



I'm not robot



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Modifying comparatives and superlatives worksheets

Levels: B1 and higher (some activities are suitable for pre-intermediate students) Type of course: General English /Business English; some activities suitable for IELTS students Length: Depending on which activities you choose – completely, there is material for around two 90-minute classes. Materials: All activities and images are available in a Microsoft Word document (shared under the attribution sharing license, so feel free to customize them); you need a projector to project the infographic. This is a language point that I decided to introduce at every level I teach this semester: the elementary group studied it at the same time as they studied comparatives (adding a modifier seemed like a very instructive point, and now, two weeks later, they actually use the modifiers very safely! I also noticed that at least some of the times they say something like cheaper they actually mean much cheaper, so see that they try to convey this meaning anyway, why not learn it immediately?) My Upper-Intermediate+ group, on the other hand, still did not use any modifiers with comparisons, as the heating activity below revealed. I like to present the four ways to compare (-is/more/less/exceptions) with circles - the visual mnemonics are that the circles do not intersect, so you never use two ways at once, and thus less cheaper or more better is not allowed. Step one: Intro. To introduce this grammar point to B1 groups and higher, I asked my students if they ever wanted a gadget to replace an older one (e.g. a smartphone to replace a mobile phone) and asked them to talk about in what ways the new gadget was different and whether the old one was still better in some ways. I listened in and boarded some comparative structures they had used – some examples that came up were longer battery life, more durable, etc. I then told my students that they did not use any language I had hoped to hear, showed them the first part of the infographic above and asked them what information is present in the pictures but missing from the sentences (How much more expensive?); I then evoked some examples of how to change the sentence to say how much more expensive the present was (my students came up with a lot and a little(a little) a little); I boarded the remaining adverbs, that is, a lot, something, way, and asked them to rank the adverbs (with my Upper-Intermediate group, we also focused on infinite, marginal and long). I then pointed out the samples of their language on the board where they did not qualify the comparisons. Step two. Focus on form. After that, to encourage students to study infographic carefully, I handed out sentences with typical errors for them to correct (page 2 of .docx — display only the middle part of the infographic at this stage and hide the examples. Level: Elementary/pre-intermediateSome of these statements contain errors. Find and correct them. I find shopping online much more convenient. I like this laptop much less. My new laptop has a better design. This trip lasts two weeks longer than that. The chocolate box costs 50 percent less. This trip is cheaper. My day just got a lot better! My new phone is a little easier to use than my old phone. Key: 1. much more convenient 2. Ok 3. Has better design 4. two weeks longer than five. Ok 6. is cheaper 7. Ok 8. than level: Intermediate/upper intermediateSome of these statements contain errors. Find and correct them. I find shopping online a way more convenient. Men generally find it easier to read maps. I like this laptop much less. This trip lasts two weeks longer than that. The chocolate box costs 50 percent less. My day just got a lot better! 1. Far more2. find it easier3. a o's over. longer than 5. 6. 2014. in New OK After checking the answers, we used the correct sentences to model/drill sentence stress and intonation. Step 3. Refined production After that, students went back to their conversations about gadgets (in new pairs), to find out how much longer battery life was / how much more durable the new gadget was and so on. We then briefly revised the rules how the comparative forms of adjectives are formed (alternatively, you can cut up a spreadsheet of adjectives - there are some in the .docx file - for students to sort them into four groups) and continued to play a few games. Further stages – play (select and select). Game 1 (drill) – adapted from Intermediate Communication Games by Jill Hadfield, Pearson P T R (2000) – served as a spell in all groups! Course type: all levels: Pre-Intermediate - Upper-Intermediate Materials: a set of cut-up cards for each pair/group of 3 (download a PDF file from here or use the corresponding pages from the word document associated with at the beginning of the post); ideally a dice for each pair of Time: 15-25 minutes Each player takes 6 cards. The first player places one card on the desktop and brags (my robot is very smart!). After that, each trip puts players one of their cards on the board, compares the new object to the previous one (e.g. my cat is far friendlier than your robot) and then takes one more card from the stack. Rules: (a) They must use a modifier - I pulled 6 facets of a dice on the board, each with a corresponding modifier, and every time a player boasted, they had to roll the dice to figure out what modifier should be used (b) Adjectives can not be reused Image courtesy: my colleague Eleonora Popova, who is a white table magician. –) Variation 1: players subtract the cards directly from the stack and must find a way to the last two objects Variation 2: each turn, each player in the pair puts one of their cards on the desktop; after each player comments on which way their object is better than the other player's object Game 2 A board game in which students