



TEACHING DEGREES OF ADJECTIVES THROUGH GRAPHIC ORGANIZER

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ANNOTATION

The purpose of this research is to reveal the effectiveness of teaching degrees of adjectives graphic organizer. The primary focus in the class is emphasized on adjectives and language is an instrument, which the students use to complete it. The task is an activity, serving to improve communicative language skills (linguistic, sociolinguistic and strategic competences, in which students use language to achieve specific outcomes degrees of adjectives, authentic sources with multiple possibilities in the graphic activities based on organizer: while lyrics are easily available for everyone nowadays online graphic are popular and easy for downloading, access to other types of authentic texts is unlimited. I also think the key to a successful degrees of adjectives-based lesson is to deal with the text as you would with any other type of short text, whether written or oral, to practice a variety of comprehension skills, work on specific grammar and vocabulary, or introduce a topic for discussion.

Key words: : while lyrics , specific grammar and vocabulary, successful degrees, practice a variety.

INTRODUCTION

The legislation of the Republic of Uzbekistan supports the educational development in the Republic by affirming the educational system as a priority in the sphere of social development: reformation of the schools and of professional and higher education, the humanization of the educational system and the increase of creative activity in this sphere. There have been adopted many laws in the sphere of education, especially in higher education. Since the adoption of law on December 12, 2014 on foreign languages the number of people who want to learn a foreign language, particularly, English has risen.

In order to radically improve the system of higher education, radical revision of the content of training in accordance with the priorities of socio-economic development of the country, providing the necessary conditions for the training of specialists with higher education at the level of international standards:

To consider the most important tasks of further improvement and integrated development of the higher education system: the establishment of each higher educational institution of the country close to promising partnerships with leading specialized foreign scientific and educational institutions, the widespread introduction in educational process of advanced educational technologies, curricula and teaching materials based on international educational standards, active involvement in scientific and educational activities, conducting workshops, training courses highly qualified teachers and scientists from foreign educational institutions-partners, the organization on a systematic basis on their basis of training of undergraduates, young teachers and scientific personnel, retraining and professional development of teaching staff of domestic higher educational institutions; formation of target parameters of training of personnel with higher education, optimization of directions and specialties of training in higher educational institutions taking into account prospects of complex development of regions and branches of economy, requirements of the realized territorial and branch programs.

The students will be using their knowledge about linguistic skills (grammar structures and vocabulary) to rearrange the letters of the words whenever communication is interrupted as they read. Word categories and

collocations will prove useful in some cases, spelling will be decisive in a few others, yet a good number of anagrams will be solved by focusing on meaning and thinking of words with similar letters (and which belong to the right category and with the right spelling) that might be the most appropriate for that context.

I'm planning to have the students write a one-sentence personal response to the role and the topic in general, read a few and discuss them, and then use them again at the end of the lesson in a plenary discussion. The students will be asked to make any changes they want and to write a few more lines with the new information and personal thoughts which will hopefully demonstrate their critical thinking skills and help them to take a stance on the issue.

The graduation project paper is devoted to the issue of teaching English vocabulary activities in preschool education teaching process through graphic organizer. There have been considered competences, approaches and techniques in teaching ESP vocabulary, as well as my own personal view of these issues. Students' task now is to find adjective words in the poem belongs to. Depending on the level of the students, this can be done by having them read the songs, fill in the missing lines independently or in small groups, and then check by listening to the songs, but you can also provide extra help by playing a few lines or providing extra oral prompts as needed. In all cases, although the students will be mainly using context clues to decide which line best fits each gap, they should also be asked to focus on rhyme schemes as a valuable aid in completing the task. Model the procedure and the type of thinking behind with one or two songs before having the students start working by themselves.

The songs in the worksheets can be filled in with omitted adjectives, and compare it with the official list, and discuss after having finished the tasks differences. Alternatively, after playing a song for checking and correction purposes you can have the students start guessing which adjectives to use instead of dots so that it will be the next one and create further interest. No matter how you approach it, this process of reconstruction will surely get the students working on a variety of complex language skills: developing reading, writing, abilities in an engaging and meaningful way by learning songs.

The actuality of the research is caused by the way of selection of materials functioning as motivating to training to the English vocabulary using interactive methods.

