

# Comparative & Superlative Review

- 1 Fill in the spaces below with the comparative or superlative form of the word under the line.

## Facts about the USA

The United States is a big country, but it is not the \_\_\_\_\_ country in the world.  
 Russia, Canada, and China are \_\_\_\_\_ than the United States. Th USA has fifty  
 states. Alaska is the \_\_\_\_\_ state and Rhode Island is the \_\_\_\_\_ state.  
 Rhode Island is \_\_\_\_\_ and has a \_\_\_\_\_ population than Alaska. Of all  
 the fifty states, Alaska has \_\_\_\_\_ people. California has the \_\_\_\_\_ people.  
 Massachusetts and Virginia are the \_\_\_\_\_ states. Hawaii and Alaska are the  
 \_\_\_\_\_ states. The United States has many great cities. New York City is the  
 \_\_\_\_\_ city. Los Angeles is the second \_\_\_\_\_, and Chicago is the third.  
 Some people believe that San Francisco is the \_\_\_\_\_ city in the country. Other  
 people say that Seattle is the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ city to live  
 in. The weather is not the same everywhere in the country. The North is generally  
 \_\_\_\_\_ than the South, and the West is usually \_\_\_\_\_ than the East.

- 2 Draw lines from the names of the states and cities to the correct places on the map.

Seattle \_\_\_\_\_  
 San Francisco \_\_\_\_\_  
 Los Angeles \_\_\_\_\_  
 California \_\_\_\_\_  
 Hawaii \_\_\_\_\_  
 Alaska \_\_\_\_\_



Chicago \_\_\_\_\_  
 Massachusetts \_\_\_\_\_  
 Rhode Island \_\_\_\_\_  
 New York City \_\_\_\_\_  
 Virginia \_\_\_\_\_  
 Florida \_\_\_\_\_

- 3 Locate your state and city on the map.

# Teacher's Notes

- 1** As an introduction pose questions about the student's native or adopted country. Ask about the country's biggest city, longest river, highest mountain, largest lake, most beautiful place, most interesting tourist attraction, most important products, and most famous personalities. Encourage students to ask one another questions.

Review the uses of the comparative and superlative:

## **2** The Comparative

- Use the comparative to compare two objects or people.
- Use the suffix **-er** after short adjectives or adverbs with one or two syllables.
- Use **more** before long adjectives with three or more syllables.
- Always place **than** after the comparative.

Examples: *February has **fewer** days **than** January.*

*Rhode Island is **more industrial** **than** Alaska.*

## The Superlative

- The irregular superlative forms are as follows:

<b>good/well</b>	→	<b>the best</b>	<b>a little</b>	→	<b>the least</b>
<b>bad</b>	→	<b>the worst</b>	<b>much/many</b>	→	<b>the most</b>

## Spelling Changes

- Most words do not change spelling when we add **-er** or **-est**.

**Example:** *small • smaller • smallest*

- We change **y** to **i** before we add the suffixes **-er** or **-est** to adjectives and adverbs.

**Example:** *dry • drier • driest*

- When a word ends in a consonant-vowel-consonant pattern and the final vowel is stressed, we double the final consonant before adding **-er** or **-est**. We never double the letters **w** or **y**.

**Example:** *big • bigger • biggest*

- If the word ends in **e**, only add **-r** or **-st**.

**Example:** *large • larger • largest*

- 3** Explain how to fill in the words in the story about the United States. Read the directions and do a few examples with the whole class. Correct the exercise and have volunteers read the text. Answer key:  
Line 1: biggest

Line 2: bigger	Line 5: fewest, most	Line 9: most beautiful
Line 3: largest, smallest	Line 6: oldest	Line 10: cleanest, safest, best
Line 4: most industrial, greater	Line 7: newest	Line 12: colder, drier
	Line 8: biggest, biggest	

- 4** Instead of the teacher asking comprehension questions about the text, play a game. Divide the class into two teams. Teams take turns asking difficult questions about the text. If one team asks a question that the second team cannot answer, then it gets a point. If the answer is correct, then no points are given. The team with the most points wins.

- 5** Have students draw lines from the names of the states and cities to the correct place on the map. As a follow-up activity, have the students find the location of their city, state, or country on a wall map.

- 6** For a student mixer exercise use the Student Mixer lesson using the comparative and superlative in the ESL Worksheets and Lesson Plans collection, Item #0004.

