

Comparatives and Superlatives (A is bigger than B, C is the biggest)

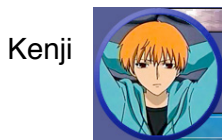
Michael in 2007

Michael was 18. He was 178 cm tall and had short, brown hair. He lived in a big city in the USA. Every week he did a lot of exercise. For example, he went running twice a week, swimming once a week and played tennis every Sunday. He went to university, but he didn't like to study. He didn't read books often, and rarely went to the library. His test scores were very low.

1. How old was Michael?
2. Was he tall?
3. Where did he live?
4. How often did he exercise?
5. Was he a student?
6. Was he a good student? Why? Why not?



Now, listen to your classmates and take notes. They will ask you some questions.



big

easy

bad

good

tall

near

large

young

short

old

young

pretty

cool

interesting

intelligent

dangerous

A. Answer these questions. Write full sentences.

Who was the tallest?

Who lived in the smallest town?

Who had the longest hair?

B. Write three more sentences about the three people - use comparatives or superlatives.

-

-

-

C. Answer these questions. Give a reason.

Who probably liked nature the most? Why?

Who sounds the coolest? Why?

Who would you like to meet? Why?

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Helen in 2007

Helen was 19. She was 169 cm tall and had long, blond hair. She lived in a town near a forest in the UK. In her free time, she enjoyed walking, playing the violin and painting. She practiced the piano every day. Every weekend, she went walking in the forest. She studied history at college. She studied in the library most days, and enjoyed her classes. Her grades were very good.

1. How old was Helen?
2. Was she tall?
3. Where did she live?
4. What did she do in her free time?
5. Was she a student?
6. Was she a good student? Why? Why not?



Now, listen to your classmates and take notes. They will ask you some questions.

Michael



Kenji



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A. Answer these questions. Write full sentences.

Who was the tallest?

Who lived in the smallest town?

Who had the longest hair?

B. Write three more sentences about the three people - use comparatives or superlatives.

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C. Answer these questions. Give a reason.

Who probably liked nature the most? Why?

Who sounds the coolest? Why?

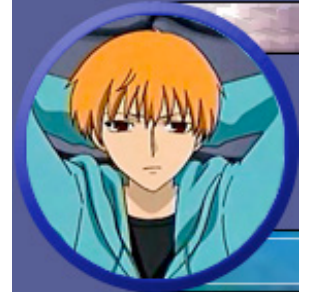
Who would you like to meet? Why?

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Kenji in 2007

Kenji was 20. He was 175 cm tall and had short, spiky, ginger hair. He lived in a small town by the sea in Japan. Kenji was a bit wild, and in his free time he liked riding his motorcycle and drinking beer with his friends. He also smoked two packets of cigarettes a day. Every day he ate snacks and, in the evening, He ate ramen. He didn't go to college, and he didn't have a job. He had lots of girlfriends and loved dancing and singing.

- 1.How old was Kenji?
- 2.Was he tall?
- 3.Where did he live?
- 4.Was he healthy?
- 5.Was he a student?
- 6.What was he good at doing?



Now, listen to your classmates and take notes. They will ask you some questions.



A. Answer these questions. Write full sentences.

- Who was the tallest?
Who lived in the smallest town?
Who had the longest hair?

B. Write three more sentences about the three people - use comparatives or superlatives..

-
-
-

C. Answer these questions. Give a reason.

- Who probably liked nature the most? Why?
Who sounds the coolest? Why?
Who would you like to meet? Why?

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Comparatives and Superlatives (A is bigger than B, C is the biggest)

Activity Time

35 ~ 50 minutes depending on how much reinforcement / explicit teaching / grammatical accuracy you fancy.

Activity Goals

Encourage understanding of descriptions and comparisons.

Allow practice with comparatives and superlatives.

Motivate basic inferencing skills.

Passive review of the past tense.

Active review of adjectives.

Activity Flow

Style 1

- Hand out the 'Michael' worksheet to half the class, and the 'Helen' worksheet to the other half.
- Explain that they must read the description of the characters as they were in 2007 (allows for the introduction of the past tense) and answer some comprehension questions.
- Put students in pairs to read, check understanding and answer the questions. (You can ask for full sentences or short answers, get class feedback to check answers, or give answers as you mingle - up to you.)
- Then, use the 'Kenji' description as a listening comprehension exercise. Tell Ss to take notes and then ask them the comprehension questions
- Write the answers on the board to reinforce structures or make a fantastic PowerPoint presentation with the answers already prepared!
- Then pair up the 'Michael' and 'Helen' students and get them to read their descriptions. read twice. Encourage comprehension checks, confirmation checks, backchanneling etc. with language on the board.
- Ss take notes as they listen.
- Finally, students answer the questions at the bottom of the worksheet by collating all three narratives.

Style 2

As above but skip the teacher-reading-Kenji bit. Instead divide the class into three groups.