



Master Lesson Plan

for

Positive and Comparative Degree

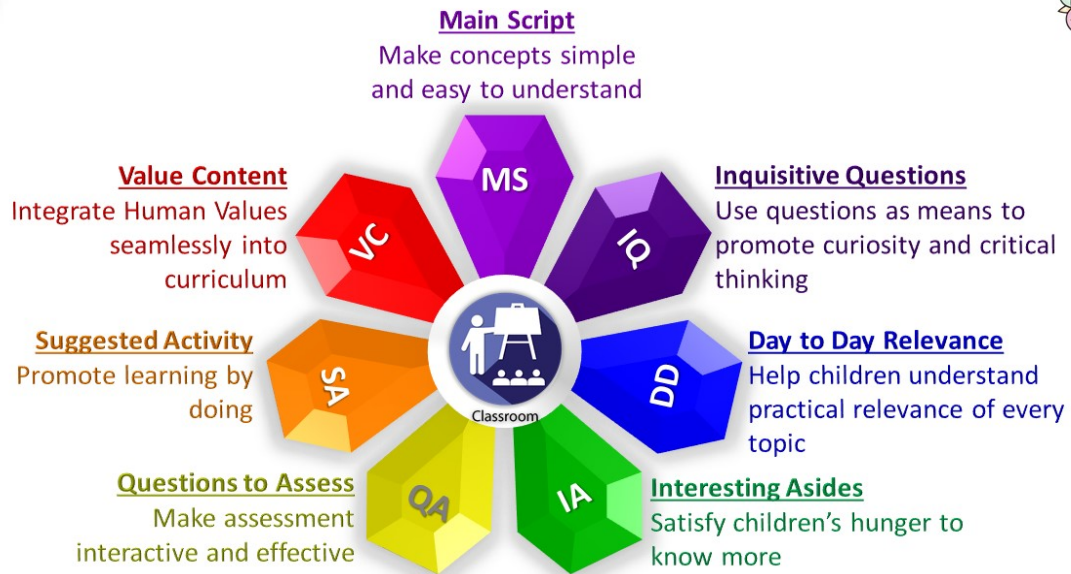
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD II	English	Positive and Comparative Degree	English	23-12-2022 10:27:47

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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

MS_All About Opposites

What are opposites?

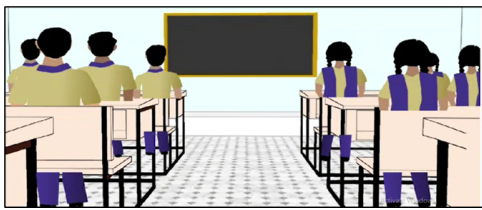
Opposites are pairs of words that have different meanings /or contrasting words.

Examples: big/small, fast/slow, happy/sad..

- a. Teacher should present the opposites in related pairs by using pictures or real objects.

Explain the meaning of each word and how the two opposites are related - examples: happy / sad (emotion) wet/dry (condition) tall/short (height) round / flat (shape)

The teacher can ask the students to do a few actions in the classroom to have a better understanding of the concept.



Examples: Take a big step and a small step.

First turn right and then turn left.

Colour the black and white picture.

Be quiet and don't be noisy!

- b. After the teacher has introduced the topic Opposites, he/she can give a list of opposites for the students to learn and to use them in sentences.

	ADJECTIVES	OPPOSITES	
.	beautiful	ugly	
.	new	old	
.	polite	impolite	
.	poor	rich	
	safe	dangerous	
	strong	weak	
	true	false	
	hardworking	lazy	
	early	late	
	right	wrong	
	interesting	boring	
	fat	thin	
	light	heavy	
	difficult	easy	
	cheap	expensive	
	bitter	sweet	
	careful	careless	
	empty	full	
	deep	shallow	
	calm	excited	
	wide	narrow	
	young	old	
	private	public	
	friend	enemy	
	sharp	blunt	
	rough	smooth	
	fresh	stale	
	temporary	permanent	

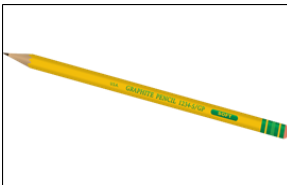
- c. The teacher may help the students in framing sentences with as many opposites as possible so that they can learn new words. A few examples are given below.

