**Class 6: Comparative and superlative of adjectives**

1. **Learning Objective**

Learners should be able to:

1. Use correctly comparative and superlative of the most commonly used adjective in manuscript writing
2. **Rationale**

Some authors claim that adjectives and adverbs are unnecessary in science or manuscript writing1,2 , but in practice you will need to use them especially adjectives for age (young, old), color (red, green, black, white, yellow, etc…) and shape (triangular, rectangular, . In addition, we have the following uses:

* **Use 1:** when comparing two or more techniques or approaches or treatment groups.
* **Example 1**: Technique 1 was more accurate than technique 2.
* **Use 2:** when we change nouns ending in -tion in verbs or adjectives for either paraphrasing or making the text more easily readable.
* **Example 2:** The gas from the experiment resulted in irritation of the eyes and respiratory tract.The gas from the experiment was irritating the eyes and respiratory tract.
* **Use 3:** when we are dealing with word limit and adding a suffix to a noun to turn it into an adjective3.
* **Example 3:** We did the experiment with success (6 words). The experiment was successful (4 words).

**Note:** The most commonly used adjectives in manuscript writing include: precise, accurate, similar, different, distinct, definite, current, apparent, low, high, evident, important, effective, efficient, overlapping, great, less, few, correct, incorrect, prevalent, proven, captured, trapped, used4.

1. **Activities**

**Activity 1:** Ask learners about adjectives, kind of adjectives, how adjectives are formed, comparative and superlative of adjectives.Based on their responses, explain what follows.

Adjectives are used to describe and compare nouns. In manuscript, we use adjectives to compare data.

To use correctly comparative and superlative of adjectives, we need to consider the following three (3) points:

* **Point 1:** Adjectives are classified as long versus short adjectives based on the number of syllables5.
* Short adjectives are adjectives that are pronounced with only one syllable.
* **Example 4**: quick, fast, low, high, large, thin, thick, slow, black, white, light, big, small, etc…

**Exception:** Two-syllable adjectives ending in **-y, -le, –ow, -er**, and **-et** are considered short adjectives.

* **Example 5:** Heavy, simple, narrow, clever, quiet
* **Point 2: The rules for comparative and superlative depend on whether the adjective is short or long.**
* **Comparative:** We use comparative when we are comparing two people, two places, two experiments or two data.
* **Short adjectives:** We add the suffix -er to the adjective + than.
* **Example 6:** The second incubation of the samples was quicker than the first one.
* **Long adjectives**: We put more + adjective + than.
* **Example 7:** The second incubation of the samples was more difficult than the first one.
* **Superlative:** We use superlative when we are comparing three or more people, three or more places, three or more experiments or three or more data.
* **Short adjectives**: We add the definite article the + adjective + est.
* **Example 8**: The third incubation of the samples was the quickest.
* **Long adjectives**: We put the most + adjective.
* **Example 9:** The third incubation of the samples was the most difficult.
* **Point 3**: Some adjectives known as irregular adjectives do not follow the rules for comparative and superlative of short and long adjectives.
* **Example 10**: Good (adjective) comparative (better) superlative (the best)

**Activity 2:** Learners in small groups will write a list of 20 adjectives on a sheet of paper. Exchange the lists between the small groups and complete the table1.

**Table 1:** Comparative, superlative, opposite and meaning of short, long and irregular adjectives

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **N°** | **Adjectives** | **Long (L), Short (S) Irregular (I)** | **Comparative** | **Superlative** | **Opposite** | **Meaning in your language** |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
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| 12 |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |
| 19 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |

1. **Evaluation**:

**Activity 3**: Each small group will find 10 commonly used adjectives in the field of study or research of one of the group members and provide comparative and superlative in ten (10) simple sentences. Alternatively, each small group members can provide 2-3 adjectives commonly used in his/her field of study or research.

1. **Group Homework**

**Activity 4:** Each learner will identify from the literature ten (10) of the most commonly used adjectives in manuscript or science writing and bring it to his/her small group. Each small group will combine the lists from the group members without duplicates. The entire group of learners will merge the individual lists from small groups without duplicates. Share the final list of most commonly used adjectives in manuscript writing with all the learners. Urge learners to practice individually or as small groups the pronunciation of these adjectives on [www.wordreference.com](http://www.wordreference.com) and add them progressively to their vocabulary book at their own pace.

1. **References**

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