The best thing is…

1 Complete the following sentences with the comparative form of the adjectives.

1 Fruit and vegetables/healthy/chips
2 The countryside/quiet/cities
3 Racing cars/fast/normal cars
4 Jeans/casual/suits
5 Jamaica/hot/UK
6 Level 6 Maths/difficult/level 2
7 Play times at school/noisy/lesson times
8 Level 2 spelling/easy/level 4

2 What is the superlative of each of the adjectives below?

1 healthy 4 casual 7 noisy
2 quiet 5 hot 8 easy
3 fast 6 difficult

3 Person to person. Discuss with your partner. What do you think is:

1 the most interesting book to read?
2 the most exciting place to visit?
3 the best food to eat?
4 the funniest person you know?
5 most comfortable way to travel?
6 the worst show on TV?
7 the best song in the charts at the moment?

4 Write your partner's responses to each question using the correct superlative.
TEACHER’S NOTES:

The best thing is...

Aim: to consolidate comparison of adjectives and superlative adjectives.
This activity is designed to be used in conjunction with unit 9.1.

Time: 40 minutes
Materials: photocopies of the worksheet for each student.

1 Check that all students understand how this activity works and if necessary do an example with them. *E.g. Alaska/cold/Hawaii* becomes *Alaska is colder than Hawaii.*

**Answers:**
1 Fruit and vegetables are healthier than chips.
2 The countryside is quieter than cities. 3 Racing cars are faster than normal cars. 4 Jeans are more casual than suits. 5 Jamaica is hotter than the UK. 6 Level 6 Maths is more difficult than level 2. 7 Play times at school are noisier than lesson times. 8 Level 2 spelling is easier than level 4.

2 Ask students to write the superlative forms. Monitor their work, and encourage students to peer correct. Elicit answers from the class.

**Answers:**
1 the healthiest 2 the quietest 3 the fastest 4 the most casual 5 the hottest 6 the most difficult 7 the noisiest 8 the easiest

3 Encourage students to be as expressive as possible for this oral activity. Monitor to check correct use of the superlative. If you like, students can ask you the questions as a class activity to start off the whole discussion.

4 Students now note down their partner's views writing correct superlative for each sentence. Students can exchange their papers at the end to check each other's work.