

CHAPTER

13

# Comparatives and Superlatives

---

## 13.1 COMPARATIVES

- Comparison Cards 1
- Comparison Cards 2
- Match
- Magazine Search
- It's Bigger Than a Baseball

## 13.2 SUPERLATIVES

- The Superlative Taste Test
- Survey
- Classmate Questionnaire
- The Compliment Game

## 13.3 REVIEW

- Reading Questions
- Word Search
- Compare Them
- Who's the Worst (Best)?

# 13.1

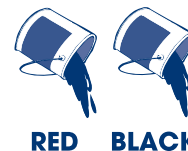
## COMPARATIVES

### 1. COMPARISON CARDS 1

**Materials:** Worksheet 81 or 3" x 5" cards

**Dynamic:** Groups

**Time:** 10 minutes



- Procedure:**
1. Make as many copies of the worksheet as you have groups. Cut the worksheets up into cards to make sets for each group. Arrange the class into groups of three or four and give each group a set of cards.
  2. One student in each group draws a card and makes a comparative sentence using the two nouns and adjective on the card.

**Example:** My legs (short)  
Your legs

**Student sentence:** My legs are shorter than your legs.

The other students in the group judge whether the sentence used the correct comparative form and decides if it is logical/correct.

3. The students take turns in the group choosing cards and making sentences until they finish all the cards or time is up. The students can keep score in their groups to see who makes the most correct sentences.

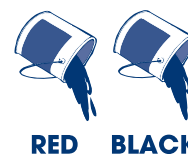
**SUGGESTION:** *Make some of your own cards, using names of students in the class.*

### 2. COMPARISON CARDS 2

**Materials:** Small pictures

**Dynamic:** Pairs

**Time:** 15 minutes



- Procedure:**
1. Arrange students in pairs, and give each pair two or more pictures to compare. (You may want to stick to one topic, such as famous people, or have several types of pictures.)
  2. Each pair writes comparisons of the two pictures.

**Example:** A bear is shorter than a giraffe.

- When everyone has finished, have the pairs show their pictures and read their sentences. You might ask the other students whether they agree or disagree. This is interesting when students use a subjective adjective (such as *beautiful*) as their point of comparison.

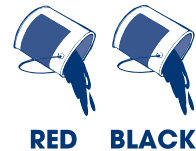
**NOTE:** *If you use famous people, you can write the names of the people under the picture for the students, or have them say simply “the man in picture A,” etc.*

### 3. MATCH

**Materials:** Worksheet 82

**Dynamic:** Pairs

**Time:** 15 minutes



- Procedure:**
- Put students into pairs, and give each pair a copy of the worksheet. Go over the words on the list and explain any with which the students are unfamiliar.
  - Call out an adjective or phrase from the list below. The students choose two of the words or expressions on the worksheet and write a comparison sentence. Continue until all the words on the paper have been matched.

Adjectives to use with the worksheet:

clean	expensive	noisy	slow
cold	good pet	quick	spicy
dangerous	hard	short	tall
easy to use	large		

**Example:** Instructor says: “spicy”  
Students write:  
“Mexican food is spicier than Italian food.”

- Go over the sentences by having the pairs write them on the board or read them aloud. The other students decide if the sentences are logical and grammatical.

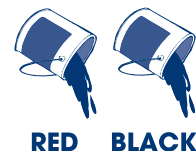
## 4. MAGAZINE SEARCH

**Materials:** Magazines or catalogs

**Dynamic:** Small groups

**Time:** 15 minutes

- Procedure:**
1. Put students into groups of three. Give each group several magazines or catalogs that can be cut up. (Or, for a previous homework assignment, ask the students to bring in magazines or catalogs.)
  2. In their magazines, the groups look for pictures to compare, then write comparison sentences. The number of sentences you assign will depend on how long you want to devote to this activity.
  3. The groups take turns showing their pictures and reading their sentences aloud.



## 5. IT'S BIGGER THAN A BASEBALL

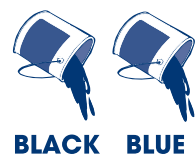
**Materials:** None

**Dynamic:** Pairs

**Time:** 25 minutes

- Procedure:**
1. Use the following riddle as a model, or make up one of your own, using comparisons.

