video) and sings the song together with the pupils. When they come across an action, the pupils also mime the action.

Video: Comparatives singing and dancing [Comparatives singing and dancing.MP4](#)

Evaluation

- Immediate evaluation after each activity
- Successful completion of the tests on worksheets