The aim of the project paper is to develop communicative competence of ESP students in teaching vocabulary with the help of different songs. To study, analyze and sum up the most effective integrative approaches and strategies to help learners to improve their communicative skills, language proficiency, and also implementing them into real-life situations.

To achieve the aim, we have set several **tasks** to the graduation project paper:

- consider principles of communicative competences in teaching English for ESP students through songs;
- define approaches and methods of grammar in context teaching English for ESP students through songs;

This graduation paper consists of two theoretical chapters and a practical chapter.

The first chapter deals with principles of communicative competence and its practical reflection from own experience.

The second chapter is about approaches, methods and types of assessment in language teaching.

The third part is practical part where microteaching is analyzed.

The brief overview of used literature: In this project paper we investigated the book by U.B.Azizov, David Cheisa, Svetlana Khan "Reconceptualizing language teaching : An In service teacher Education course in Uzbekistan".

CHAPTER 1

1.1. Principles of communicative competence and its practical reflection from your own experience

1.1.1. Homework Task One

Please choose one English language class (e.g., speaking class or vocabulary class), which you have already taught, and which you will use for your homework tasks in this book. This class could be one you feel has been very successful, mediocre, or not successful. When you choose an English language class, please write a short description about it (e.g., who are the students, language levels, content area, etc.) and explain the challenges you have in making this class communicative. Then, please choose one lesson from your English language class you described above. Please give a brief overview (1 paragraph) of the lesson. You will use this lesson throughout the book and you will have different versions of the same plan with different foci.

I have been teaching classes to ESP students of the first and second year over ten years. First years it was difficult to find suitable information and to make appropriate activities based on vocabulary, grammar teaching (linguistic competence) information, because we were taught differently. Nowadays we have learnt many communicative methods, activities and techniques. From my experience, I can say that we've been succeeding in improving students' communicative skills. This class is intended to boost students' speaking skills who are studying second year, by using methods that encourages them to speak.

For example, I had to make special effort to make few of my students overcome their speech anxiety, shyness and fear, by involving them more to communicative activities, as singing a song, reading song aloud in class. In one of my lessons I tried to use more creative methods which aims to enhance students' response to given topic, fastens reaction their way of thinking to choose any kinds of communicative tasks to remember and use them in speech. I gave them one statement as the beginning of a particular song and asked them to continue next lines of it. This practice required spontaneous thinking response and composition from students. I formed groups to establish group work about the given song. They interacted with each other respond and react to each other's point of views and gave their own lines of the song. By organizing this activity, I encouraged them to think, to listen to each other's lines. In that way I was improving their thinking skill. Also, they listened to a song. I successfully established my lesson by providing more real listening and speaking environment among students, by doing various activities in learning a song by heart. All in all, this lesson was interesting and lively.

1.1.2. Homework Task Two

Please refer to the lesson you chose for Homework Task One. In a one-page report please do the following:

First, explain how you understand linguistic competence in general (i.e., what does linguistic competence mean to you);

Second, explain how the lesson you chose for Homework Task One can be transformed to have linguistic competence as the focus.

As Wittgenstein (1974, p162) states "...The harmony between thought and reality is to be found in the grammar of the language". The purpose of this task is to discuss how people share common linguistic rules (grammar, syntax, semantics, phonetics and stylistics) with the help of which they can recognize meaningful structures (form), and signs, (semantics) could only be employed to understand recognizable in within a community words, phrases, sentences and texts, utterances at the level of form/structure and meanings/semantics. As for me, linguistic competence is the knowledge or ability to understand particular language's grammar, vocabulary and features. Linguistic competence- is knowing how to use the grammar, syntax and vocabulary of a language.

Competence is the state of being adequately qualified to do well something. Competence is what you know. And when we refer competence with a language that means to be able to understand the structure of it and qualified enough to apply it in practice and be able to analyze its linguistic construction.

The aim should be concentrated on training, students qualified enough to immerse themselves in a real communication using their linguistic competence. Our educational system preferred Linguistic Competence in Language Teaching. And we were taught to be able to apply grammatical, lexical, syntactical, stylistic rules. We had a traditional method of teaching. Our main question was What words do I use? How do I put them into phrases and sentences? Students with an excellent mark couldn't use their knowledge in practice. That time an accuracy was very important.