Examples of Sentences with opposites. (They are also adjectives)

1. We should eat fresh fruits and vegetables and not stale ones.



2. Use a sharp pencil to write/ draw and not a blunt pencil.



3. If you are careful, then you can avoid making careless mistakes.



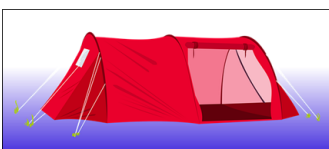
4. The most difficult task can become easy if we work hard.



5. Expensive things are not always the best, cheap things can be the best too.



6. A tent is a temporary house but a house made of bricks and cement is permanent.



Z. Festivals are celebrated by the young and old people in our country.



Link to the images used in this asset:

1. <festival> <<https://pixabay.com/photos/rangoli-colorful-indian-festival-231339/>>
2. <gift> <<https://pixabay.com/vectors/gift-present-wrapped-bow-ribbon-575653/>>
3. <tent> <<https://pixabay.com/illustrations/tent-camping-red-clip-art-1139376/>>
4. <hard work> <<https://pixabay.com/vectors/ant-brown-carrying-egg-white-44588/>>
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7. <fresh fruit> <<https://pixabay.com/vectors/fruit-bowl-fruits-food-fresh-diet-2411828/>>
8. <classroom> <SSSSVV Image Gallery: Search Keyword "classroom">

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Adjectives	Adjectives Comparison of Adjectives

MS_Gaining more Knowledge on Degrees of Comparison of Adjectives

Forms of Comparative Adjectives

Form No:1

One syllable and two syllable adjectives most commonly used 'er' form. Examples: fast - (fa+st) - faster, heavy (hea+vy) - heavier, large (lar+ge) - larger, pretty - (pre+tty) - prettier.

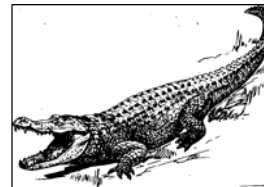


Form No: 2.

The more or less + adjective, is used when there are adjectives with three syllables.

Examples:

- a. expensive (ex+pen+sive) --- more or less expensive.
- b. beautiful (beau+ti+ful) -- more or less beautiful.
- c. dangerous (dan+ger+ous) – more or less dangerous.
- d. wonderful (won+der+ful) – more or less wonderful.



There are exceptions to the above rule: more or less + adjective words can be used with two syllable words also.

Examples - Modern – more or less modern, polite - more or less polite, tired - more or less tired.

Form No 3

Irregular forms of Comparison

Some adjectives are compared irregularly, that is their comparatives are not formed from their positive forms, a completely new word is formed.



Examples:

<u>POSITIVE</u>	<u>COMPARATIVE</u>
GOOD	BETTER
BAD	WORSE
MUCH	MORE

LIST OF SOME COMPARATIVE ADJECTIVES AND THEIR FORMS

POSITIVE	COMPARATIVE	IRREGULAR ADJECTIVES. IRREGULAR POSITIVE	COMPARATIVE.	
angry	angrier	Bad	Worse	
bold	Bolder	Good	Better	
Brave	Braver	Much	More	
Bright	Brighter	Many	More	
Busy	Busier	Little	Lesser	

Big	bigger			
Clean	cleaner			
Dry	Drier			
Early	Earlier			
Grand	Grander			
Calm	Calmer			
Cold	Colder			
Crispy	Crispier			
Coarse	Coarser			
Dark	darker			
Dirty	dirtier			
easy	Easier			
Fat	fatter			
Fair	Fairer			
Beautiful	more beautiful			
Dangerous	more dangerous			
Famous	more famous			
Perfect	more perfect			
Comfortable	more comfortable.			
Quick	Quicker			
Close	Closer			
Sweet	Sweeter			
Young	Younger.			
Old	older			
Kind	Kinder			
Cheap	Cheaper			

Teacher's Notes.

