

Teaching notes

Activity

Pair work

Time

20 – 30 minutes

Objective

To practise comparative and superlative structures

Language

Comparative and superlative structures: *Which is better, the train or the bus? What's the best meal you've ever had?* etc.

Preparation

Make one copy of the activity sheet on page 52 for each student.

Procedure

1. Write the following two questions on the board:
What's the...you've ever tasted?
Which is better, ...or...?
Elicit ways to complete the questions:
What's the best fruit you've ever tasted?
Which is better, the tube or the bus?
2. Answer the two questions yourself. Encourage the class to keep the conversation going. Help them by providing expressions like the following:
Tell me more about it.
When?
What makes you say that, then?
3. Give each student a copy of the activity sheet. Tell them to complete the questions with their own ideas. Go round and help when necessary. Make sure that the collocations are appropriate.
4. Divide the class into pairs. They should alternately ask each other their questions.

Follow-up

Ask each student to choose their favourite question. Get them to go around the class asking their question to as many people as they can.

1. What's the
you've ever seen?

2. What's the
you've ever taken?

3. What's the
you've ever got?

4. What's the
you've ever made?

5. What's the
you've ever done?

6. What's the
you've ever had?

7. What's the
you've ever bought?

8. What's the
you've ever heard?

9. What's the
you've ever eaten?

10. What's the best
.....
you've ever been on?

11. What's the worst
.....
you've ever been on?

12. Which do you think is
.....
..... or
..... ?

13. Which do you think is
..... ,
..... or
..... ?

14. Which do you think is
..... ,
..... or
..... ?

15. Which is better,
..... or
..... ?

16. Which is worse,
..... or
..... ?

Changing ideas

Target language: modifying comparatives

Activity type: discussion

When to use: Use this activity after Lesson 2.3.

Time taken: 25 minutes

Preparation: Photocopy one worksheet for each student in the class.

Procedure

Give each student a copy of the worksheet. Ask them to read the statements and grade each statement depending on how strongly they agree or disagree with it. They should circle the appropriate number next to each statement (1=strongly disagree 2=slightly disagree 3=neither agree nor disagree 4=slightly agree 5=strongly agree). Now ask them to amend or rewrite the statements in line with their opinions, modifying the comparatives appropriately, e.g. *Moving abroad is more suitable for single people than families* might be changed to *Moving abroad is far more suitable for single people than families*. Monitor and help where necessary.

When students have finished, put them into groups of three or four and ask them to discuss each statement, giving their opinion and using as many modified comparatives as possible. Elicit feedback from students in open class and deal with any errors you heard while monitoring.

Changing ideas

Decide whether you agree or disagree with each statement below (1=strongly disagree, 2=slightly disagree, 3=neither agree nor disagree, 4=slightly agree, 5=strongly agree). Circle the appropriate number next to each statement.

Moving abroad is more suitable for single people than families. _____	1 2 3 4 5
If you travel to another country alone, you'll make new friends more quickly. _____	1 2 3 4 5
People in warmer climates tend to be more open. _____	1 2 3 4 5
If you live in a country where you don't speak the language, life is more difficult. _____	1 2 3 4 5
The older you get, the less adventurous you become. _____	1 2 3 4 5
Children who travel around the world with their family for a year become more knowledgeable than those who spend the year at school. _____	1 2 3 4 5
Moving away from your parents when you are young makes you happier. _____	1 2 3 4 5
A weekend away is just as good as a two-week holiday. _____	1 2 3 4 5
Backpacking around the world is more interesting than staying in five-star hotels. _____	1 2 3 4 5
As many people emigrate from my country as immigrate to my country. _____	1 2 3 4 5
The more time you spend living in a country, the more you forget your own culture. _____	1 2 3 4 5
It's better to move out of a city if you start a family. _____	1 2 3 4 5

Unit 3 Language focus 1: Comparisons

Type of Activity: Pair or groupwork: writing and speaking

Aim: To practise the use of *as ... as*, *a bit*, *far*, *significantly*, *a lot* and *slightly more than*.

