

Teacher's notes

LEVEL: Pre-intermediate / A2

TIME: 50 minutes

SKILLS: speaking, reading, writing

AIM: to practise language associated with comparing products and services in a sales context

MATERIALS: one copy of the worksheet per student; one copy of the cut-out question cards per pair of students; mobile phone

Grammar and functions

Comparative / superlative

one- or two-syllable adjective formation: *-er, -est*
three or more syllables: *more ... than, the ... most*
comparative formulation with *than*: *Munich is more expensive than Berlin.*

superlative formulation with *the*: *Munich is the most expensive city in Germany.*

For possible elicited vocabulary

Spelling changes: *y to i – dirtier, friendlier; dirtiest, friendliest*

Irregular formation: *good, better, best; bad, worse, worst*

Useful words and phrases from the activities

estate agent (BrE); real estate agent (AmE); property; flats (BrE); apartments (AmE); standard; moderate; average; available; efficient; attractive; convenient; spacious; economical; range of colours; stylish; suitable; comfortable; economical; contract terms; package; roaming; all inclusive; rate; charge; to provide

Other possible lexis to elicit

small; big/large; fast; slow; high; bad; good; competitive; interesting; important; famous; popular; powerful; practical; expensive; cheap; provides; offers

Procedure

As a warm-up, ask the students which products or services are popular or in demand for customers right now. If the students have phones, tablets or laptops with them, ask them to research their answers online. Elicit their results.

Write the following on a whiteboard or flipchart:

What do customers in my country want?

Products	Services
1	1
2	2
3	3
4	4

Ask the students which products and services they regularly buy.

A

Get the students to complete Activity A, Task 1, in pairs. When they have finished, tell them to compare their answers with another pair. Review the answers with the whole class and ask each pair to justify their answers, e.g.

Why is the mini good for George?

Why is the saloon a good business car for Sarah?

Why is the camper van suitable for John?

Ask the students if they are all in agreement.

Teaching tip:

Point out the British-English and American-English terms: *estate agent (BrE) / real estate agent (AmE); flats (BrE) / apartments (AmE).*

There are also other differences in motoring vocabulary: *camper van (BrE) / RV (= Recreational Vehicle) (AmE); saloon (BrE) / sedan (AmE); petrol (BrE) / gas (AmE), etc.*

B

1. Ask students to work in pairs to match the car features to the correct type of car in the word wheels. When they have finished, ask them to look back at the descriptions in Activity A and underline the key words and phrases used. Make a list of these on the flipchart or whiteboard.

stylish = attractive
moderate = average
roomy = lots of room or space
convenient = easy (to use)
suitable = good for
customized = special orders
holds = has room for
efficient = economical
standard = basic

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2. Introduce comparative and superlative language by telling them to look at the three vehicles. Ask how they would compare each one with these prompts:

Which is the smallest?

Is the saloon bigger than the camper van?

Which is the best on petrol?

Does the camper van or the saloon use less petrol?

Which is more convenient for business customers, the saloon or the mini?

Which is the roomiest?

Is the Mini or saloon more efficient / economical on petrol?

3. Write these incorrect sentences relating to comparisons on the whiteboard or a flipchart page. Ask students to correct the underlined mistakes.

The Mini is most economical on petrol than the saloon.

The camper van is the bigger of all the three cars.

The saloon is attractiver for customers than camper van.

Key: 1. more economical; 2. biggest; 3. more attractive

4. Explain the basic formulation of the comparative and superlative. (See Grammar and functions.)

5. Get the students to look back at the three car descriptions in Activity A and ask them to work in pairs to write two example sentences using comparatives and two using superlatives. Ask the pairs to share their sentences with the class and correct if necessary.

C

1. As a lead-in, get the students to make other comparisons. Give each pair of students a set of the cut-out question cards. Both students should take two cards each and take it in turns to ask the questions. Encourage the students answering the questions to give full answers. The students will need to construct the second question on the cards themselves, e.g.

A: What's the biggest city in your country?

B: Paris is the biggest city in my country.

A: Is Paris smaller than London?

B: Yes, Paris is smaller than London.

When they have finished asking and answering questions, ask them to write up one comparative and one superlative sentence relating to each question card.

Note: If the students come from the same country, they can compare cities, population or famous sites in the various places around their country. If the class members are from different countries, they can compare their country features with other students' countries.

2. Ask the students to read through the offers in Activity C. Ask the students about how they pay for their mobile phones, i.e. do they have pay-as-you-go, SIM-only or flat rate deals? Which do they prefer? Which is more convenient? The students are unlikely to know what *roaming* means so ask them the following questions before explaining:

If I've got a mobile phone from Germany, how do I use my phone in UK?

Is there usually an extra charge?