1.1.3. Homework Task Three

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand pragmatic competence (i.e., what does pragmatic competence mean to you); Second, explain how the lesson you chose for Homework Task One (A) can be organized so that pragmatic competence is the focus.

Pragmatic competence is the ability to understand spoken and written language in context so that the learners have an opinion about what's being said or written and as a result, they can have inference about the given topic of discuss. For my part of view, pragmatic competence mainly focuses on the meaning of words within different contexts since many words can come with literary or figurative meanings, or develop different contexts.

As for applying pragmatic competence for speaking classes, I can say from my experience that this approach helped me and my students to interact and communicate with others with a clear view of the meanings in social, real-life situations.

In linguistics, *pragmatic competence* is the ability to use language effectively in a contextually appropriate situation. Pragmatic competence is a fundamental aspect of a more general communicative competence. Pragmatic competence is understood as the knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts, and finally, knowledge of the appropriate contextual use of the particular language's linguistic resources. *Pragmatic competence* as "the ability to use language effectively in order to achieve a specific purpose and to understand a language in context." "A speaker's 'linguistic competence' would be made up of grammatical competence ('abstract' or

decontextualized knowledge of intonation, phonology, syntax, semantics) and pragmatic competence (the ability to use language effectively in order to achieve a specific purpose and to understand language in context)¹.

As a teacher I do not wish my students to appear impolite, uncaring or unfriendly, pragmatic instruction has to become an integral part of the lessons in all educational establishments. In the classroom I want my students to learn how to interpret language in the same way they have learnt to render the rules of their mother tongue.

Sometimes second language learners as well as native speakers tend to underestimate pragmatic learning. To reveal the rules of human communication, pedagogic intervention is necessary not with the purpose of providing learners with new information but to make them aware of what they know already and encourage them to use their universal or transferable pragmatic knowledge in language two contexts. At the same time, I have to consider the existence of certain culturally specific expressions which vary from culture to culture and also certain communicative acts which are known in some cultures but unknown in others.

To sum up pragmatics has been defined in various ways. I consider that pragmatics as the study of *speaker meaning*: the focus is upon the interpretation of what people mean by their utterances rather than what the phrases in the utterances mean by themselves. Speaker meaning is necessarily bound to *contextual meaning* and how the particular context influences what is uttered. The context comprises the addressee, the place, the time and other circumstances.

In that way, I form a clear picture of pragmatic competence in my students minds every speaking lesson so as to set it as a priority, to reach an objective. I also can arrange some activities, presentations which get students to observe meanings, coherence and cohesion, relevance, structure, conditions of a given statement.

1.1.4. Homework Task Four

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand sociolinguistic competence (i.e., what does sociolinguistic competence mean to you); second, explain how the lesson you chose for Homework Task One can be organized so that sociolinguistic competence is the focus.

Sociolinguistic competence means to understand cultural and traditional variables. For me sociolinguistic competence is the process when the speaker's utterance is understandable for the hearers. Culture and attitude may impact on hearers' acquisition. For example, the same phrase can be interpreted differently. Not all of teachers are able to connect culture with language. In Uzbek culture the power is in assessments, source of knowledge is a teacher, the distance between student and teacher is high. In European culture the power is in criteria's, the teacher is a guide, and the distance between teacher and student is low. Because of sociolinguistic competence it is normal that not all the words have the same meaning within cultures, or represent different meanings and notions in various situations. Based on my speaking classes, I would apply sociolinguistic competence by getting my students to read or listen to jokes on target language, do storytelling. So that they recognize sociocultural words differentiate between experiences and practices. I choose words that will help my students to develop their skills, ability to recognize different words with different meaning in different culture.

¹Elcia-Murcia and Olshtain, 2000, p.20.

That's why we should teach students that the speaker has to pay attention on context while uttering some speech, whether his speech is understandable for the listener (if the listener has another culture and traditions).

1.1.5. Homework Task Five

Please refer to the lesson you choose for your Homework Task One. In a one – page report or less, please do the following: First explain briefly how you understand strategic competence (i. e., what does strategic competence mean to you); Second, explain how you can include strategic competence in the lesson for Homework Task One.

