

## Teaching Three Forms of Adjectives

### Game: Find Your Family

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Adjectives occupy an important space in Basic level school curriculum in Nepal. Teaching three forms of adjectives (base, comparative and superlatives) can be challenging for teachers and boring for students if an appropriate technique or activity is not used. Here is an interesting and fun game for teaching comparison adjectives to beginners.

**Proficiency Level:** Beginners

**Age Group:** 7- 14 years (basic level in Nepal)

**Class Time:** 45-50 minutes

#### Objectives

This information gap activity enables students to:

- Appropriately group the three forms of adjectives together (base, comparatives and superlatives).
- Use and practise the different forms of adjectives.

**Resources:** A set of flash cards with comparison adjectives, masking tape/glue, blank chart paper, permanent markers etc.

**Preparation:** Write one adjective in one flash card from the set of adjectives given in the appendix: 1, Set A. You can prepare more or less, then list based on your number

of students OR you can buy the adjective flash cards in the market.

#### Procedure

##### *Introduction and presentation (8 minutes)*

The teacher tells students that they are going to play an interesting game called "Find you family." Then, s/he shows a small demonstration of the game. The teacher calls two volunteers in front of the class. Then s/he asks them to pick any flash card from the set of three cards (teacher holds three flash cards of big, bigger & biggest). Then, the teacher and students show their flash card to the class and asks the class to read each of them aloud.

Now the teacher sticks the three flash cards on the wall in a row and tells the students that big- bigger-biggest are the adjective family. He then discusses how the second and third adjectives are formed with the use of suffix 'er' and 'est'. (Avoid the meta-language comparatives and superlatives here.)

**Instructions (4 minutes)**

Now the teachers tells them that they are going to play the game in the same way.

The teacher tells that each student has to choose one flash card then move around and find their three family members just like the demonstration. S/he reminds them they cannot show their card to one other. They can only talk to each other about what they have, e.g. I have small, what do you have? This also gives them enough chance to practice questioning and responding.

**Activities (Practice)****First Activity (8 minutes)**

- Now the teacher asks the students to come in front of the class or make a circle if possible.
- Then s/he asks each to pick one flash card and keep the card secretly in their pockets. (Make sure that number of students is equal to the number of cards. You also can participate if necessary.)
- S/he tells them to move around and find their three family members. S/he also tells them that they cannot show their card to others in the beginning, but they have to talk to each other to find out their family member. For example:  
A : I've small, what do you have?  
B : I've taller.  
A : Oh, sorry. (Then they move to others to find their family.)
- Once they find all their family members, the teacher asks each family to stand in a different group in a corner.

Then the teacher notes the first, second and third team.

- When all families are formed, the teacher checks to ensure that they all are in the right place. If not, s/he can help them to find the right family. (Tell them to keep the flash card with them safely as they will need it later.)
- Then the teacher also can announce the first team to form the family correctly as the winner.

**Second Activity (10- 20 minutes)**

- After that, the teacher sticks a chart paper on the wall having written "Adjective family" on the top.
- Now, s/he asks all of the students to stand in three rows: first, only the base words; second, the comparative words ('-er'); and third, the superlative words ('-est'). Then s/he asks each student from the base word group to stick their adjective flash cards on the chart paper vertically and go back to their line.
- Then, the teacher asks the comparative words group to stick their flash card in the row next to their family name/base word. Likewise, s/he asks the superlative words group to stick their words in the row of their family word.
- The teacher now can discuss a little bit about the degree of adjectives (base, comparative and superlative) if necessary.
- When they finish, the teacher asks them to form a circle.

**If the teacher has time, it can also be done:**

- Now the teacher asks each family to mime or act on their words while rest of the class guess their words. S/he can also give points to the participant giving the right set of adjectives (all three). Likewise, s/he calls all the family to mime or act out their words. (Demonstrate before they do it, e.g. if the words are tall, taller and tallest, you can mime measuring tallness. But you cannot talk.)

*Final Activity (Production): 5 minutes*

- Finally, the teacher asks them to go back and write as many adjective families as they can and give feedback.

*Evaluation (4-5 minutes)*

Review what has been discussed in the class. Give the base form of the adjectives and ask a few students to tell the other words in the family.

### **Variation/Additional Information**

If the number of students is big, the teacher can skip part of the second activity. Likewise, based on the level of the students, the teacher can choose easy to hard sets of adjectives from the appendix 1. In the sets, 'A' is easy, while 'C' is hard.

### **Contributor**

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includes language policy and medium of instruction.

## **Appendix 1**

### **Set: A**

Small- smaller- smallest; thin- thinner- thinnest; long- longer- longest; tall- taller- tallest; old- older- oldest; short- shorter- shortest; hot- hotter- hottest; happy- happier- happiest; etc.

### **Set: B**

hot- hotter- hottest; happy- happier- happiest; difficult- more difficult- most difficult; beautiful- more beautiful- most beautiful; dangerous- more dangerous- most dangerous; important- more important- most important; useful- more useful- most useful; etc.

### **Set: C**

Thin- thinner- thinnest; long- longer- longest; careful- more careful- most careful; important- more important- most important; good- better- best; bad- worse- worst; little- less- least; much- more- most; etc.