

PRACTICING IRREGULAR FORMS WITH THE “WHICH ONE WOULD THE WORLD BE BETTER WITHOUT? WHY?” BOARD GAME

This activity describes how to adapt the [Activate: Games for Learning American English](#) board game called “Which One Would the World be Better Without? Why?” to create opportunities to use common irregular comparative and superlative adjective forms: *good* -> *better* -> *best* and *bad* -> *worse* -> *worst*.

LEVEL

Upper intermediate

LANGUAGE FOCUS

- Grammar: irregular comparative and superlative adjectives
- Speaking: comparing, contrasting and ranking; explaining an opinion

GOALS

During this game variation, students will:

- Use irregular comparative and superlative adjectives (*good* -> *better* -> *best*; *bad* -> *worse* -> *worst*) while comparing, evaluating, and ranking three items.
- Use creative thinking, imagination, and personal preferences to create original oral responses during game play.
- Have fun!

MATERIALS

- Teacher:
 - Whiteboard, chalkboard, or large pieces of paper posted on the wall
 - Markers or chalk
 - Clock or other timing device
 - Overhead or digital projector (optional)
- Students:
 - [“Which One Would the World be Better Without? Why?” board game](#) (.pdf), enough to have one board game per group of 3-5 students.
 - Die or die alternatives (e.g., a pencil with numbers 1-6 written on each side, which can be “rolled” like a die); enough to have one die per group of 3-5 students. Note: *die* is the singular form of *dice* – a good language point to cover with students!
 - Game pieces to represent each player’s position on the game board. You can use coins, buttons, balls of colored paper or clay, colored paper clips, plastic figurines, or unique stones.

PREPARATION

- Print out and copy the “Which One Would the World be Better Without? Why?” board game. You’ll need enough copies to have one board game per group of 3-5 students.

- If you'd prefer, you can have students create copies of the board game on sturdy paper or pieces of cardboard with your guidance. For this option you will need to supply to board-making materials and markers or colored pencils.

PROCEDURES

1. Tell students they are going to play a board game that asks them to analyze three items and to rank the items according to how they affect society in positive or negative ways.
2. If desired, quickly review the irregular comparative and superlative adjective forms of "good" and "bad." Elicit the forms from students and ask a couple of volunteers to give example sentences using these forms.
3. Put students into groups of 3-5. Ask student volunteers to pass out the board games, dice, and game markers to each group.
4. Demonstrate the game play process:
 - a. Draw or project a copy of the board game on the whiteboard, chalkboard, or wall.
 - b. Explain that the goal is to be the first player to move from the "Start" space to the "Finish" space. Tell students they will do this by taking turns rolling a die, moving along the path, and responding to the prompts in the associated squares.
 - c. If needed, show students how to roll the die and move a game piece according the number shown on the die. Tell students each player only gets to roll the die one time per turn. Explain what happens when someone lands on a penalty square, such as "Bad luck! Go back 5 spaces!"
 - d. Explain that when students land on a prompt square, they must examine the three options and decide if they are going to give a "good for society" response or a "bad for society" response. Students should announce their choice to the other players and then rank the items as *bad*, *worse*, and *the worst* for today's society or *good*, *better*, and *the best* for today's society. They should be ready to explain each ranking. Use the examples below to demonstrate that most items in the prompts can be described in a positive or negative light with some creative thinking:

Prompt

zoos, video games, prisons

Sample responses

(bad, worse, and the worst) I think video games are bad for society because they keep kids from playing outside. Zoos are worse than video games because zoo animals don't have much space to move around. I think prisons are the worst for society because they are expensive and don't reduce crime.

(good, better, and the best) Prisons are good for society. They punish criminals. Zoos are better than prisons because zoos help us learn about endangered animals. In this group of items, video games are the best for society because they teach us to solve problems and work together.

Explain that there is not one "correct" answer for each prompt; instead, the goal is to practice using English and be creative.

5. While students are playing, circulate around the room and answer any questions the groups have.
6. When the round of play is over, students can form new groups and play again, or you can move on to a whole-class feedback session:
 - Ask students to share some of the most interesting or creative responses they heard while playing.
 - Answer any student questions about the language heard during the game.
 - Ask all game winners to raise their hands or stand up and receive a round of applause.