It is bigger than a baseball.  
It is as round as the moon.  
It is as orange as a carrot.  
It is as hard as a melon.  
It is not as sweet as fruit.  
Answer: *A pumpkin.*
  2. The students work in pairs and use the structure above to make their own riddles. Circulate and answer questions. Make sure the students' riddles are not too ambiguous; that is, the answer should be clear by the time students get to the end of the riddle.
  3. When they finish, do one of the following:
    - a. Tape the riddles to the wall. The students circulate and write answers before discussing them as a class.
    - b. The students exchange papers and discuss the answers with their partners.
    - c. The students read their riddles aloud for the rest of the class to guess.

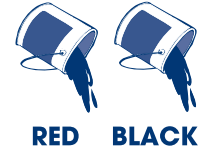


## 1. THE SUPERLATIVE TASTE TEST

**Materials:** Worksheet 83, three kinds of mints

**Dynamic:** Pairs/Small groups

**Time:** 20 minutes



- Procedure:**
- Place three dishes of mints on a table, enough for each student to have one of each flavor. Put students in groups of two or three. Give each group a copy of the worksheet. One student from each group will be the recorder. You may need to go over the worksheet vocabulary words before the students begin the taste test.
  - Each student eats one mint from each dish, noting qualities such as color, taste, and texture. Group members discuss these qualities with each other and decide which mint ranks best in each area. Then the group writes two sentences about each mint, using the superlative.

**Examples:** Mint #1 is the smoothest tasting.  
Mint #2 has the blandest taste.

Then the group decides which mint they liked the best overall.

- Circulate to make sure that everyone is on task and is using the correct forms of the superlatives.
- Call on each group to share results with the class.

**NOTE:** Other types of food can be used. You can use three of the same kind of food (such as three different brands of potato chips) or have three very different food items, such as pickles, pretzels, and hard candy.

## 2. SURVEY

**Materials:** Worksheet 84 (two pages)

**Dynamic:** Pairs/Small groups

**Time:** 30 minutes



- Procedure:**
- Divide the class into pairs or groups of three or four. Give each group 11 copies of a different section of the worksheet.
  - Have the students go over the words on their list and decide if they would use *most* or *-est* to form the superlative. Do NOT allow

them to use dictionaries. Even if they are unfamiliar with some of the words, they should be able to apply rules they know for forming the superlative.

3. Send them out to ask 10 native speakers about which form they think is correct, either in class time or as a homework activity. If it is done during class hours, set a time limit. If it is not possible to interview native speakers, the students should interview people who are fluent or use English in their jobs.
4. The students tabulate their results and compare them to their group's answers. Each group then makes a short presentation to the class and says what they think the best choice is and why. An effective way to do this is to put the worksheet with the words for each group on an overhead projector. The class will be able to follow the oral reports more easily.

### 3. CLASSMATE QUESTIONNAIRE

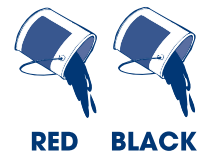
**Materials:** Worksheet 85

**Dynamic:** Pairs

**Time:** 25 minutes

- Procedure:**
1. Put students into pairs. Give each pair a copy of the handout.
  2. Have students answer the questions in complete sentences. Some students will be able to answer without talking to their classmates, but others will require asking their classmates questions.

**Variation:** To take less time, have students answer the questions in pairs without talking to their classmates. They can begin the sentences with "We think . . ." or "We guess . . ." Then have the pairs read their answers. (Have all pairs give their answers for question 1 before going on to the next question.) Determine who has written the correct answer. You may want to do this as a competition and assign points for every correct answer.



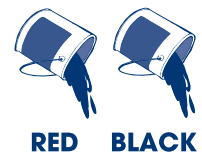
### 4. THE COMPLIMENT GAME

**Materials:** 3" x 5" cards with an adjective written on one side, paper

**Dynamic:** Whole class

**Time:** 20 minutes

- Procedure:**
1. Review the rules for superlatives, if necessary. Give each student a card and a piece of paper. Tell the students to write, on the reverse of their cards, the superlative form of the adjective on the front.



Suggested adjectives (for a lower-level class, you will of course choose easier adjectives):

attractive	delightful	modern	terrific
beautiful	funny	nice	unique
bright	happy	pleasant	wonderful
comfortable	interesting	pretty	
cute	large	small	

- The students are to imagine that they are rich aristocrats at a party. They are to act very formally and give compliments to everyone they meet. They are to go up to other “guests” and show them the word on their card. Each “guest” approached (Student B) then compliments the “guest” who approached him or her (Student A), using the correct superlative form of the word he or she is shown.