The teacher should begin the topic on Degrees of Comparison after the students have thoroughly understood usage of Adjectives/ Describing words.

What is a syllable for kids?

A syllable is a vowel sound within a spoken word. Syllables are always A, E, I, O, U or sometimes Y when it makes a vowel sound. All words are made from at least one syllable. They help in getting the right pronunciation and for learning the spellings.

Examples: Book - has one syllable (o) Paper - has two syllables - paper (a and e) Energy - has three syllables - en+er+gy (e, e and gy pronounced as i sound)

The forms / rules of Comparative Adjectives are for the teacher's reference only. The teacher's discretion may be used, the teacher may explain the rules with or without the emphasis on the syllables. He/ she can add more to the list of Comparatives.

Link to the images used in this asset:

1. <modern> <<https://pixabay.com/photos/city-smart-modern-future-connect-4317139/>>
2. <polite> <<https://pixabay.com/illustrations/thanks-thank-you-message-grateful-1314692/>>
3. <tired> <<https://pixabay.com/vectors/man-employee-exhausted-tired-5754626/>>
4. <wonderful> <<https://pixabay.com/photos/rays-wonder-sun-light-wonderful-2464986/>>
5. <dangerous> <<https://pixabay.com/vectors/alligators-dangerous-crocodiles-37912/>>
6. <beautiful> <<https://pixabay.com/photos/landscape-sunset-sunrise-beautiful-4013258/>>
7. <expensive> <<https://pixabay.com/photos/jewellery-golden-gold-jewelry-1175533/>>
8. <pretty> <<https://pixabay.com/photos/indian-girl-female-fashion-asian-4985302/>>
9. <large> <<https://pixabay.com/vectors/cooking-pot-sauce-pan-pot-cooking-146459/>>
10. <heavy> <<https://pixabay.com/photos/heavy-hard-work-hard-work-young-934552/>>
11. <fast> <<https://pixabay.com/photos/bike-riding-fast-moving-bike-motion-1149234/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Adjectives	Comparison of Adjectives

MS_Exploring degrees of comparison of Adjectives

The teacher explains that when adjectives change in form to show comparison, they are called - degrees of comparison.

Degrees of Comparison are classified into Positive, Comparative and Superlative.

Definition of Positive Degree of Comparison - This type of adjective is in its basic form.

Example:

- a. She is tall like her father.



- b. Iron is a heavy metal.



- c. My mother makes tasty food.



- d. She is wearing a beautiful saree.



In the above sentences the adjectives, *tall*, *heavy*, *tasty* and *beautiful* are in their original forms and they are called positive degrees of comparison.

Definition of Comparative Degree of Adjectives - Whenever there is a comparison of the same quality between two people or things, **we use – er form of the adjective to show comparison.**

It is called the Comparative degree.

For example,

- a. Ajay can run faster than Arun.
- b. My brother is taller than my father.
- c. Anita looks prettier than her sister.
- d. The elephant is heavier than a tiger.
- e. Homemade food is tastier than hotel food.

The order for comparing two nouns is as follows:

Noun (Subject) + verb + comparative adjective + than + noun (object)

Examples: **Ameeta's house is larger than Rita's house.**

(Ameeta – (Subject) + verb is + comparative adjective larger + than + Rita's house. (object)

Vivek is smarter than Anuj.

Her paintings are more beautiful than her sister's.

His behavior is better than his brother's.

Forms of Comparative Adjectives

Form No:1

The adjective +er is used in most cases, example: fast - (fa+st) - faster, heavy (hea+vy) - heavier, large- (lar+ge) - larger, pretty - (pre+tty) - prettier.