MACMILLAN DICTIONARY

roaming NOUN [UNCOUNTABLE]

the ability to connect to the Internet or to use your mobile phone when you are travelling, without having to make long-distance or international phone calls

Mobile phone deals

pay-as-you-go: a system for paying for calls on mobile phones by buying a fixed amount of time before you make the calls

SIM-only: a contract where the customer already has a phone but pays a set amount of money every month for the SIM (subscriber identity module card) card, a small piece of plastic that is inside a mobile phone and contains information about the person who uses the phone

pay monthly (BrE) / flat rate (AmE): a contract where the customer pays a set amount of money every month for a new phone with SIM card

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D

1. Get the students to complete the chart individually, then review answers with the whole class.

Key:

	pay-as-you-go	SIM-only	pay monthly / flat rate
service	unlimited texts (if you top up £10 per month)	unlimited texts 250MB data free	phone included 500MB data free 300 texts per month
price	phones from £80 top-ups: £5 / £10 / £15	£15 per month	£35 per month extra charge for roaming
contract terms	No contract	12-month fixed-term	two-year fixed-term

Put the student in pairs. Ask them to write sample comparison sentences for service, prices and contract terms. Assign one category to each pair. For example:

1. The pay monthly deal is the most expensive.
2. The SIM-only deal provides less data than the pay monthly deal.
3. The pay-as-you-go deal gives more free texts than the pay monthly deal.

Ask them which package would they choose and why. Each pair can then prepare and deliver a mini-talk using their model sentences and explaining their choice of package.

2. Ask the students to look back at Activities A-D. Introduce basic sales language with *offer*, *give* and *provide*. Write these key questions on a whiteboard or flipchart.

- What does the Mini offer?
- What does the camper van give the customer?
- What does the saloon offer?
- What does the pay-as-you-go deal provide?

- What does the SIM-only deal give the customer?
- What does the pay monthly deal offer the customer?

Assign each pair of students two questions from the above list. Have them ask the other students their question and note down the answers, e.g.:

Sara, what does the ... offer?

Jon, what does the ... provide the customer?

If the students have their own mobile phones or tablets, ask them to share one to two of the services they have access to.

Follow-up

1. Tell the students to look up two to three hotels on the internet. Get them to compare rates, service and size, then ask each other questions and report back to the class.
2. Students can talk about or write a blog post about their holiday experiences. Which place was the friendliest, most interesting, cleanest, etc.? Ask them to write up five example comparison sentences and then give a mini-presentation based on these for the rest of the class.

Worksheet


A

Read the descriptions of the cars (1-3). Then, read the three customer profiles and match them to the most suitable car.

1


Mini

- suitable for city driving or short trips near the city
- holds two people
- economical on petrol
- available in a range of eight colours



A


John Jameson is a teacher. He drives to work twice a week. On the other days he takes the bus. He's got three children and they enjoy going to the mountains at the weekend.



2

Camper van

- comfortable for holiday trips
- roomy enough for six people
- uses a lot of petrol when driving in the city
- standard colours like red, black, blue or white



B

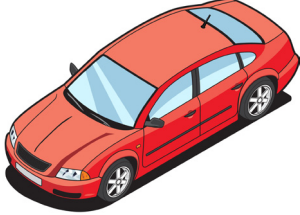
Sarah Gore is an estate agent. She often meets customers and takes them in her car to show them houses and flats to buy. Sarah has to make a good business impression on her customers.



3


Saloon / 4-door

- convenient and stylish for business travel
- can seat three passengers
- moderate petrol use
- wide range of colours available



C

George Smith lives in the city. He normally takes the underground to work, so he doesn't drive very often. He sometimes visits friends outside the city where there is no public transport.



Worksheet

B

Complete the three diagrams with the correct car features in the boxes. One is completed for you.

- space for two people
- needs lots of petrol for city driving
- attractive and easy for business trips
- comes in four basic colours
- efficient on petrol
- eight colours possible
- big choice of colours
- average petrol use
- good for someone who drives just sometimes
- lots of space for passengers
- good for holiday trips
- three people can ride in the car
- enough room for six people

space for two people



Worksheet


C

Read the advertisements comparing mobile phone deals.

1

pay-as-you-go

- phones from £80
- unlimited texts (if you top up £10 per month)
- no contract
- Top-ups: £5 / £10 / £15 via text message / online / ATM



2

SIM-only


- unlimited texts
- 250MB data free
- 12-month fixed-term contract
- £15 per month



3

pay monthly / flat rate

- free phone
- extra charge for roaming
- 500MB data free
- 300 texts per month
- two-year minimum contract
- £35 per month



D

Complete the service comparison chart for the mobile phone deals in Activity C.

	pay-as-you-go	SIM-only	pay monthly / flat rate
service			
price			
contract terms			

Question cards

What's the biggest city in your country?
Is ... smaller than ... ?



What's the biggest company in your country?
Is ... larger than ... ?

What's the most interesting thing about your country?
Is ... more interesting than ... ?

What's the most famous place in your country?
Is ... more famous than ... ?