**Example:**

**Student A’s card:** beautiful  
**Student B’s compliment:** You are wearing the most beautiful dress in the room.

If Student B’s compliment uses the correct form of the superlative, Student A signs Student B’s paper. If Student B’s compliment does not use the superlative correctly, Student A does not sign Student B’s paper. At the end of the allotted time, the student with the most signatures (that is, the student who used the superlative correctly the most) wins.

## 13.3

# REVIEW

## 1. READING QUESTIONS

**Materials:** Reading handout or book used in reading class

**Dynamic:** Pairs/Small groups

**Time:** 30 minutes

- Procedure:**
- Arrange students in pairs or groups of three.
  - Have each group make up 10 questions based on a short story or novel they are using in their reading class. The questions can elicit either the comparative or superlative form. If the students are in different reading classes or if you do not have access to their reading material, give them something short to read for homework. Keep it short and relatively simple, as the focus of this activity is to use the comparative and superlative, not to concentrate on reading comprehension. Then discuss the reading before the students make up their questions.



**BLACK**

3. Have the groups exchange question papers with each other and answer the questions they receive.
4. The groups then return the questions papers (now with answers) to the groups who made them up to be checked.

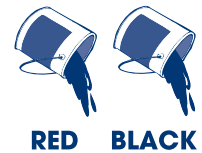
**SUGGESTION:** *You may want to set a time limit for making the questions.*

## 2. WORD SEARCH

**Materials:** Worksheet 86A or 86B

**Dynamic:** Pairs/Small groups

**Time:** 10 minutes



- Procedure:**
1. Put students into pairs or groups of three. Give each group one copy of the worksheet.
  2. Students work together to find all the comparative and superlative forms. The forms may be up, down, forward, backward, or diagonal. You may prefer not to include the word list on the worksheet.
  3. You may set a time limit, or tell the students that the first group to find all the forms wins.

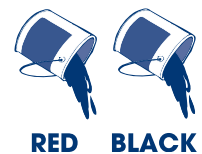
**SUGGESTION:** *A good way to go over where the hidden forms are is to use an overhead after the game.*

## 3. COMPARE THEM

**Materials:** None

**Dynamic:** Pairs

**Time:** 15 minutes



- Procedure:**
1. Put students into pairs. Assign each pair a different topic of comparison.

**Examples:** Two fast-food restaurants  
Two famous people  
Two cars  
Two animals  
Two grocery stores  
Two brands of soda

2. On the board, make a list of adjectives. Students choose from the list to write 10 comparisons of their two items, using either comparative or superlative forms.



You may want to choose from the following list of adjectives:

bad	funny	new	quiet	tasty
beautiful	good	nice	rich	ugly
bright	handsome	noisy	serious	wise
busy	messy	old	short	wonderful
empty	neat	pretty	tall	young

**SUGGESTION:** *In a higher-level class, the pairs can write a paragraph instead of individual sentences.*

## 4. WHO'S THE WORST (BEST)?

**Materials:** Worksheet 87

**Dynamic:** Small groups

**Time:** 30 minutes

- Procedure:**
1. Divide the class into groups of three or four and give each student a copy of the worksheet (or make one of your own).
  2. After they read the story, the students in each group rate the characters in the story from 1 to 4 as to who has the worst character (#4 is the worst). There may be disagreement in the group, so the students should express their reasons for their choices ("Maria is the worst because . . .").
  3. After the group reaches an agreement, a member of each group comes to the board and list the four characters in descending order, #4—worst to #1—best.
  4. Have the class compare the answers and discuss the differences. Each group should be prepared to state why they listed the characters in the order in which they did.