EXAMPLES:

1. Anuj can run faster than Ajay
2. His book is heavier than mine.
3. He needs a larger house for his family.
4. Is my dress prettier than yours?

Teacher's Notes: The teacher can begin this topic with a quick recapitulation on Adjectives.

Students use common adjectives to describe objects, persons or animals.

The teacher can collect at least two pictures of each of the following objects for revision and encourage them to respond. Some of their responses could be:

People and animals - tall, short, kind, fat, thin

Food items – big, small, sweets, delicious, tasty, juicy.

Pencils - long and short ones, striped

School bags - blue, big, plastic, cloth

During the revision exercise the teacher can accept one or two adjectives for the objects and appreciate them for their responses.

The teacher should do oral work before beginning the written exercises.

Link to the images used in this asset:

1. <saree> <<https://pixabay.com/photos/wedding-saree-collection-1050933/>>
2. <food> <<https://pixabay.com/vectors/bread-cultural-culture-curry-food-1296280/>>
3. <iron> <<https://pixabay.com/vectors/metal-blocks-steel-commodity-iron-36867/>>
4. <girl> <<https://pixabay.com/illustrations/woman-student-book-fashion-girl-5957134/>>
5. <Man><SSSVV Image Gallery: Search Keyword "man">

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Adjectives	Comparison of Adjectives

SA_Usage of Comparatives

Type of Activity: Pair work.

Venue for the Activity: Classroom.

Materials required: Sets of worksheets to be prepared according to the strength of the class.

Procedure for the activity:

- Group the students into pairs. (Number of pairs depends on the strength of the class).
- Distribute to each pair a worksheet, A/B alternately.
- The pairs should write their names and roll numbers on the sheet.
- Instruct the pair to complete the task in 7 minutes.
- At the end of 7 minutes the teacher should ring a bell.
- Then the teacher asks the students to exchange the sheets.
- The teacher calls out the correct answers and the students tick the correct answers and put a cross mark (X) for wrong answers.
- The students will write the score of the pair on the right hand side of the sheet: 5/10, 7/10 or 10/10.
- The pairs who have scored full marks can be applauded and appreciated.

The students should write the correct form of comparatives. Example: taller than, more ferocious than

SET - A

Names of the pair of students.

1. _____

Roll no: _____

SCORE - OUT OF 10.

2. _____

Roll no: _____

Fill in the blanks with the correct comparative form of the adjectives given in brackets. (Use than, after the comparative form: (Eg: a) India is bigger than SriLanka. b) A snake bite is more dangerous than a bee sting.

1. India is _____ Sri Lanka. (big)
2. A snake bite is _____ a bee sting(danger)
3. Cricket is _____ football in our country. (popular)
4. She is three years _____ her sister. (young)
5. Chennai is _____ Delhi in December. (warm)

6. A cheetah / leopard runs _____ a lion. (fast)
7. The river Ganges is _____ the Cauvery river. (long)
8. A feather is _____ a pen. (light)
9. Ajay is _____ Anil Mathematics. (clever)
10. Mangoes are _____ pineapples. (sweet)

SET - B

Names of the pair of students.

- | | | |
|----------|----------------|---------------------------|
| 1. _____ | Roll no: _____ | SCORE - OUT OF 10. |
| 2. _____ | Roll no: _____ | |

Fill in the blanks with the correct comparative form of the adjectives given in brackets.

1. Apples are _____ oranges. (expensive)
2. There is no animal _____ a tiger in the jungle world. (cruel)
3. The pen is _____ sword. (strong)
4. He requires a _____ diet to take part in sports activities. (healthy)
5. My uncle is _____ than my father. (rich)
6. Mangoes are _____ pineapples. (sweet)
7. Dwarfs are very short, they are _____ 5 feet. (little)
8. Raja is _____ Ashok. (intelligent)
9. I am a _____ dancer than my sister. (good)
10. Driving is _____ flying. (danger)

(An Extra set of sentences.)

Names of the Pair of students.

