BONCESCU DIANA ELENA April 21, 2026

Landmarks in Danger

Grade 8 English lesson plan focused on describing landmarks, using order of adjectives, and forming superlatives through reading, speaking, and writing activities.

Learning Objectives

Lesson Goal

Students will describe famous landmarks in danger using precise adjectives and accurate superlatives in speech and writing.

Language Objective

Students will identify and apply the correct order of adjectives before nouns, such as age, size, color, origin, and material.

Reading Objective

Students will read and understand the page 90 text, then extract key information about endangered landmarks.



Communication Objective

Students will compare landmarks and explain which is older, more famous, more fragile, or the most endangered using complete sentences.

Closure

Exit Ticket

Write two sentences: 1) describe one landmark using at least three adjectives in the correct order; 2) write one superlative sentence about it.

Reflection Prompt

Ask: Which grammar point was easier today—order of adjectives or superlatives? How did the reading help you use the new language?

Whole-Class Wrap-Up

Review one strong example from each group and reinforce why precise language helps us talk clearly about important places around the world.

Homework

Written Homework

Ex. 2, page 92, and ex. 6, page 91.



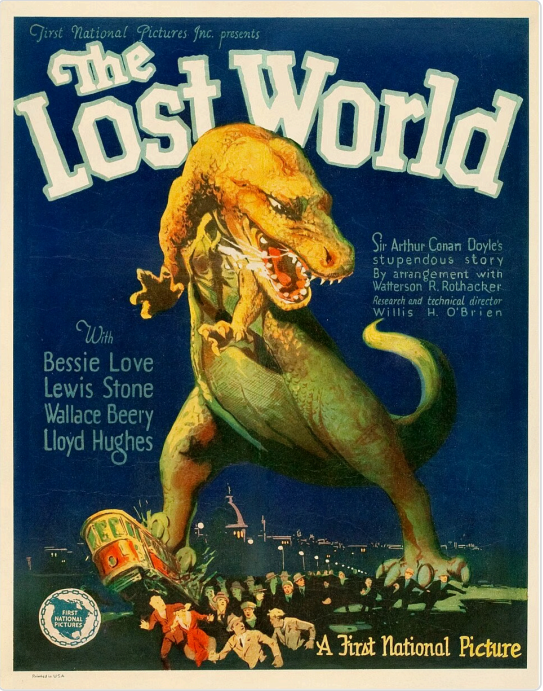
Online Practice

Complete one interactive exercise on order of adjectives and one on superlatives for extra grammar practice.



Optional Creative Task

Create a mini poster or slide for a landmark in danger with a picture and 5 descriptive sentences. Encourage clear adjective order and strong superlatives.



Assessment

Formative Check During Reading

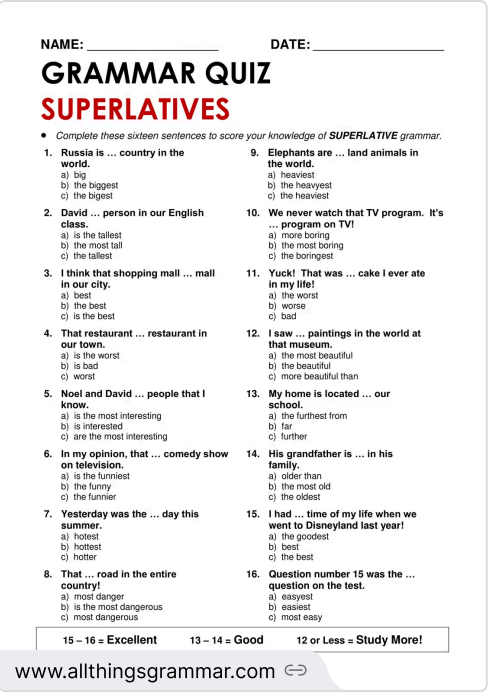
Listen to student responses and check whether they can identify key details from the text and notice adjective patterns in context.

Speaking Check

As groups describe landmarks, note whether students use adjective order correctly and form superlatives accurately in complete sentences.

Quick Quiz

Give 5 short items: two adjective-order tasks, two superlative tasks, and one sentence about a landmark in danger.



