

<p><b>Name of activity:</b> Comparative and superlative adjectives</p> <p><b>Short description:</b> Students do some activities on comparatives and superlatives and learn their function</p> <p><b>Link to curriculum:</b> Grade 8; Unit 4.26</p> <p><b>Difficulty level:</b> Medium</p> <p><b>Time:</b> 40 mins</p> <p><b>Learning outcomes:</b> By the end of this activity, students will be able to identify the difference between positive, comparative and superlative forms and use them accurately in their writing.</p> <p>(Competency : 6; Grammar)</p>		
<p><b>Option 1</b></p> <p>Lesson plan with:</p> <ul style="list-style-type: none"> <li>✓ Worksheet</li> </ul>		<p><b>Option 3</b></p> <p>Lesson plan with:</p> <ul style="list-style-type: none"> <li>✓ Activities for a Computer Room</li> </ul>

URL: <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/comparative-and-superlative-adjectives>

## Option 1

### Preparation:

- Arrange and prepare cut ups for relevant activity from the worksheets provided below.
- Have photocopies of worksheet 1 pasted around the class room.

Stage	Procedure
<b>Running dictation/ Intro</b>  <b>20 mins</b>	<ol style="list-style-type: none"><li>1. Tell the students that they are going to do a game called <i>Running Dictation</i>.</li><li>2. Ask students to look around and ask them, <i>What do you see pasted around the class room?</i> <i>Can you see them from where you are seated?</i> Answer : No</li><li>3. Therefore, tell the students that they have to run to them and read to find the important points.</li><li>4. Put the students into groups of 3 or 4 ( make sure to mix strong students with not so strong students) and ask them to appoint a writer and runners. Give each writer a copy of worksheet 2.</li><li>5. The writer reads a sentence from worksheet 2, and the runners go to read worksheet 1 to decide whether the sentence is true or false. This continues until the groups have decided true or false for all the sentences.</li><li>6. Tell them that the group to get all the points <b>the fastest</b> wins.</li><li>7. Students complete the activity while the teacher monitors and assists when necessary.</li><li>8. Have a feedback session by asking the following questions. Teacher can take answers orally.</li></ol>

<p><b>Writing Task 1</b></p> <p><b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Students remain in the same groups and complete worksheet 2, filling in the blanks with the correct form of the words in brackets. Do the first two as an example with the class.</li> <li>2. The first group to finish it can go to the board and write their answers. (This can be your feedback session)</li> </ol>
<p><b>Writing task 2</b></p> <p><b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. The same groups now work together to find the mistakes in worksheet 4. Again, do the first two as an example.</li> <li>2. Alternatively, the teacher could write the incorrect sentences on the board, and the students discuss the corrections, and then correct them on the board.</li> <li>3. Make sure to make the students take record of it.</li> </ol>
<p><b>Variation</b></p>	<ol style="list-style-type: none"> <li>1. To make the game more interactive, distribute a sentence (written on a blank paper and keep space for the answer) per group to correct and paste on the board.</li> <li>2. Teacher can create more sentences at his/ her discretion depending on the number of students.</li> </ol>

## Worksheet 1



Remember to watch the video first! Then read the conversation between Sophie and Giovanni, a student she met on her trip to Rome. Sophie's an expert on English grammar and Giovanni has an exam on comparatives and superlatives next week!



### Grammar Snacks

When we want to compare two or more things, we can change the form of adjectives by adding **-er** or **-est**. We can also use extra words like *more* or *most* and expressions like *not as ... as*.

Here are some examples:

*I think you're **taller** than me. (tall)*  
*She's the **tallest** in the group. (tall)*  
*The pizzas in La Bella Napoli are **better** than the ones in Pietro's. (good)*  
*It was the **best** pizza I've ever had! (good)*  
*People say Bioshock is a **more exciting** game than Skyrim. (exciting)*  
*Grand Theft Auto is the **most exciting** video game. (exciting)*



Sophie



Giovanni

Mmm, I don't quite see what the rule is here.

With most one-syllable adjectives, we add **-er** or **-est**, and with most adjectives with two syllables or more, we add *more* or *(the) most*. In comparatives, we also use *than* before the second thing which is compared, if it is mentioned.

*La Bella Napoli is **nearer** than Pietro's. (near)*  
*It's not **the cheapest** restaurant though. (cheap)*

With one-syllable adjectives ending in vowel + consonant, remember to double the final consonant before **-er/-est**.

*big → bigger → biggest*

If the adjective ends in **-e**, just add **-r** or **-st**.

*large → larger → largest*



So what are the exceptions, apart from *good → better → best*?

Other exceptions are *bad → worse → worst* and *far → further/farther → furthest/farthest*.

*They use **the worst** cheese.*



What about adjectives ending in **-y**, like *crazy*? *My brother is **crazier** than me.*

Yes, that's correct. With adjectives ending in *y*, you change the *y* to *i* and add *er/est*.

*lucky* → *luckier* → *luckiest*  
*happy* → *happier* → *happiest*  
*They've got the friendliest waiters!*

With most adjectives with typical adjective endings, and with two or more syllables, you use *more/most* + adjective.