- | | | |
|----------|----------------|---------------------------|
| 1. _____ | Roll no: _____ | SCORE - OUT OF 10. |
| 2. _____ | Roll no: _____ | |

Fill in the blanks with the correct comparative form of the adjectives given in brackets

1. His marks are _____ mine. (bad)
2. Vinita is _____ Veena. (talkative)

3. This exercise is _____ the previous one. (easy)
4. My car is _____ yours. (modern)
5. The earth is _____ the moon. (large)
6. Prevention is _____ cure. (good)
7. Steamed food is _____ fried food. (healthy)
8. A peacock is _____ a hare. (beautiful)
9. The river Ganges is _____ the Cauvery river. (long)
10. A feather is _____ a pen. (light)

Teacher’s Notes. Please ensure that all the students take part in this activity.

An extra set has been given, the teacher can use it as per his/ her requirement.

**AN ANSWER KEY TO SET A
EXTRA SET**

1. bigger than
2. more dangerous than
than
3. more popular than
4. younger than
than
5. warmer than
6. faster than
7. longer than
8. lighter than
than
9. cleverer than
10. sweeter than.

AN ANSWER KEY TO SET B

1. more expensive than
2. more cruel than
3. stronger than
4. healthier / more healthy
5. richer than
6. sweeter than
7. less than
8. more intelligent than
9. better-- than
10. more dangerous than

AN ANSWER KEY TO THE

1. worse than
2. more talkative
3. easier than
4. more modern
5. larger than
6. better than
7. healthier than
8. more beautiful
9. longer than
10. lighter than

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Adjectives	Comparison of

			Adjectives
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QA_I can recognise-Degrees of Comparison**Exercise 1.**

Complete the following sentences using the appropriate form of the adjective from the options given below. (Use 'than' after the comparative form of the adjective)

1. She is _____ her classmates
 - a) brighter than
 - b) bright
 - c) the brightest.

2. Ashok is _____ his brother.
 - a) the smartest.
 - b) smarter than
 - c) smart

3. Supriya is all the girls in the class.
 - a) intelligent
 - b) more intelligent than
 - c) the most intelligent

4. Santosh speaks English his friends.
 - a) well
 - b) better than
 - c) the best

5. Bed is _____ a sofa.
 - a) comfortable
 - b) the most comfortable
 - c) more comfortable than

6. He woke up _____ all his cousins and made arrangements for the picnic.
- earlier than
 - the earliest.
 - early

EXERCISE 2.

COMPLETE THE TABLE.

POSITIVE	COMPARATIVE	POSITIVE	COMPARATIVE
-----	EASIER	BAD	-----
DIRTY	-----	LITTLE	-----
GOOD	-----	-----	FARTHER
BEAUTIFUL	-----	-----	MORE

EXERCISE 3

Make sentences of your own with the correct form of comparatives of the adjectives.

EXAMPLE : Cold--- Srinagar is colder than Delhi.

- Hot _____.
- Good _____.
- Bright _____.
- Sweet_ _____.
- Clean_ _____.

ANSWER KEY.

- brighter than

2. smarter than
3. more intelligent than
4. better than
5. more comfortable than
6. earlier than

EXERCISE 2.

POSITIVE	COMPARATIVE	POSITIVE	COMPARATIVE
EASY	EASIER	BAD	WORSE
DIRTY	DIRTIER	LITTLE	LESS
GOOD	BETTER	MUCH	MORE
BEAUTIFUL	MORE BEAUTIFUL	FAR	FARTHER

EXERCISE 3

1. Hot- Jaipur is hotter than Mumbai in the month of June.
2. Good- Anil is better than his brother in Science.
3. Bright- The stars are shining brighter than the moon.
4. Sweet—This green mango is sweeter than that yellow mango.
5. Clean – Your house is cleaner than mine.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Adjectives	Comparison of Adjectives

Master Lesson Plan

Seven Asset Methodology for MLP

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.

What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.