NAME: _____ DATE: _____

GRAMMAR QUIZ

SUPERLATIVES

- *Complete these sixteen sentences to score your knowledge of **SUPERLATIVE** grammar.*

1. **Russia is … country in the world.**
   a) big
   b) the biggest
   c) the bigest
2. **David … person in our English class.**
   a) is the tallest
   b) the most tall
   c) the tallest
3. **I think that shopping mall … mall in our city.**
   a) best
   b) the best
   c) is the best
4. **That restaurant … restaurant in our town.**
   a) is the worst
   b) is bad
   c) worst
5. **Noel and David … people that I know.**
   a) is the most interesting
   b) is interested
   c) are the most interesting
6. **In my opinion, that … comedy show on television.**
   a) is the funniest
   b) the funny
   c) the funnier
7. **Yesterday was the … day this summer.**
   a) hotest
   b) hottest
   c) hotter
8. **That … road in the entire country!**
   a) most danger
   b) is the most dangerous
   c) most dangerous
9. **Elephants are … land animals in the world.**
   a) heaviest
   b) the heavyest
   c) the heaviest
10. **We never watch that TV program. It's … program on TV!**
    a) more boring
    b) the most boring
    c) the boringest
11. **Yuck! That was … cake I ever ate in my life!**
    a) the worst
    b) worse
    c) bad
12. **I saw … paintings in the world at that museum.**
    a) the most beautiful
    b) the beautiful
    c) more beautiful than
13. **My home is located … our school.**
    a) the furthest from
    b) far
    c) further
14. **His grandfather is … in his family.**
    a) older than
    b) the most old
    c) the oldest
15. **I had … time of my life when we went to Disneyland last year!**
    a) the goodest
    b) best
    c) the best
16. **Question number 15 was the … question on the test.**
    a) easyest
    b) easiest
    c) most easy

15 – 16 = Excellent **13 – 14 = Good** **12 or Less = Study More!**

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Success Criteria

Students meet the objective if they can describe a landmark with well-ordered adjectives, use superlatives correctly, and explain why the place is in danger.

Instructional Activities

Warm-Up: What makes a landmark special?

Show images of well-known landmarks. Ask: Why do people protect them? Which places are the most impressive or the most endangered? Students share quick ideas in pairs, then post one idea on Padlet.



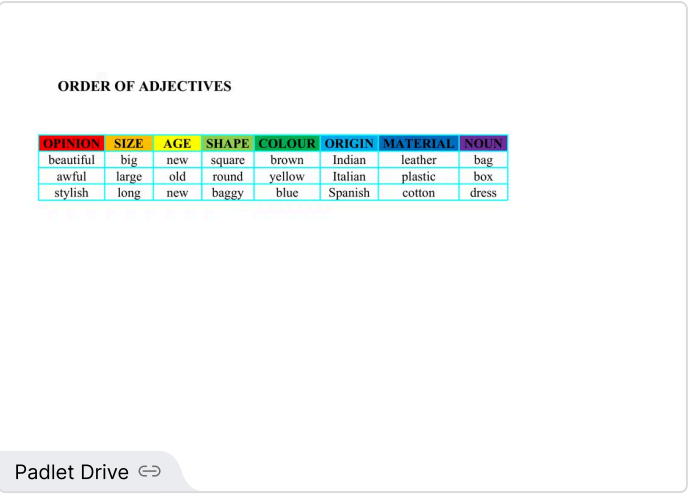
Reading Focus: Page 90 text

Watch the video and read the text .
1. Decide if the statements in ex. 2, page 90, are True, Flase or DS. Justify your answer by referencing the information provided by the text.
2. Highlight the examples of adjectives and superlatives from the text.

