

**Theme: Making Comparisons****Focus: Adjectives and Adverbs – Comparative and Superlative****Lesson Objectives**

Students are able to

1. compare how things and people look and move,
2. write the comparative and superlative forms of adjectives and adverbs,
3. complete sentences using the correct forms of adjectives and adverbs.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 6
2. A list of adverbs and adjectives that can be used in the comparative and superlative forms (Have enough for each pair in the class.)

Introduction / Warm-up Activity (5 min)

1. Ask the students questions about their classmates.

Example:

- Who is the tallest student in the class?

Encourage the students to answer in complete sentences if their responses were incomplete.

Example:

- Hannah is the tallest student in the class.

To show the difference between comparative and superlative words, rephrase your question.

Example:

- Who is taller than Alex?

The students may answer, “Jane is taller than Alex.”

2. Repeat this activity as many times as possible. You may also want to use adverbs.

Examples:

- Who runs more quickly than Jim?
- Who writes the most neatly in class?

3. Repeat this activity as many times as possible.

4. Write the sentences on the board and underline the comparative or superlative adjectives or adverbs together with the words that go with them such as ‘the’ and ‘than’.

Lesson (10 min)**Adjectives and Adverbs – Comparative and Superlative**

1. Refer the students to **page 121 of Learning Grammar Workbook 6**. Get them to read the examples.

2. You may want to review adjectives and adverbs. Highlight when the comparative and superlative forms are used.
3. Get two students to come to the front of the class. Give one student an instruction to follow.

Examples:

- Please put the chair close to me.
- Please jump.

Then give another instruction to the second student. The next instruction must use the comparative adjective or adverb.

Example:

- Please jump higher.

4. Write the sentences on the board and underline the adjectives or adverbs in the comparative and superlative forms.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 59, 60 and 61, pages 122 – 124** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the class of students into pairs. Assign each pair a list of adverbs and adjectives. Get them to use them in the comparative and superlative forms. Let them form a short story using the sentences.
2. Let them share their stories with the class.
3. Alternatively, you may want to divide the class into groups. Get the members in each group to number themselves. Call on all the students who are number 1 in each group to form the superlative form of the word 'boring'. The group that answers the fastest will get a point. Get that student to construct a sentence with the superlative word to get 6 points. If the student cannot or if the sentence made is wrong, he can ask his group for help but the group will only get 3 points. If the group is still unable to answer, open the question to the other groups for 2 points.

Optional Activities

1. Get the students to research on animals in the wild and write a short paragraph about them using adjectives and adverbs in the comparative and superlative forms.
2. Let them share the information with the rest of the class. Encourage them to put pictures of the animals with their writing.
3. You may also want to divide the class of students into groups. Each group comes up with a list of questions for an interview. The questions should involve comparison.

Examples:

- Who is the most hard-working student in the class?
 - Who is the most suitable as head prefect?
4. You may want to look through the list of questions done up by the students first. Then each group interviews the other groups and collates the answers.
 5. Let them share their findings with the class.