Sociolinguistic competence requires adjusting one's grammatical forms to be appropriate to the setting in which the communication takes place. Attention is paid to such factors as the age, status, and sex of the participants and the formality of the setting. When one travels to a different culture country, these situational factors may call for different speech reactions than they were in the native culture. According to some scientists showed social context refers to culture specific contexts that include the norms, values, beliefs, social rules, practices, ideologies and behavioral patterns of a culture. For example, thanking a friend in a formal speech is different from how it's done over a meal.²

Sociolinguistic competence is concerned with higher thinking competencies through which students demonstrate how they can use language in and outside the classroom, and to prove how they can manage information in the target language. Most importantly, sociolinguistic competence also has a strong role in the way learners use the language they are learning to enrich the knowledge they possess. We can see that learners may not be able to improve socio-pragmatic knowledge of language as much as grammatical knowledge of the language being learned. Informed by this critical inconsistency and learning challenge this study reports the perceptions about as well as the non-native teachers (of foreign languages) knowledge of socio-linguistic competence in their classroom practice.

In my lessons my students know the basic grammar for their level and perform well appropriate class activities but outside the class however our students often find themselves stuck as they do not know what to say or how to respond in specific situations. They cannot use the appropriate vocabulary when somebody ask them questions. For this reason, language teachers should consider the language classroom as a forum that can be enriched through the fundamentals of sociolinguistics so that students obtain the opportunity to use their linguistic knowledge and put it to the test in situations that will enrich a great number of competencies. We have to develop their socio-linguistic competence. Sociolinguistic competence is the ability to communicate appropriately by using the right words, expressions and attitude towards a specific topic.

This retraining course has been very helpful for me in this sphere. Having finished this training course, I will try to enlarge my students' sociolinguistic competence by using special activities based on real life situations.

1.2. Approaches and methods of language teaching

² Street, B. and Leung, C. (2010). Sociolinguistics, Language Teaching and New Literacy Studies. In: N.H. Hornberger and S.L. McKay (Eds.) pp.290-316, Sociolinguistics and Language education. UK, Multilingual Matter.

1.2.1. Homework Task Six

The goal of this homework task is for you to compose your own language teaching statement and use one or more of the 12 principles to support what you do in your language classroom. Look at your Homework Task One lesson plan and then discern your teaching principles from that lesson.

To accomplish this task, you may do the following two steps:

Step 1: *Read the teaching statement by Dr. David L. Chiesa below as an example, which is located after the References.*

Step 2: *Please write your own teaching statement (2 pages maximum). You may take your answers from the 3 action tasks above as a guiding framework.*

My own language teaching statement mainly comprise of principles such as meaningful learning, communicative competence and intrinsic motivation.

My teaching philosophy is mostly based these three core values, because I think, I need these three objectives most during the lessons in order to achieve my students' proficiency and fluency in speaking classes. I will describe these three principles below and explain my own way of teaching more broadly.

For me, the purpose of teaching is to give the meaning (rather than description or definition). So, students should grasp the meaning, purpose and intention of what they are studying so as to be successful at it. I've seen that in many cases, traditional principle that is based on learning by memorization did not provide better results and academic performance since students don't usually get the meaning in depth and easily forget words of songs they learnt by heart, if don't revise it from time to time. Meaningful teaching, on the contrary, helps to deal with these drawbacks.

Communicative competence. Since my course is speaking, communication and developing communicative competence is always the top priority in my teaching practices. I try to urge my students to speak and communicate with each other by reminding them that fluency is more important than accuracy. The language is best learnt when it is in practice in action and in use. It is also of great importance to get students to apply their knowledge in real-life situations, as I think, the theory in the books is different from the situations in real life. So, I am at developing their competence on communication by exposing them to a more speaking environment, asking them to listen more authentic songs. Also, I give them different speech exercises taken from real conversation tasks (authentic material) to develop their response and reaction. In that way, I also help them to deal with difficulties when they lack knowledge by using communicative teaching techniques and strategies. In brief communication competence is the ability to use the language with other people in a real spoken environment.

Intrinsic motivation. My next largest objective is developing passions within students towards learning different authentic songs. I think, motivation comes from inside and if students do not have this power within themselves, the helps to develop it, because any kind of inspiration, encouragement and incentive given by the teacher can have massive success in students learning process. One thing should be mentioned, is that we cannot teach someone who does not feel that they really need it or teach them completely against their will as on obligation.