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Mini-Lesson: Order of adjectives

Task 1: Complete each column with 2 more adjectives.
5 min



ORDER OF ADJECTIVES

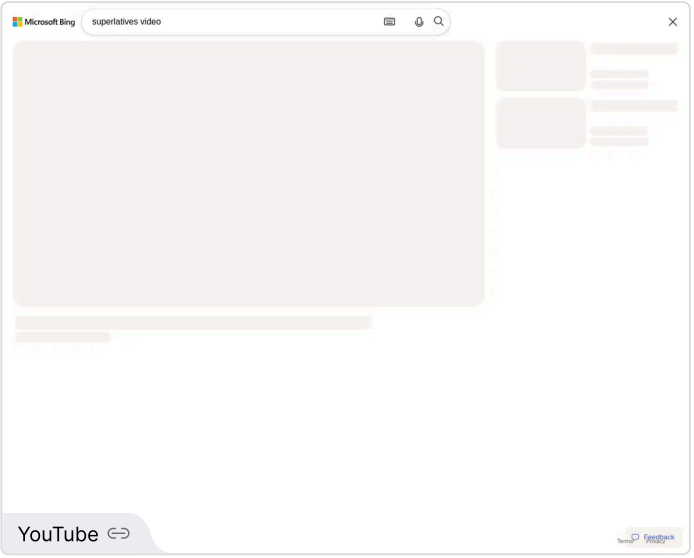
Interactive Presentation: Order of adjectives

Students use an interactive presentation to review adjective order, then complete 3 to 5 guided examples with a partner.



Mini-Lesson: Superlatives

Review how to form superlatives with short and long adjectives. Include spelling changes and irregular forms such as good → the best and bad → the worst.



Bing Videos

Interactive Practice: Superlatives

Students complete a short digital activity choosing the correct superlative forms and writing comparison sentences about landmarks.



Guided Practice

Students write a short promotional paragraph about a landmark in danger using at least four ordered adjectives and three superlatives. They may present their paragraph on Padlet.



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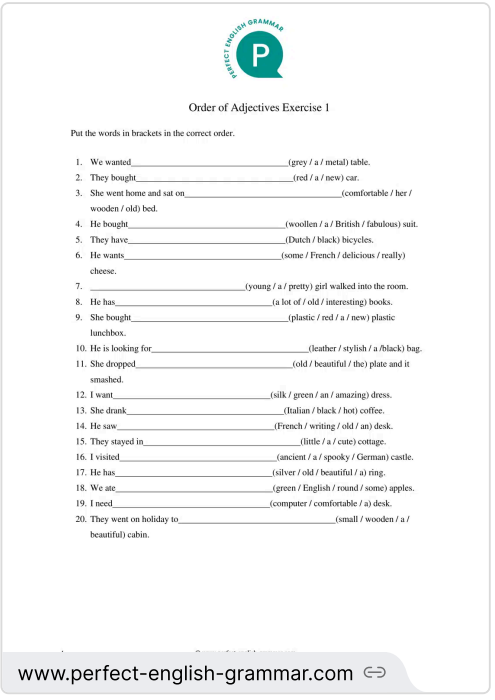
Worksheet Practice

Students complete a worksheet with two parts: reorder adjectives correctly and fill in the correct comparative or superlative form. Review answers together.

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Remediation Option

Students who need extra support match adjective groups to pictures, use sentence frames, and complete a shorter worksheet focused on high-frequency adjectives.



Order of Adjectives Exercise 1

Put the words in brackets in the correct order.

1. We wanted_____(grey / a / metal) table.
2. They bought_____(red / a / new) car.
3. She went home and sat on_____(comfortable / her / wooden / old) bed.
4. He bought_____(woollen / a / British / fabulous) suit.
5. They have_____(Dutch / black) bicycles.
6. He wants_____(some / French / delicious / really) cheese.
7. _____(young / a / pretty) girl walked into the room.
8. He has_____(a lot of / old / interesting) books.
9. She bought_____(plastic / red / a / new) plastic lunchbox.
10. He is looking for_____(leather / stylish / a /black) bag.
11. She dropped_____(old / beautiful / the) plate and it smashed.
12. I want_____(silk / green / an / amazing) dress.
13. She drank_____(Italian / black / hot) coffee.
14. He saw_____(French / writing / old / an) desk.
15. They stayed in_____(little / a / cute) cottage.
16. I visited_____(ancient / a / spooky / German) castle.
17. He has_____(silver / old / beautiful / a) ring.
18. We ate_____(green / English / round / some) apples.
19. I need_____(computer / comfortable / a) desk.
20. They went on holiday to_____(small / wooden / a / beautiful) cabin.

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