share opinions on a variety of topics Target structure: find [sth] [modifier] [comparative] (I find it much easier to ... than to ...) Levels: Pre-Intermediate - Upper-Intermediate Course type: General English or business English (can be used with exam students but does not replicate exam format) Materials: a whiteboard with adjectives, for Variation 1 a cut-up set of discussion tips (see below) Time: 30-40 minutes (more time with higher level students, as they start in discussions, especially if discussion messages are used) Rules: Students work in pairs. Each turn, a player throws a coin (heads = one step forward, tails = two steps forward) and says a true meaning using a modified comparative form of the adjective on the field (possibly giving a reason - again, a dice can determine the number of reasons), the partner either agrees or disagrees (with justification) and/or asks follow-up questions – again this can be decided by a roll of the dice. I made two board games for this game, one for pre-intermediate students, another for higher levels. Example: I find it much less stressful to get to work by car than to use public transport, because I really dislike the subway. There are only too many people on the train in the morning. What about you? Alternatively, students can ask questions instead of saying their opinions (see Variation 1). Setting the game up: It's better to give students patterns for questions and answers (I boarded a jumbled question and a jumbled answer and asked students to unjam them). In a pre-intermediate group, it is better just to learn statements (I find it + modifier + comparative to ... than to ...), while higher levels will tackle questions as well. Fold one distorted question (examples here are for wild): would what to find easier so to work in a large team in a small team or? Let students unscramble individually and then check in pairs, evoke and board the right question: So what would you find to be [easier], work in a large team or in a small team? Fold the sentence frame under the inconsistent question: So what would you find to be [comparative structure], verb-ing or verb-ing?) (alternatively, you can make some mistakes in the frame and ask students to correct them) Evoke and fold an answer (first the structure, but then evoke the reason - I put because on the board and circled it in red (Example answer: I will find it much easier to work in a small company because you always know who does what.) Again, board the frame below the answer: I will find it [a comparative structure] [Verb] [than to verbs] because..) Game 2 Variation 1. A board game in which students talk about topics given on discussion asks Materials: one of the above boards, cut-up discussion questions (either general English or business English - see below). Players mix cut-up discussion messages and take 6 prompts each. After landing in a field, a player asks his partner a question using an adjective on the pitch and one of their cards (e.g. What would you find to be easier, working in a large company or in a small company?) Non-cut option: Each pair gets the sheet of discussion messages. After landing on a field, a player selects a question that fits the adjective (possibly crossing it over). Discussion messages for general English: Business English: Game 3 Students talk about topics given on discussion messages using a wider range of adjectives given on cards; the game is played in pairs or in groups of three. Course type: General English, business English or IELTS level: Intermediate and higher materials: cut-up adjectives; an uncut spreadsheet with adjectives for each student Time: up to 60 minutes as there are many discussion questions Procedure check that students know all adjectives: hand out an uncut copy to each student and put some simple tasks, such as >>> tick all adjectives you know, check with your partner - is there anything you don't know and they do? feedback >>> in pairs, for each adjective brainstorm two people, things, places or activities that fit this adjective (e.g. induce examples for useful, e.g. read news every day). Rules: 1) ask the couple to write their examples down 2) if they can't come up with two examples in 10 seconds, they should move on (why not tell them you're going to snap their fingers every 10 seconds?) 3) at the end of the activity, grouping students into groups of four so they ask the other couple for ideas for the examples they couldn't come up with 4) finished a group game where one couple gives their examples and the group guesses the adjective >>> focus on grammar: students go through the table and count how many comparisons in each row are formed with is and not with more Game. Students provide the adjectives (6-8 per player). Each turn selects a student two questions, selects one (rejects the other) and asks the other players which option they prefer (Would you rather [verb] or [verb]). All the players in the group discuss the question using as many of their adjectives as possible. These are adjectives that are often used with the structure 'I find it [modifier] [comparative], so they are quite easy to use in this activity. Adjectives for intermediate learners: Adjectives for advanced learners (edit the Microsoft Word file to select only the ones you want to focus on – alternatively, students choose!) As a follow-up, students were able to select some of these questions and discuss them in new pairs/groups – this time without being forced to use any specific adjectives/structures. They could also choose some cards and write about them for homework. As I said at the beginning of the post, if you want to customize these games, here is a Microsoft Office document with all material. I will also be grateful if you let me know if you have any suggestions on how to improve this, ideas how to expand these activities or if you find typos. Typo.