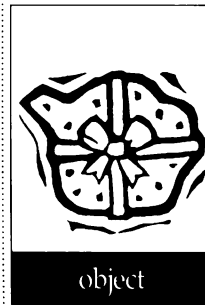
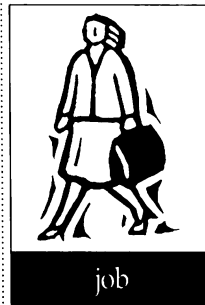
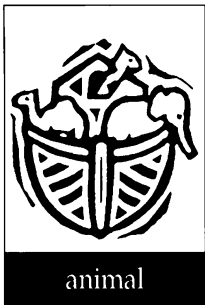


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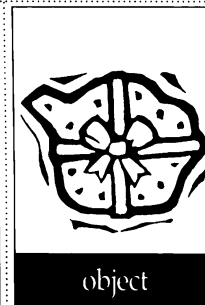
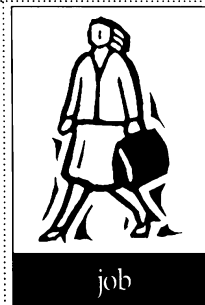
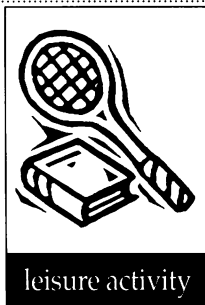
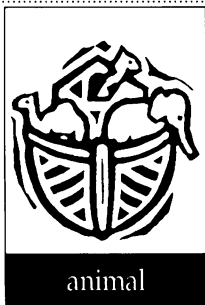
Comparisons



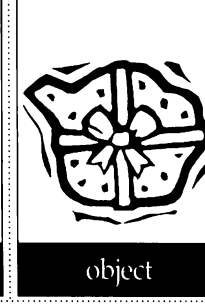
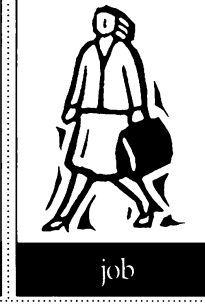
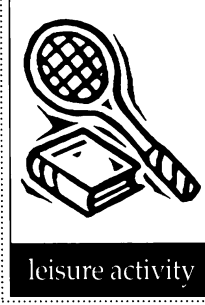
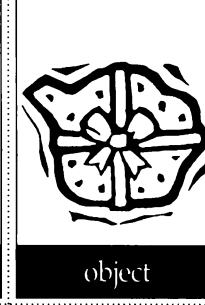
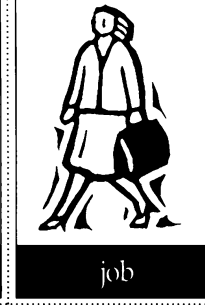
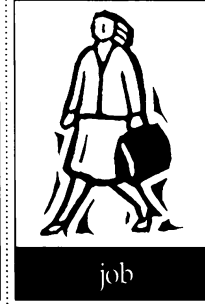
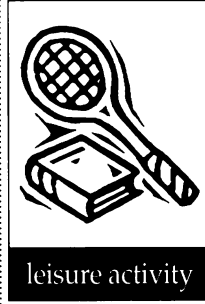
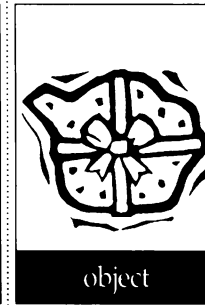
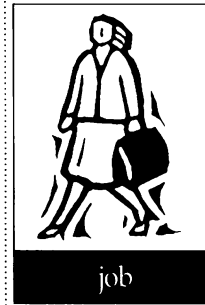
A



B



C



Comparisons Worksheet 14

ACTIVITY

Groupwork: speaking

AIM

To make comparisons using cards.

GRAMMAR AND FUNCTIONS

Making comparisons:

comparative adjective + *than*

more/less + comparative adjective + *than*

more + countable/uncountable noun + *than*

fewer + countable noun + *than*

less + uncountable noun + *than*

as much + uncountable noun + *as*

as + adjective + *as*

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of three students. Cut them out into three sections A, B and C. Cut each section into cards as indicated.

TIME

15 to 20 minutes

PROCEDURE

- 1 Ask the students to work in groups of three, Student A, B and C, and give one set of A cards to each Student A, one set of B cards to each Student B and one set of C cards to each Student C.
- 2 Ask the students to write one word belonging to the category on the card on the back of each card, for example, *animal: lion, leisure activity: reading*.
- 3 When they have done that, groups of three should shuffle their cards together and then spread them out on the table with the category headings face up and the words they have written on the back, face down.
- 4 In their groups, students now take it in turns to turn over two cards of the same category and to make a comparison between the two words they have turned over.
For example, if the two words are *lion* and *frog*:
A lion is bigger than a frog.
A lion is more dangerous than a frog.
A frog can swim better than a lion.
A frog is not as beautiful as a lion.

If a student turns over two identical words, they should make a superlative sentence.

For example, if the two words are *lion*:

The lion is one of the most beautiful animals in Africa.

- 5 When a student has finished their sentence, they can pick up the two cards and keep them.
- 6 If a student cannot think of a sentence they miss a turn. If a student makes a sentence which is grammatically incorrect or which does not make sense, the rest of the group can challenge it. If the student can explain the sentence to the satisfaction of the rest of the group, the student can keep the cards. If not, they should turn them over and leave them on the table.
- 7 Continue the activity until all the cards have been used. The student who has collected the most cards by the end of the activity is the winner.

OPTION (1)

Procedure points 1 and 2 as above.

- 3 Groups of three shuffle all their cards together and put one card from each category in the middle of the table with the words written in face up.
- 4 Each student in the group takes five cards and the remaining cards are put in a pile on the table with the category headings face up.
- 5 Students take it in turns to make a comparison using one of the cards in their hand and one of the cards on the table. If the rest of the group accepts the sentence, the student puts the card from their hand on top of the word they have just used on the table so that a new word is now face up.
- 6 If a student cannot make a sentence using one of the cards in their hand, they should take a card from the top of the pile and make a sentence if possible. If they cannot make a sentence, they must keep the card.
- 7 The winner is the first student to get rid of all the cards from their hand.

OPTION (2)

Procedure points 1 and 2 as above.

- 3 Ask the students to put their words into six piles according to the categories.
- 4 Choose a category. The students have to arrange the words they have written in that category in order according to certain criteria.
For example:
Animal: from most to least dangerous
Leisure activity: from most to least expensive