

UNIT STRUCTURE

Using adjectives in speech and writing

CLASS – IV

Unit Overview	Rationale	Unit Outcomes				Methodology Support					Additional Reading		
		Learning Outcomes	Learning Gaps to be addressed	Related Lessons	Unit Objectives	Introduction	Case Study 1	Activity 1	Case Study 2	Activity 2		Summary	Suggested Questions
<p>Overview of the language skill</p> <p>What the Gunotsav assessment shows us</p>		<p>4.16- Uses nouns, verbs, adjectives and prepositions in speech and writing</p>	<p>Sub-area: Uses adjectives appropriately in speech and writing</p>	<p>Lesson 1: Oh, Look at the Moon Lesson 2: The Ant and the Grass-hopper</p>	<p>In this Unit you will read ways of helping learners to use adjectives in the comparative and superlative forms</p>	<p>What this unit will teach you</p>	<p>Learning degrees of comparison</p>	<p>What game do you like most?</p>	<p>-----</p>	<p>-----</p>	<p>What you have learnt in this unit</p>	<p>Sample Question: Question from activities in Lesson 1 & 2 including a few nontextual exercises</p>	<p>– English Textbook for Class IV – www.tess-india.edu.in</p>

Overview

This block discusses strategies and activities that you can use in your classroom to make your students familiar with the use of adjectives. The case study and activity provided here will help you to develop your students' ability to use adjectives appropriately while they speak and write. Your students will be able to understand that there are three degrees of comparison which are used when we compare one person or thing with others.

Rationale

In this block we can help you to take forward the first two lessons from the Academic Calendar 2019. The grey areas that have been identified in the recent Gunotsav is students' inability to say simple sentences with appropriate nouns and adjectives. Hence, the main concern that needs to be addressed is the following Learning Outcome - Uses nouns, verbs, adjectives and prepositions in speech and writing.

Introduction

Constant oral practice with the teacher enables students to form correct habits of speaking grammatically. Correct grammar is best developed through exposure to the language and practice

in using it. These allow the user to internalise grammar rules without learning formal rules. This is how we speak our home languages even before we go to school: we learn to speak our language grammatically by hearing a lot of it. We also make grammatical mistakes when we speak our home language as an infant, but nobody teaches us grammar rules or punishes us for making mistakes. In the same way, as English teachers it is our responsibility to teach students grammar by giving them opportunities to see, hear and use English themselves in various contexts. We should provide them enough real life examples so that the rules are learnt automatically.

Unit Objectives

In this unit you will read ways of helping learners to:

- ★ use degrees of comparison of adjectives in speech
- ★ use degrees of comparison of adjectives in writing

Case Study : Learning degrees of comparison through objects

Dipti Bez is an elementary teacher in Palashbari LP School. She teaches English in Class IV. She designed an activity to develop her students' ability to use adjectives with their degrees of comparison. Here is what she has to say about her experience:

I collected a few things like apples of different sizes, flowers of different colours, dolls of different sizes and pencils of different designs. At first I asked the students to find out whether the students were familiar with the English names, pronunciation and spelling of the objects.

- a. What is this? (by showing them a red flower)
- b. What colour is the flower?
- c. Is the flower big or small?

The students were able to identify the objects correctly in English and answer the questions.

This showed me that my students were familiar with describing words, i.e. adjectives.

Now I took three apples of different sizes and put them on the table. I also kept three cards with small, smaller and smallest written on them. Then I asked a group of three students to come and arrange the apples according to their size. I also asked them to read the cards and put each in front of the apples. I was very surprised when they were able to identify the cards correctly and put them in front of the apples.

Then I held up each apple in turn, showed it to the class, and made them repeat after me: 'This is a small apple', 'This apple is smaller' and 'This apple is the smallest of all.'

Then I wrote the sentences on the blackboard.

I used the same technique to practise using small-smaller-smallest with the dolls and the pencils. After that, I made them take out objects from their pencil box, compare them and say which objects were small, smaller and smallest.

When I was satisfied my students had understood the use of the -er and -est endings, I put up a set of similar adjectives on the board, such as big-bigger-biggest and large-largest-largest. I asked them to work in pairs, and take turns to compare the objects on my table (dolls, pencils) using these sets of words.

