

## **Comparatives & Superlatives**

|             | Comparative | Superlative |
|-------------|-------------|-------------|
| bad         |             |             |
| big         |             |             |
| clever      |             |             |
| easy        |             |             |
| good        |             |             |
| hard        |             |             |
| hot         |             |             |
| intelligent |             |             |
| large       |             |             |
| pretty      |             |             |
| short       |             |             |
| small       |             |             |
| strong      |             |             |
| tall        |             |             |
| weak        |             |             |



## **General Rules for comparatives**

### Short adjectives (mono-syllabic)

| strong    | stronger       | strongest       |
|-----------|----------------|-----------------|
| adjective | adjective + er | adjective + est |

E.g I am stronger than my daughter.
Tom is stronger than John.
James is the strongest boy in our class.

### Adjective ending with y

|          | _           | _                    |
|----------|-------------|----------------------|
| l protty | l prottion  | l prottiost          |
| IDIELLV  | i Dreuder   | i Drett <b>i</b> est |
| pictty   | , p. cca c. | p. cc. cc.           |

y is changed to i

E.g. My daughter is prettier than me.
Jane is prettier than Joan.
Carmella is the prettiest girl in town.

### Longer adjectives (multi-syllabic)

| intelligent | more intelligent | most intelligent |
|-------------|------------------|------------------|
| adjective   | more + adjective | most +adjective  |

E.g. The teacher is more intelligent than the student.

Our teacher is the most intelligent person in our class.

### **Common Forms:**

### Comparative

| The teacher | is    | smarter     | than | the students |
|-------------|-------|-------------|------|--------------|
| Subject     | to be | comparative | than | object       |

### **Superlative**

| KLCC    | is    | the | tallest     | building | (in Kuala Lumpur) |
|---------|-------|-----|-------------|----------|-------------------|
| Subject | to be | the | superlative | object   | in + noun         |

It is very common after the object to put it in context by using in + noun (e.g. City, country or school)

### DO NOT USE MORE AND ER/EST TOGETHER!

(E.g. He is more bigger than me.)

# James Abela ELT

## **Question Answers**

|             | Comparative      | Superlative      |
|-------------|------------------|------------------|
| bad         | worse            | worst            |
| big         | bigger           | biggest          |
| clever      | cleverer         | cleverest        |
| easy        | easier           | easiest          |
| good        | better           | best             |
| hard        | harder           | hardest          |
| hot         | hotter           | hottest          |
| intelligent | more intelligent | most intelligent |
| large       | larger           | largest          |
| pretty      | prettier         | Prettiest        |
| short       | shorter          | shortest         |
| small       | smaller          | smallest         |
| strong      | stronger         | strongest        |
| tall        | taller           | tallest          |
| weak        | weaker           | weakest          |

# James Abela ELT

### **Lesson Ideas**

#### General

- 1. Get the students to stand up and organise themselves from the tallest to the shortest, you can then do the oldest to youngest or birthdays through the year.
- 2. You can compare two cities or countries. (Especially if students have come from abroad)
- 3. You can compare forms of transportation. E.g. bike vs car etc.

#### **Business Students**

### 1. You can compare two sets of businesses accounts (simplified)

Find two summaries of accounts, perhaps use Yahoo and use their summary page. Then get the students to compare the performance of the companies.

### 2. You can compare two graphs

A good way to do this, is to find a line-graph and place students back to back. Then get one student to explain the graph to the other student who tries to draw it. (If you have three students in a group, two students draw it)

### 3. You can compare two products

Find two products that the students know well and then get them to compare each product. This could also be done in the form of a sales presentation.