We should understand that we can make the best of it, when we are able to keep our students in interest, when we can develop something like "driving force" within themselves to study. By that, I try to reward every big

and little effort of students to encourage them to go further...And above all, I believe that motivation serves as the stimuli that can occur naturally in everybody's way of thinking.

1.3. Using different types of assessment in language teaching

1.3.1. Homework Task Eleven

Based on what you have learned in this section, develop or choose an available diagnostic assessment tool that will measure the concepts you want to teach in the lesson plan that you chose in Homework Task. Thus, explain the brief diagnostic assessment you will use to measure the constructs before the class. Finally, explain how you will use the information to make informed decisions about your lesson plan (2 pages total).

As for me assessment is certainly a disputable topic in teaching process. Teachers are rightfully concerned that we've become overly preoccupied with assessing student knowledge. Instead, we should be flipping the switch and refocus on what really matters: student learning. This can be done when we learn to use the types of assessment as a tool to help our students. Student learning and assessment go hand in hand when done naturally. When we assess learning, it becomes a natural part of the teaching and learning cycle. This idea of assessing for learning allows teachers to use assessments as feedback and guidance for next steps. Where we've gone astray has been in a laser-like focus with assessment of learning. That's when we use assessments to tell us the sum total of knowledge on a topic. When used sparingly, these can give us a single measurement among a broad profile of what a child knows and can do. But it's when we put the emphasis on these kinds of assessments that we begin to unravel the true learning experience. So, what can we do to re-shift our assessment priorities? First, we need to understand what types of assessment are available of learning. These are tools that we can use to help us get a better overall picture of student learning. There are three main types of assessment that can be used during the teaching and learning cycle:

- Diagnostic
- Formative
- Summative

During my lessons I use diagnostic assessment tool that helps me to measure the concepts I want to teach. I use diagnostic assessment at the beginning of my course. Diagnostic assessment can be sets of written questions, multiple choice, short questions that assess the students' current knowledge base or current views on a topic to be studied in the course. In my point of view, every teacher develops their own assessments or choose the most suitable ones from those available.

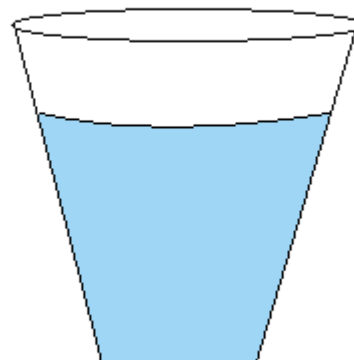
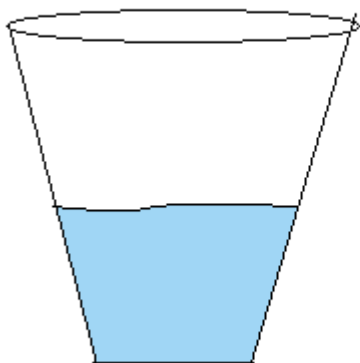
More specifically, these tools focus on comprehensive understanding of the spoken word, and cover oral, language retell, comprehension retell and oral language conversation. For example, I use oral language conversation to assess the knowledge of the students about things I have taught. We may have a small conversation with the students where students are participants and I am the conversationalist. This assessment can be completed by an individual or a group and takes between 10 to 20 minutes to administer. In an individual conversation, other students participate as an audience or an observer of a discussion. Also, in listening classes I use audio tracks and texts to monitor students' progress in their listening skills. After playing the audio tracks I

can check the exercises with the help of the students themselves, they work in pairs and one pair shares their work to another pair, then they have to check the work of other students together.

OBJECTS CAN BE COMPARED USING THE DEGREES OF COMPARISON OF ADJECTIVES....