Finally, I put on the board some other adjectives that could be compared using -er and -est, as in the box below, and made my students practice their use.

pretty	tall	cold	hot	short	strong	weak	funny	red	green
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The students enjoyed the activity, and in the next class, I introduced the adverbs more and most for comparison.

Let's stop and think

- ★ Do you think Dipti's method of making students understand the use of degree of comparison of adjectives will work with your students? How can you prepare a similar activity?
- ★ What other grammar concepts can be taught through similar activities?

Activity : 'What game do you like most?'

To make students use the different degrees of adjectives, here is an activity from their real life experiences that you could use.

Before they do the task, elicit from them words and sentences about why they like to play sports/games, such as I like cricket because it is fun, Badminton makes me healthy, Playing kho kho is a good exercise, Carrom makes me happy, and so on. Put these on the board and highlight the adjectives. Then ask a few questions like Which makes you happier - cricket or badminton? Which is the healthiest game among these all? Which is most fun - kung fu, karate or boxing? As you do this, make three columns on the board and write the adjectives in their degree forms, like this, so that students can use these in the discussion in their groups:

happy	happier	happiest
heathy	healthier	healthiest
fun	more fun	most fun
interesting	more interesting	most interesting

Now make groups of four or five students. On small pieces of paper, write the names of some games and sports like football, badminton, cricket, kung fu etc. Make several sets of the words, because you will need to give one set to each group. The task for each group is to arrange the sport/game according to which one they like the most, the next favourite, and so on. In their groups, they will have to discuss reasons for their choice, and share them with the class, using words like happy-happier-happiest or healthy-healthier-healthiest.

Since students would need some language support for their discussion, allow them to discuss the topic in their own language(s), and help them with English phrases if necessary. Encourage them to write their points down, so that they can share their ideas more confidently.

Let's stop and think

- ★ Would this activity work in your class? What kind of preparations would be required?
- ★ What other topics can you use to give students practice in degree of comparison of adjectives?

Unit Summary :

In this unit, you read a case study and an exercise on teaching students degree of comparison of adjectives. As you saw in the unit, it is important to familiarise students with these grammatical categories through exercises that encourage them to use their own knowledge and experiences. Teaching students rules, and giving them examples of rules through isolated sentences does not really help, as students need to see where and how these items are used in real life. In addition to

the activities demonstrated above, you can look for examples of these in the lessons, and make exercises out of them. The more practice students get, the better they will be in using comparative and superlative adjectives appropriately. After one or two lessons of practice, you can draw their attention to the form (-er/-est, more-most, 'y' changing to 'i', and so on).

Additional Reading

There are three degrees of comparison in English. They are :

1. Positive degree
2. Comparative degree
3. Superlative degree

Let us see all of them one by one.

1. Positive degree

When we describe only one person or thing, we use positive degree.

Example : This house is big.

- ⇒ He is a tall student.
- ⇒ This flower is beautiful.

Each sentence talks about only one noun.

2. Comparative degree

When we compare two persons or two things with each other we use the comparative degree.

- ⇒ This house is bigger than that one. (bigger is a comparative form of big)
- ⇒ This flower is more beautiful than that.
- ⇒ Rumi is taller than Ravi.

We use taller to compare Rumi and Ravi.

3. Superlative degree

- ⇒ This is the biggest house in the village.
(biggest is the superlative form of big)
- ⇒ This flower is most beautiful in the garden.
- ⇒ He is the tallest boy in the class.

The form of an adjective indicating the greatest degree of the quality that the adjective describes is the superlative degree.

Suggested Questions :

Q. 1. Fill in the boxes with appropriate words:

long		longest
	hotter	
happy		happiest
	shorter	
brave		
wise		wiser

Q. 2. Look at the pictures and write their degree of comparison below each.

Long -----

Small -----

----- Biggest

Q. 3. Fill in the blanks choosing the correct word from the help box

Long Sweeter Longer Sweet Tall Taller Big Bigger Small Smaller
--

Juri is a girl

Mili is than Juri

Chocolate is

Honey is than Chocolate

The Brahmaputra is a river.

The Ganga is than the Brahmaputra.

A cricket ball is

The ping pong ball is

A tiger is.....

The lion is

Additional Reading

www.tess-india.edu.in