**BLACK**



## Worksheet 81: COMPARISON CARDS



my legs (short) your legs	biology (interesting) history
the weather here (bad) the weather in my hometown	comics (funny) novels
grammar (difficult) spelling	a skyscraper (tall) a gas station
a giraffe's neck (fat) an elephant's neck	my old shoes (comfortable) my new shoes
a tree (thin) a stick	our grammar book (easy) our writing book
a mouse (small) an elephant	your hair (long) my hair
winter (good) summer	my eyes (dark) my teacher's eyes
a motorcycle (expensive) a bicycle	a chocolate bar (fattening) an apple



## Worksheet 82: MATCH

*Your teacher will give you an adjective. Choose two words in this list and write a sentence using the two words and the adjective.*

airplane	cat	dog	ladder	rock
ant	chalk	fog	lake	snow
bee	charge cards	giraffe	Mexican food	stilts
bus	checks	Italian food	mud puddle	wolf

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## Worksheet 83: THE SUPERLATIVE TASTE TEST

*You have been selected by the Magnificent Marketing Company to taste-test three new mints before they go on the market. The company wants to know which mint the public prefers, and why.*

*Taste each mint. Describe its qualities, such as color, taste, and texture. Write at least two sentences about each mint in the space provided, using superlatives. Decide with your group which mint is best.*

*You may want to use some of these words in your sentences. You may use a dictionary to find their meaning and/or a thesaurus to find other words to use.*

delicious   tasty   smooth   creamy   sweet   rich   flat   bland

---

### **MINT #1**

1.

2.

---

### **MINT #2**

1.

2.

---

### **MINT #3**

1.

2.

---

**We think the best mint is # \_\_\_\_\_.**



## Worksheet 84: SURVEY

Using the list your teacher assigns your group, decide together if you would use *most* or *-est* to form the superlatives of the words. Then use the other 10 copies to survey native speakers about which form they think is correct.



<b>GROUP 1:</b>			<b>GROUP 2:</b>		
	<i>most</i>	<i>-est</i>		<i>most</i>	<i>-est</i>
1. old	_____	_____	1. wise	_____	_____
2. famous	_____	_____	2. clever	_____	_____
3. busy	_____	_____	3. pretty	_____	_____
4. important	_____	_____	4. beautiful	_____	_____
5. sweet	_____	_____	5. wet	_____	_____
6. gross	_____	_____	6. keen	_____	_____
7. handsome	_____	_____	7. difficult	_____	_____
8. rough	_____	_____	8. queasy	_____	_____
9. listless	_____	_____	9. tired	_____	_____
10. young	_____	_____	10. tough	_____	_____

<b>GROUP 3:</b>			<b>GROUP 4:</b>		
	<i>most</i>	<i>-est</i>		<i>most</i>	<i>-est</i>
1. slow	_____	_____	1. thin	_____	_____
2. gentle	_____	_____	2. active	_____	_____
3. friendly	_____	_____	3. happy	_____	_____
4. serious	_____	_____	4. courageous	_____	_____
5. late	_____	_____	5. wild	_____	_____
6. windy	_____	_____	6. yummy	_____	_____
7. confusing	_____	_____	7. orderly	_____	_____
8. funky	_____	_____	8. fast	_____	_____
9. helpful	_____	_____	9. comfortable	_____	_____
10. plain	_____	_____	10. narrow	_____	_____



## Worksheet 84: (CONTINUED)

Using the list your teacher assigns your group, decide together if you would use *most* or *-est* to form the superlatives of the words. Then use the other 10 copies to survey native speakers about which form they think is correct.



### GROUP 5:

	<i>most</i>	<i>-est</i>
1. red	_____	_____
2. common	_____	_____
3. heavy	_____	_____
4. expensive	_____	_____
5. weak	_____	_____
6. shy	_____	_____
7. humid	_____	_____
8. safe	_____	_____
9. delicious	_____	_____
10. shallow	_____	_____

### GROUP 6:

	<i>most</i>	<i>-est</i>
1. new	_____	_____
2. pleasant	_____	_____
3. dry	_____	_____
4. dangerous	_____	_____
5. soft	_____	_____
6. uncanny	_____	_____
7. unpopulated	_____	_____
8. fat	_____	_____
9. boring	_____	_____
10. appetizing	_____	_____

### GROUP 7:

	<i>most</i>	<i>-est</i>
1. small	_____	_____
2. silly	_____	_____
3. valuable	_____	_____
4. nervous	_____	_____
5. loud	_____	_____
6. merry	_____	_____
7. polluted	_____	_____
8. dark	_____	_____
9. relaxed	_____	_____
10. joyous	_____	_____