There is much water in this glass than in that one



Next, we have a small discussion about the track to elicit how well the students understood the listening track. Although simple and direct, these tools also reflect the importance of interacting with print in meaningful contexts. Meaningful interaction and discussion require an approach to literacy and fluency. Both these

diagnostic tools are designed in response to the identified need for early intervention and diagnosis in both low and high achieving students. Hence, the role of assessing should be essential to the practice of effective teaching of literacy and fluency. The tools which is used by me for the assessment are simple and direct and are very accurate and convenient for me to make judgements and make informed decisions about evaluation process and my lesson plan. In this case, I use gathered information from the assessment with regards to my classes to improve the students' knowledge and address the problems they have. If they make mistakes on more advanced listening exercises, I try to teach them more sophisticated listening tracks. Or if they have challenge in fluency during the discussion, it means I should focus on building fluency of my students. In summary, diagnostic assessment tools help both teachers and students to improve their knowledge, to find out the areas to work on and to progress further afield.

1.3.2. Homework Task Twelve

Please refer to the Diagnostic Assessment Tool you chose for Homework Task Eleven. In a page, please explain how you will use the information you learn to make informed decisions about your lesson plan DURING the lesson. For instance, are there key areas you are interested in that might cause some confusion for your students?

In my listening and speaking classes, I use conversations and audio tracks as diagnostic tools. After the conversations (whether it is individual or group conversations) I will note and make a list of things that I need to do to help students to get over the problems they have. After I gathered all of these notes, I use this information to make changes in my approach so that it will suit the needs and necessities of students or modify the teaching materials and specify my plans. For example, if my students make mistakes more on the use of Past Simple and Present Perfect Tenses, then I try to do activities based on the difference and usage of these two tenses with students during the class. Or in my listening class I mostly use Activity based Assessment, that is, I use audio tracks and exercises on this listening task. After checking the exercises that have been done by students, I make judgements and inferences as to where students have difficulties. These can be adjusting to different accents or inability to be comfortable with the pace of the speaker's speech. In this case, I try to have more activities with fast track audio tracks with a variety of accents and use dynamic assessment method in my next Assessment check to see how my students made progress so far or how well they have improved. But there can be some problems with the applications of diagnostic tools I use for instance, I don't have time to interview all the students individually so I conduct interviews with the few students who require most curriculum tailoring. For other students, group discussion can be used. This can cause some confusions among students. Another difficulty is with the addressing steps that take to improve the overall knowledge of my students. These steps sometimes do not suite or relate to the needs of my high achieving students. Or the needs of my higher achieving students cannot be addressed together with the needs of my low achieving students. As a result, there can be a confusion between students. To avoid this, I try to facilitate general and practical teaching methods that can be used for all levels. Other major difficulty is that the diagnostic assessment tool that I use does not always match with the standardized assessment tools. In this situation, I try to combine my method and standardized together and to progress further afield.

1.3.4. Homework Task Thirteen

Imagine you have completed (i.e., taught) the lesson you chose for Homework Task One (A) and you want to make a short quiz (10 min) that will measure what you taught in the class. For this homework task, please write the answers to the seven questions that will help you make test specifications for the test. We have pasted the questions again here:

Please make an answer the seven questions

1. What is the purpose of the test – the objectives that put forward to test is to assess student's overall awareness on how they use it.
2. What sort of learners will we taking the test – I think all learners are taken the test.
3. What language skills should be tested (reading, writing, listening, speaking) - All language skills should be tested, because student could not be measured by his or her one exact competence. The sequences must be provided according to their four skills. Only in that case they become complete language learners.
4. What language elements should be tested – (grammar, vocabulary, pronunciation, speech act) – language elements should be tested according to the input target . For example, they are generated by sequences and can be realized mutually.
5. What target language situation is envisaged for the test and is this to be stimulated in some way in the test content and method. the needs of assessing of outcome learning had led to the development and elaboration of different test format. Testing language has traditional taken the form of testing knowledge about language.
7. What text types should be chosen as stimulus material written or spoken – A classroom test is authentic. If it was originally written for a non-classroomactivity. A newspaper article or pop songs are authentic.
8. What sort of tasks are required – Within language testing, that has been arisen over the time at least two major viewpoints on assessing. The arranging language demands discreteaptitude.

