

Lesson Plan: Superlatives (short adjectives)

Level: Beginner (A1)

Time: 45–60 minutes

Target Structure:

adjective → **the + adjective-est**

big → *the biggest*, *fast* → *the fastest*

1. Learning objectives

By the end of the lesson, students will be able to:

- Recognize superlatives of short adjectives
- Form superlatives using **-est**
- Use superlatives in simple sentences

2. Materials

- Pictures of objects/animals/people (big/small/fast)
- Whiteboard & markers
- Worksheets or handouts (optional)

3. Warm-up (5–7 minutes)

Activity: "Look and Choose"

1. Show 3 pictures (e.g., three animals of different sizes).
2. Ask simple comparison questions:

"Which one is big?"

"Which one is bigger?"

3. Point to the largest picture and say:

*"This is **the biggest**."*

→ Do **not** explain grammar yet—just model naturally.

4. Presentation (10–12 minutes)

A. Introduce superlatives

Write on the board:

big → **the biggest**

small → **the smallest**

fast → **the fastest**

Say and repeat together.

B. Form rule (simple)

Explain clearly and briefly:

For **short adjectives** (1 syllable):

- Add **-est**
- Use **the** before the adjective

Examples:

- tall → the tallest
- cold → the coldest

Spelling rule (very basic):

- big → **biggest** (double the last letter)

Avoid too many rules—keep it simple.

5. Controlled practice (10–15 minutes)

Activity 1: Choose the correct word

Students choose the correct sentence:

1. This dog is **(the biggest / bigger)**.

2. Today is **the coldest / colder** day.

(Check answers together.)

Activity 2: Fill in the blank

Students complete sentences:

1. A cheetah is the _____ animal. (fast)
2. This box is the _____ one. (small)

6. Guided speaking practice (10 minutes)

Activity: "The best one"

1. Show sets of pictures (e.g., 3 houses, 3 animals).
2. Ask:

"Which house is the biggest?"

"Which animal is the fastest?"

3. Students answer in full sentences:

"The red house is the biggest."

Model first, then have students practice in pairs.

7. Freer practice (8–10 minutes)

Activity: "In the classroom"

Students look around and complete sentences:

"_____ is the tallest student."

"_____ is the biggest book."

→ For teens, let them write instead of saying names aloud if needed.

8. Review & wrap-up (5 minutes)

1. Quick oral review:

"What is the rule for superlatives?"

"Do we use the or a?"

2. Elicit examples from students:

"Tell me one superlative."

9. Optional homework

Write **3 sentences** using superlatives:

"My house is the biggest.", "Monday is the coldest day.", etc.