*They do the most disgusting pasta I've ever tasted.*



What other ways of comparing things are there?

We often use *not as ... as*.

*I'm not as tall as you. (= I'm smaller than you)*  
*Maybe the pizza at La Bella Napoli isn't as good as I remember.*



And what about *less* and *least*?

Yes, *less* and *least* are also ways of comparing things. They are used more in writing.

*It is less cold in the north of the country than in the south. (the north is warmer, but both north and south are cold)*  
*Of the four participants, Bill is the least experienced. (the other three have more experience)*



OK. This isn't as hard as I thought. I think I've got it, more or less.

## Worksheet 2

### 1. Check your grammar: true or false - comparatives and superlatives

Are these sentences *True* or *False*?

- |    |  |             |              |
|----|--|-------------|--------------|
| 1. | To compare two things, we add <i>-er</i> to many adjectives.                               | <i>True</i> | <i>False</i> |
| 2. | We add <i>-est</i> to make the superlative form of many adjectives.                        | <i>True</i> | <i>False</i> |
| 3. | We never change the spelling of the adjective before adding <i>-er</i> / <i>-est</i> .     | <i>True</i> | <i>False</i> |
| 4. | We often use " <i>than</i> " after a comparative.  | <i>True</i> | <i>False</i> |
| 5. | We often use " <i>the</i> " before a superlative.  | <i>True</i> | <i>False</i> |
| 6. | With longer adjectives, we use " <i>more</i> " + adjective or " <i>most</i> " + adjective. | <i>True</i> | <i>False</i> |
| 7. | There are a lot of irregular comparatives and superlatives.                                | <i>True</i> | <i>False</i> |

## Worksheet 3

### 2. Check your grammar: gap fill writing - comparatives and superlatives

Write the words to fill the gaps. Use comparatives and superlatives.

- The clothes here are \_\_\_\_\_ (good) than in my town.
- That's my \_\_\_\_\_ (bad) mark ever!
- It's \_\_\_\_\_ (far) than I thought – I think we're lost.
- That's the \_\_\_\_\_ (disgusting) meal I've ever had!
- I hope your team's \_\_\_\_\_ (lucky) today than last week.
- They're \_\_\_\_\_ (happy) in their new school than in their old one.
- It's the \_\_\_\_\_ (good) song on the album.
- Your spaghetti sauce is \_\_\_\_\_ (tasty) than my mum's.

## Worksheet 4

### 3. Check your grammar: error correction - comparatives and superlatives

Correct the mistakes in these sentences.

1. The more amazing thing just happened to me!

.....

2. He's a lot taller you.

.....

3. She's worst than me at maths.

.....

4. He's best in the team at goal scoring.

.....

5. This pizza isn't as good Alfie's.

.....

6. It's frighteninger if you look down.

.....

7. Where's the most cheap place to eat?

.....

8. I've been eating a lot, I think I'm fater.

.....

### Option 3

#### Preparation:

- Students watch and read the lesson in their computers (This depends on the number of computers per class. If less, have a pair share a computer)
- If computers are a problem, teacher has to have worksheets photocopied

Stage	Procedure
<b>Introduction</b>  <b>10 mins</b>	<ol style="list-style-type: none"><li>1. Tell the students that they are going to watch a video in the link: <a href="http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/comparative-and-superlative-adjectives">http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/comparative-and-superlative-adjectives</a></li><li>2. Ask them to give more attention to the forms written in bold</li><li>3. Once it is over, discuss the comparative and superlative forms found in the video. (If time permits, students can watch the video twice)</li></ol>
<b>Writing Task 1</b>  <b>7mins</b>	<ol style="list-style-type: none"><li>1. Students open the 1<sup>st</sup> activity (revision) comparatives and superlatives.</li><li>2. They answer the question true or false</li><li>3. Once they've finished, they can check their answers</li><li>4. Teacher assists and monitors</li><li>5. Hold a whole class discussion on any problem areas. E.g irregular adjectives</li></ol>

<p><b>Writing Task 2</b></p> <p><b>8 mins</b></p>	<ol style="list-style-type: none"> <li>1. Students open the next activity of gap filling.</li> <li>2. Students get practice on the structure through this activity.</li> <li>3. Drag and drop the answer to the box.</li> <li>4. Teacher monitors.</li> </ol>
<p><b>Writing Task 3</b></p> <p><b>15mins</b></p>	<ol style="list-style-type: none"> <li>1. Students open activity 3</li> <li>2. They correct mistakes in the sentences</li> <li>3. This activity provides students with further practice on the structure</li> <li>4. Follow the same procedure as in tasks1 &amp; 2</li> <li>5. If time permits, the teacher can ask them to form their own sentences with blanks and exchange them with the other groups so that they can answer.</li> </ol>
<p><b>Variation</b></p>	<ol style="list-style-type: none"> <li>1. If computers are a problem, it can be done as a written activity</li> <li>2. If photocopying is a problem, Tasks can be done by asking students to write the questions in their books and make them answer them individually.</li> </ol>