# Direct & Indirect Speech

## 1 Directions: Read and discuss the grammar rules below.

### Affirmative

Pronouns must change to agree with the new sentence and the usual sequence of tenses must be followed. Examples:

**Direct:** Jim said, "I'm hungry."

**Indirect:** John said (that) he was hungry.



### Imperative

Use the infinitive (to + verb) to express a command. Examples:

**Direct:** Anna told me, "Go home!"

**Indirect:** Anna told me to go home.



### Interrogative

Express the original question in statement form. Examples:

**Direct:** Mary asked, "Does John work here?"

**Indirect:** Mary asked where John worked.



### If or whether

Introduce a question with "if" or "whether" if the sentence does NOT begin with a question word. Examples:

**Direct:** Mary asked, "Does John work here?"

**Indirect:** Mary asked if John worked here.



## 2 Directions: Write an ending using direct speech.

# Drug Abuse?

Miki could hardly believe her good luck when her friend, Nana, invited her to a party that Ana Dion was giving. Ana and her friends were the most popular students at school. Miki had always dreamed of being in their circle, and of meeting Brad, Ana's brother, because she had a crush on him.

Miki was having a wonderful time at the party when she suddenly saw a marijuana cigarette being passed around. She whispered to Nana, "What are they smoking?"

"Oh, just a little pot," said Nana. "What's wrong with that?"

"It's just that I've never been with people who use drugs. I'm not sure it's right," replied Miki.

"Ana's group thinks it's OK, and you'd better, too, if you want to be part of it."

At that point, Brad came up to them, holding a joint.

"Hey, Miki," he said, "how about a hit?"




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Continue on the back of this sheet.

# Teacher's Notes

- 1 Begin the lesson with a discussion. Do not distribute the worksheet yet. Use the following questions as a guide:

- *Do you belong to a club, group, or circle of friends?*
- *What kind of people are in your circle of friends?*
- *What qualities do you look for in new friends?*
- *What do you and your circle of friends have in common?*
- *Are strangers easily accepted into your circle of friends?*
- *Is there a group that you would like to be part of? If so, what would you have to do to become a part of that group?*
- *How strong is peer pressure in your circle of friends?*
- *How do your group feel about alcohol, tobacco, and drugs?*
- *Do you know anyone who takes drugs? If so, what kind?*
- *What affect do they have on people?*
- *How could you help a friend on drugs?*
- *How has drug abuse affected your community? What can be done?*
- *Should some drugs be legalized? Why or why not?*

## Language Activities

- 2 Distribute the worksheet and review the use of direct and indirect speech in the balloons at the top of the sheet. Explain that direct speech consists of reporting exact words of the speaker. Direct quotes are set off by quotation marks (“”) and with commas (,) if they appear in sentences. Place all punctuation within the quotation marks. Example: ***“I’m not sure it’s right,” replied Jenny.***
- 3 Do an active listening comprehension exercise by having the students circle any unfamiliar words in the story as you are reading it. You may want to review the following vocabulary: ***hardly, grass (marijuana), pot (marijuana), a hit (a puff), a joint (a marijuana cigarette), to have a crush on someone, to whisper, to pass around,*** and the expression ***“You’d better.”***
- 4 Then ask simple questions beginning with question words (what, where, when, why, etc.) to test the students’ comprehension.
- 5 Discuss the story by asking students how they would continue it.
- 6 Have students write an ending to the story using direct speech.
- 7 After the exercise has been corrected, ask for volunteers to share their stories with the class.
- 8 On the back of the worksheet or on another piece of paper, have students rewrite their stories using indirect speech.
- 9 **Follow-up Activity**

Ask students to role-play the situations in their stories.





# Teacher's Notes

- 1 Before having the students fill out the application, point out the following items that may cause confusion:
  - The meaning of Mr., Mrs., Miss, and Ms.
  - The last name preceding the first name on many forms and applications
  - The street number preceding the street name
  - Apartment numbers written as #6, Apt. 6, or Apt. #6 and placed after the street name
  - Telephone area codes and prefixes
  - The month as the first element of the date which is expressed either by word or number. Caution students not to use Roman numerals.
  - Illegal questions: In the United States, it is against the law to ask certain questions on employment applications (i.e., race, religion, sex, and age).
- 2 Make an overhead transparency of the application and project it onto the chalkboard. Fill out the application on the chalkboard as a whole-class exercise. Ask a student to volunteer the information asked in the application.
- 3 Distribute application forms and ask the students to fill them out. Tell them to use the application on the chalkboard as a model. Explain that the form is a convenient information sheet to take along when applying for a job in person. Encourage the students to fold the form and place it in their wallets.