### GROUP 8:

	<i>most</i>	<i>-est</i>
1. sour	_____	_____
2. noisy	_____	_____
3. embarrassing	_____	_____
4. homesick	_____	_____
5. sad	_____	_____
6. hungry	_____	_____
7. discouraged	_____	_____
8. quiet	_____	_____
9. popular	_____	_____
10. ghoulish	_____	_____



## Worksheet 85: CLASSMATE QUESTIONNAIRE

*Answer the questions about your classmates in complete sentences.*

1. Who is wearing the most jewelry today? \_\_\_\_\_  
\_\_\_\_\_
2. Who has the curliest hair? \_\_\_\_\_  
\_\_\_\_\_
3. Who has the longest name? \_\_\_\_\_  
\_\_\_\_\_
4. Who has the largest shoe? \_\_\_\_\_  
\_\_\_\_\_
5. Who has the nicest car? \_\_\_\_\_  
\_\_\_\_\_
6. Who has the most brothers and sisters? \_\_\_\_\_  
\_\_\_\_\_
7. Who brings the most books to class? \_\_\_\_\_  
\_\_\_\_\_
8. Who is the best singer in the class? \_\_\_\_\_  
\_\_\_\_\_
9. Who has studied English the longest? \_\_\_\_\_  
\_\_\_\_\_
10. Who traveled the farthest to come to this country? \_\_\_\_\_  
\_\_\_\_\_



## Worksheet 86A: WORD SEARCH (LOWER LEVEL)

*Find the comparative and superlative forms of the words on the list. The forms may be listed up, down, forward, backward, or diagonally.*

F	E	E	M	W	B	F	R	F	R
A	S	S	R	O	T	U	E	E	L
R	R	L	B	R	S	R	H	W	M
T	O	E	E	R	E	T	T	E	B
H	W	A	S	S	R	H	R	R	E
E	A	S	T	A	S	E	U	O	S
S	S	T	F	B	E	S	F	M	T
T	E	W	O	R	S	T	R	A	F

### Word list:

AS  
BEST  
BETTER  
FARTHER  
FARTHEST  
FURTHER  
FURTHEST  
LEAST  
LESS  
MORE  
MOST  
WORSE  
WORST





## Worksheet 86B: WORD SEARCH (HIGHER LEVEL)

*Find the comparative and superlative forms of the words on the list. The forms may be listed up, down, forward, backward, or diagonally.*

W D A L I M I S E L  
O I E L O O F A L L  
F F B R A L I M I S  
U F E W O R S E O R  
R E T T A R K W R E  
T R T F H I O E W H  
H E K I L A T M O T  
E N R E S T N O R R  
S T S A E L E S S A  
T S E B R E S T T F

### Word list:

ALIKE	LESS	WORSE
AS	LIKE	WORST
BEST	MORE	
BETTER	MOST	
DIFFERENT	OF ALL	
FARTHER	SAME	
FURTHEST	SIMILAR	
LEAST	THAN	



## Worksheet 87: WHO'S THE WORST (BEST)?

*Rate the characters from 1 to 4, with 4 being the worst person in the story.*

Maria, Sachie, Toshie, and Ana shared an apartment near the college that they attended. Maria needed to buy a book for her history class, but she didn't have enough money. She had a test in three days, and she needed the book to study. Maria knew that Sachie always kept quite a bit of money in an envelope in her desk drawer. Maria decided to take enough money from Sachie's desk to buy the book. Maria told herself that she would return the money before Sachie noticed it was missing.

The next day, Sachie discovered that some money was missing from her desk. None of her roommates was home, so she looked around the apartment. On Toshie's bed, she found a bag from a clothing store. Inside the bag was a new blouse with a sales receipt. The price of the blouse was only slightly less than the amount of the missing money. Sachie assumed that Toshie had taken her money to buy the new blouse. Sachie decided to teach Toshie a lesson, and she poured catsup all over Toshie's new blouse.

When Toshie returned home, she found her ruined blouse. When she asked Sachie what had happened, Sachie asked her about the missing money. Toshie told Sachie that she had not taken her money, but Sachie didn't believe her.

Ana returned home, and Toshie told her that Sachie had ruined all her clothes by putting catsup on them. Ana decided that Sachie was a troublemaker and that she didn't want her living in the apartment anymore. Ana decided to call the apartment manager and tell him Sachie was keeping stolen goods at the apartment for her boyfriend so that she would have to move out.