

My Grammar Lesson  
In person

**Level:** Lower intermediate

**Language:** Superlative Adjectives (adj + est) (the + most + adj)

**Assumed Knowledge:** Comparative adjectives (sadder, bigger)

**Resources:** Board, find someone who, world record book, slips for warmup

**Preparation:** Find world record book examples, have vocab cards made, find someone who slips.  
About 10 min to prepare

**Target Vocabulary:** Tallest, Smartest, Shortest, Fastest, Boring, Interesting

**Time:** 45 min

**Warm-Up:** play “find someone who” game, hand out slips of paper that have “find someone who is taller than you, find someone who has bigger feet than you, etc.”

- 7 min

**First Activity:** Pictionary game, used to review and comparative advantages. Have a deck of cards prepared with the vocab words such as “tall” then instruct the student to draw a card then add the comparative advantage on the board and have the other students guess the word. The person who shouts the correct answer then comes up to the board and follows the same process. Then clear the board and draw 4 different compartments. Draw an apple in the top-left square and elicit the word “apple”. Then draw a bigger apple next to the first apple. Under the first apple write “big” and say “This apple is big”. Then point at the 2nd apple and say “But this apple is” and elicit “bigger”. Write “bigger” under the second apple. Next, using the word cards from the Pictionary game, randomly say an adjective (e.g. “beautiful”). Students need to slap their desks with their hand if they know the comparative form (e.g. “**more** beautiful”). Ask the first student who slapped his/her hand for the answer and award 1 point if correct. Play until all the adjectives have been used – the student with the most points gets a sticker.

- 13 min

**Second Activity:** Put students in groups of 3-4 around a table and put the set of cards face down on the table. Student A takes a card and reads the adjective to the rest of the group. He/She then takes a pencil and spins it on the table. When the pencil stops spinning the person who it is pointing at must say a sentence using the adjective on the card in the comparative form, for example:

- heavy: This bag is heavy but that bag is heavier.
- delicious: Pizza is delicious but chocolate cake is more delicious.
- good: Harry Potter is a good movie but Star Wars is a better movie.

You should model this with one group to the rest of the class so that everyone fully understands the game. It is worth writing the sentences from the model on the board so that students have a structure

to follow. During the game, write down sentences you hear on the board (some correct and some with mistakes). Lastly, go back to the whiteboard and add the superlative adjectives to the apple, watch, mountain and baby. Draw a larger/older/more expensive version of each one. Explain and clarify the rules/differences. Do not spend much time on the comparative advantage game, they should already know how to do this. Takes about **9 minutes**

**Practicing the language:** Play “compare things on the table”. Put a list of items on the board for the students to compare. Phone, pencil, backpack, paper and have students in groups of 3 or 4 compare their items. Then have each group present one comparison to the whole class. Takes about **12 minutes**

**Wrap-up:** Bring out a World Record book, open a couple of pages of the fastest animal, the tallest building and have the students guess what the correct answer is. EX: “what is the fastest animal? Horse?” and then correct and use superlatives. Takes about **4 minutes**

**I got lots of these ideas from this website!! They have such good ideas!**

**<https://www.eslkidstuff.com/lesson-plans/superlative-adjectives.html>**

### **SAMPLE LESSON 3**

**Date: 10/17/2021**

**Class: Lower intermediate**

**Time: 45 min**

#### **Objectives/time:**

- Superlative adjectives (adjective + est; most = adjective)
- Assumed comparative adjectives, (bigger, sadder) present perfect for life circumstances
- 3 min

#### **Materials/Set-up/time:**

- "Find someone who" slips, board, vocab cards
- Prepare ^
- 10 min

#### **Warm-Up/time:**

- Hand out "find someone who" slips of paper (have comparative adjectives on them)
- Students move around class
- 7 min

#### **Explain Lesson/time:**

- Explaining comparative and superlative with the 4 sections on the board
- 5 min

#### **Activities/time:**

- Play pictionary (12 min)
- Circulate to check comprehension
- Group activity with cards, practicing comparative adjectives (5 MIN)
- Compare things on the table activity (12 min)

#### **Wrap-up/time:**

- World record book
- 4 min

#### **Reflection/Notes/time:**

- What worked and what didn't?
- Do they understand?
- 15 min