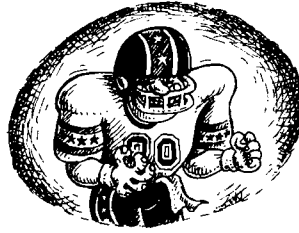


Find the Person with the Most...



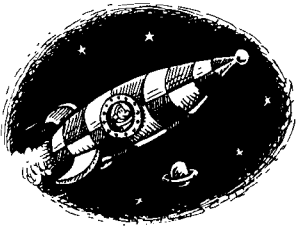
Who lives in the most beautiful place?

**FIND OUT**



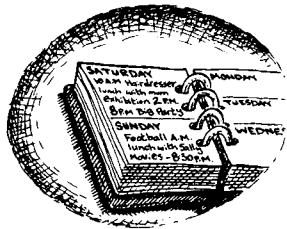
Who plays the most dangerous sport?

**FIND OUT**



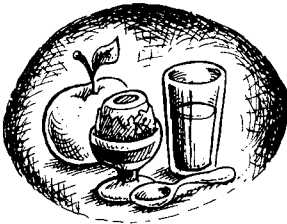
Who has the most interesting ambition?

**FIND OUT**



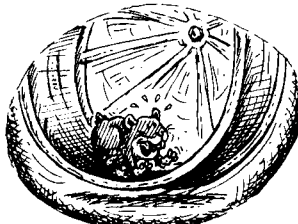
Who had the busiest weekend?

**FIND OUT**



Who had the healthiest breakfast this morning?

**FIND OUT**



Who has the smallest pet?

**FIND OUT**



Who has the best singing voice?

**FIND OUT**



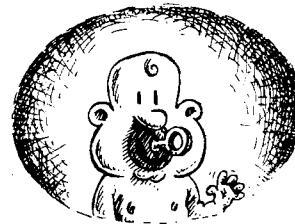
Who has the most tiring lifestyle?

**FIND OUT**



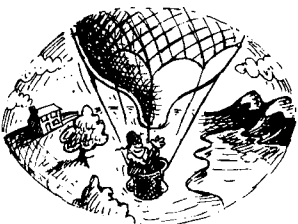
Who has the oldest grandparent?

**FIND OUT**



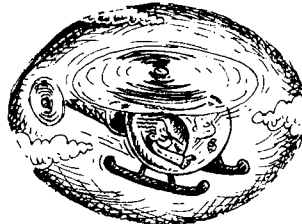
Who has the youngest brother or sister?

**FIND OUT**



Who has the most expensive hobby?

**FIND OUT**



Who has the farthest to go to work/school?

**FIND OUT**

# Find the Person with the Most... Worksheet

# 10

## ACTIVITY

Whole class: speaking

## AIM

To find out information about members of the class by asking and answering questions.

## GRAMMAR AND FUNCTIONS

Comparative and superlative forms of short and longer adjectives

## VOCABULARY

Adjectives to describe people, everyday activities, and leisure activities

## PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut out the cards as indicated.

## TIME

15 to 20 minutes

## PROCEDURE

1. If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class.
2. Tell the students that they are responsible for finding the answer to the question on their own card by speaking to everybody in their group. Make sure each student knows how to ask his/her question correctly. Give them some time to think about the questions they need to ask.

For example:

On the card: *Who lives in the most beautiful place? Find out.*

Questions: *Where do you live? What's it like?*

3. Now ask the students to go around their group asking and answering questions. Tell them that they can make notes on the back of their card if necessary.
4. When they have finished, they should sit down with two or three students from the same group, discuss the information they have gathered, and come to a group decision about the answers to the questions on their cards. At this stage, encourage them to use the language of comparison.

For example:

Student A: *I think basketball is more dangerous than swimming.*

Student B: *Well, I can't swim, so I think swimming is more dangerous than basketball!*

5. When they have finished, they should tell the rest of the class the answers to the questions on their cards.

## FOLLOW-UP

Ask the students to stay in their groups and to write the information they have gathered on a poster to be displayed in the classroom.

For example:

In our group...

*Tia lives in the most beautiful place. She lives in Hawaii.*

*Stefano plays the most dangerous sport. He plays football.*

*Miki has the most interesting ambition. She wants to be the first woman on the moon.*