## 4 Follow-Up Activities

1. Many applications require applicants to respond to written directions such as "check, underline, print, circle, cross out," etc. Practice using these words in the exercise below. Have the students take a piece of paper. Dictate each instruction below. Then demonstrate each appropriate action on the chalkboard.

- On line one, print your name.
- On the second line, write numbers 1 to 10.
- Underline your last name.
- Circle your first name.
- Check the first line.
- Cross out number 6.
- Underline number 9.
- Circle number 1.
- Cross out number 10.
- Check the second line.

2. Have advanced students role-play job interviews in front of the class. (Use volunteers.) One student is the employer and the second is an applicant. Use some of the items on the application. The rest of the class rates the interview with the rating form below.

	Very Good	Good	Fair	Poor	Bad
Posture					
Manners					
Language					
Voice					
Eye Contact					
Attitude					
Personality					
Self-Confidence					
Personal Appearance					

# Gerunds & Vocational ESL Vocabulary

- 1** *Directions: Practice asking and answering questions about the items below. Use a gerund after the preposition **for**. See example.*

*What is a broom used for?*



*A broom is used for sweeping.*



**broom**



**lock**



**tape measure**



**extension cord**



**shovel**



**thermostat**



**hose**



**fence**



**hand truck**



**ladder**



**calculator**



**flash light**

- 2** *Make a list of tools that you use. Then, explain what they are used for.*

## Tools

## Use

- |                  |   |
|------------------|---|
| 1. <u>hammer</u> | <u>A hammer is used for pounding nails.</u> |
| 2. _____         | _____                                       |
| 3. _____         | _____                                       |
| 4. _____         | _____                                       |
| 5. _____         | _____                                       |
| 6. _____         | _____                                       |
| 7. _____         | _____                                       |

# Teacher's Notes

## 1 Before distributing the worksheet, explain the use of gerunds:

- A gerund is a form of a verb that ends in **-ing**.
- We can use gerunds after prepositions in the same way that nouns are used.

**Examples:** I am responsible  
I am interested  
I am thinking  
I am looking forward  
I will take advantage

**for**  
**in**  
**about**  
**to**  
**of**

**taking** care of my computer.  
**learning** more about computers.  
**buying** a new computer.  
**using** my new computer.  
**having** a computer.

## 2 Distribute the worksheet and review the vocabulary. Practice the mini-dialog and read the directions aloud to the class. Next, show how to do this oral exercise with the help of a volunteer. Practice the activity until the students understand what to do. Then, tell the students to continue the exercise by working in pairs.

## 3 Extend this activity by having the students think of as many different gerunds as possible for each item on the worksheet. List the new vocabulary on the board or overhead transparency.

**Examples:** *A broom is used for sweeping.*  
*A lock is used for protecting valuables.*  
*A tape measure is used for measuring.*  
*An extension cord is used for connecting a distant electrical item to an outlet.*  
*A shovel is used for digging.*  
*A thermostat is used for controlling room temperature.*  
*A hose is used for watering.*  
*A fence is used for protecting property.*  
*A hand truck is used for moving heavy items.*  
*A ladder is used for climbing.*  
*A calculator is used for adding, subtracting, multiplying, and dividing numbers.*  
*A flash light is used for seeing in the dark.*

## 4 Ask the students to think of tools that they use. Have them write the names of the tools on the worksheet. Then, have them explain what the tools are used for. You may want to make an overhead transparency of the handout that can be projected onto the board where students can write the list of tools and their use.

## 5 Follow-up Activity

Practice the following phrases with the students using gerunds. See example below.

*What do you have  
experience in?*

*I have experience  
in working with  
computers.*



Student 1: **What do/are you** .....

Student 2: **I** .....

**have experience in**  
**interested in**  
**thinking about**  
**look forward to**  
**looking forward to**

**responsible for**  
**waiting for**  
**talk about**  
**take advantage of**  
**taking advantage of**