



Who is stronger?

Find three people ...

<p>... who are stronger than you are.</p> 	<p>... who watch more TV every day than you do.</p> 
<p>... who have a larger family than you.</p> 	<p>... who can draw a human face better than you can.</p> 
<p>... who are younger than you.</p> 	<p>... who have longer fingernails than you.</p> 
<p>... whose feet are bigger than yours.</p> 	<p>... who can count to 20 in English faster than you can.</p> 
<p>... whose backpack / purse is fuller than yours.</p> 	<p>... whose normal appetite is bigger than yours.</p> 
<p>... whose home is larger than yours.</p> 	<p>... who are taller than you.</p> 
<p>... who can jump higher than you can.</p> 	<p>... whose mother is older than yours.</p> 
<p>... whose hair is longer than yours.</p> 	<p>... whose hands are smaller than yours.</p> 

Unit 7A

Teacher's Notes



Who is stronger?

Interaction

Whole class

Aim

To compare abilities and physical attributes.

Time

15–20 minutes

Skills

Speaking

Grammar and functions

Comparatives

Asking and answering personal information questions

Vocabulary

General

Preparation

Photocopy and cut apart the cards. Make sure you have one card for each student in the class.

Procedure

- 1 Give one card to each student in the class.
- 2 Allow students a minute to familiarize themselves with the information on their cards.
- 3 Explain the task. Students move around the class looking for three students who have the characteristic or ability listed on their card.
- 4 Elicit the type of questions students could ask. If necessary, write them on the board, e.g.
How old is your mother?
Can you jump higher than I can? (Both students can jump in the air to see.)
- 5 Model the activity with one or two students before asking the entire class to start.
- 6 Set a time limit of ten minutes. Ask students to stand up and begin the activity.
- 7 While students are gathering information, move around the room and give help if it is needed.
- 8 When the time is up, invite individual students to report their conclusions to the class. Students should be able to compare themselves with another student, e.g.
Pedro's family is larger than mine. I have one brother. He has three brothers and four sisters!

Option

Ask students to work in pairs instead of as a whole class. Each pair will need a copy of the complete worksheet for this activity. The pairs should compare themselves with regard to all items on the list and write sentences on a separate piece of paper describing the results of their comparisons. They can then report a few of the more interesting conclusions to the rest of the class.