In my speaking classes, explaining new topics to check how well students understood the topic adjective -words. In one of my lessons, the topic was "Plastic surgery" and after I completed the lesson. I decided to make a short quiz to measure what I taught in the class the quiz took 10 minutes for us. But before that I divided the students into 2 groups, I gave them "Picture- cued story telling" task which required students to describe a story based on series of pictures that they saw during the lesson: the step by step plastic surgery application procedure. The pictures depicted before and after photos of the women and some other pictures that slowed the operation process. The purpose of this task is to urge students to practice extensive speaking skills and to think and to make up narrative story based on what they learned in the lesson. The task also aims to boost students' critical thinking and logical story telling development. The task is suited for both intermediate and advanced learners. During the task, student's ability to speak and their capacity to keep their speech flowing and fluency are checked. Along with speaking skills, I also check their grammar, vocabulary, pronunciation, speech acts, intonation, stress, cohesion and coherence. This task stimulates students to be prepared For Mid-term and final course assessment and the task content is also envisaged for IELTS task 1 for process diagram, where students

are asked to describe numerous procedures as a process. Written content and pictures help as stimulus materials for spoken performance. The task which I assigned requires integrative approach since two groups are given two sets of different pictures and each member of the Group should try to participate by describing one particular procedure and the other one should continue to talk the steps looking at the pictures.

Name _____

Date _____

Using Comparative and Superlative Adjectives

A **comparative adjective** is used to compare two nouns. The suffix **-er** is often found at the end of a comparative adjective.

Example: My book is longer than hers.
That dog runs faster than Spot.

A **superlative adjective** is used to compare three or more nouns. It describes the noun that is the most extreme. The suffix **-est** is often found at the end of a superlative adjective.

Example: My book is the longest in the whole library.
Of all the dogs at the park, that dog is the fastest.



Here are some rules for changing an adjective to its comparative and superlative forms:

If a word...	Rule	Adjective	Comparative	Superlative
Ends in y	Change the y to i, and add -er or -est	Happy	Happier	Happiest
Has a CVC (consonant + vowel + consonant) pattern	Double the last letter, and add -er or -est	Hot	Hotter	Hottest
Ends with an e	Drop the e, and add -er or -est	Large	Larger	Largest
With more than 2 syllables	Use the word more/most or less/least in front of the adjective	Interesting	More interesting Least interesting	Most interesting Least interesting
Is irregular	Memorize it!	Good Bad	Better Worse	Best Worst

Part 1

Directions: Circle the comparative adjective in each sentence.

1. His bike is smaller than my bike.
2. My puppy is cuter than that one.
3. My book is shorter than yours.
4. Our shoes are dirtier than yours.

Part 2

Directions: Circle the superlative adjective in each sentence.

1. He has the smallest bike of all.
2. I think my puppy is the cutest puppy of all.
3. My book is the shortest book I have ever read.
4. Our shoes are the dirtiest of all.

1.3.5. Homework task fourteen

You now have gone through five sections in the chapter and learnt the salient aspects in language assessment and testing. By this time, you should have developed ideas regarding what changes you can make in your teaching and assessment practices. Based on what you have learnt in this chapter and discussions at classes, write an action plan (minimum 1 page) describing the problematic areas which you are planning to address after you complete this in-service education course, provide details of:

- Why you think it is a significant issue;
- How you are going to address it; and,
- What is the expected result?

Based on my experience as a teacher and what I have learnt in this chapter and discussions at classes, I have come to realize that I have some certain problematic areas in my which assessment I need to work on once I will finish this in-service education course.

The first challenge for me has been my focus on accountability, that is, what tracked data tells me about student progress when I knew of no largescale study that demonstrates the positive impact of data tracking systems on learning. What I mean by this is that, by putting so much emphases on collected data, I risk losing sight of the actual results about how much students understand and where they are struggling. By changing certain elements of my assessment and make it more meaningful as well as taking extra workload burden of me, I will be able to adjust my focus on more important areas. As a result, I will have more time to work on the things which my students are having difficulty and make my assessment more efficient. And my next problem which I want to change is to alter some elements of my analytical assessment approaches by adding some constituents of holistic scoring so that I will not end up losing my time on developing judgement using various criteria for individuals work. At some point I think I can grand my higher achieving students or the ones whose progress is clear and obvious to me with positive general score using holistic approach. However, when I need to give useful diagnostic feedback, imply on important differences across individual assignment for some of my students who are in need of these directions, I can use analytical scoring. The point is, as most other teachers do, I also have on excellent knowledge about my students' progress and their struggle. And using my time effectively by allocating it to more urgent and important areas in assessment, would bring benefits for me and for my students.

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