

Crazy comparisons

<p>Aims Practice comparing objects</p>
<p>Language focus Grammar Comparative adjectives</p>
<p>Set-up Group activity</p>
<p>Lesson link For use after Unit 7, Lesson A</p>
<p>Time 20 minutes</p>
<p>Preparation Duplicate one worksheet per group and mount on construction paper. Cut the cards apart.</p>

4. Give students about 20 minutes to play the game. If they go through the pile quickly, they can shuffle the cards and play again, making new combinations of words to use with the adjectives. When the time is up, the student with the most points in each group wins.
5. As students are working, walk around to monitor the activity and help as needed. If students can't decide if a sentence is correct or not, you should act as the "judge." Make note of any errors or problems to review later.
6. Follow up by having each group report a few of their "crazy" comparisons.

Procedure

1. Tell students they are going to work in groups and play a game to compare different objects. Brainstorm a list of adjectives students know and write them on the board.
2. Put students in groups of four or five. Distribute one set of cards to each group. Model the activity with one student by asking him or her to pick two cards from one group's pile of cards. These cards may have nothing to do with one another, but the student must compare the two items on the cards. Explain that "crazy" comparisons are OK. For example, *The bananas are more exciting than the TV.* If the sentence works grammatically, then it's acceptable.
3. Tell students to begin playing the game, giving one point to each student who forms a grammatically correct sentence with comparative adjectives using the top two cards on the pile. Suggest that they try not to use the same adjective more than once.

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