Task: To create True/False questions comparing temperatures in different cities.

Preparation: Make one copy of the worksheet for each group of two to three students.

Classroom Time: 30 minutes

Procedure

- 1 Ask students to work in pairs or in groups of three.
- 2 Write your own True/False question on the board and ask students to guess the answer. For example, *Berlin was slightly warmer than Beijing. True or False?* Point out that the temperatures are for January 1st at midday.
- 3 Give one copy of the worksheet to each pair or group of three students.
- 4 Tell students that they have to write six True/False questions using the information in front of them. Explain that they are going to ask the other group or groups to answer their questions. They must use the target language in the questions (ie words to show degree of comparison or *as ... as*).
- 5 When students have finished they must turn over the information sheet and take it in turns to ask each other the finished questions. They should discuss as a group before answering.
- 6 Keep the score on the board. Give the students one point for giving a correct answer and one point if their question is incorrectly answered. The number of questions a group is asked depends on the number of students. If there are three groups they will ask each other three questions. If there are four groups they will ask each other two questions and so on.

Temperatures at midday on 1st January

Amsterdam	2°C	Milan	3°C
Athens	6°C	Montreal	-5°C
Buenos Aires	30°C	Moscow	-20°C
Bangkok	34°C	Munich	2°C
Barcelona	9°C	Naples	12°C
Beijing	2°C	New York	3°C
Berlin	3°C	Nice	8°C
Bombay	31°C	Oslo	0°C
Brussels	4°C	Paris	5°C
Budapest	5°C	Perth	26°C
Cairo	14°C	Prague	1°C
Cape Town	24°C	Reykjavik	-3°C
Chicago	1°C	Rhodes	5°C
Copenhagen	2°C	Rio de Janeiro	28°C
Dallas	14°C	Rome	10°C
Dublin	3°C	Sarajevo	1°C
Frankfurt	4°C	Stockholm	0°C
Gibraltar	13°C	Sydney	30°C
Helsinki	-1°C	Tel Aviv	9°C
Hong Kong	18°C	Tenerife	21°C
Istanbul	5°C	Tokyo	8°C
Jerusalem	16°C	Toronto	-2°C
Lisbon	11°C	Vancouver	4°C
London	3°C	Venice	8°C
Los Angeles	14°C	Vienna	3°C
Luxembourg	4°C	Warsaw	0°C
Madrid	8°C	Washington	4°C
Majorca	10°C	Wellington	27°C
Melbourne	36°C	Zurich	0°C
Mexico City	22°C		

a Match 1–8 with a–h to make complete sentences.

- 1 **h** The more dangerous the sport,...
- 2 The longer I waited,...
- 3 The more you work,...
- 4 The younger you are,...
- 5 The older you are,...
- 6 The earlier we leave,...
- 7 The longer I stay in bed,...
- 8 The faster I speak,...

- a the angrier I got.
- b the easier it is to learn something.
- c the more mistakes I make.
- d the harder it is to find a job.
- e the worse I feel.
- f the less traffic there will be.
- g the more you earn.
- h the more I enjoy it.



b Rewrite the sentences using *The...the... + a comparative*.

- 1 If a car is big it uses more petrol.
- 2 If we start soon we'll finish soon.
- 3 When you get old you become wiser.
- 4 If people drive fast they have more accidents.
- 5 If the weather is hot you need to drink more.
- 6 When you know her well you'll like her more.
- 7 If you cook it slowly, it'll taste better.
- 8 If we do a lot of work now, we'll have less to do later.

The bigger a car is, the more petrol it uses.

c Complete the sentences with your own ideas.

- 1 The more you practise your English, *the better you will get* _____.
- 2 The sooner we leave, _____.
- 3 The more exercise you do, _____.
- 4 The colder the weather is, _____.
- 5 The more money people have, _____.