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Comparative Expressions

A. Complete the expressions (1 to 12) with the word pairs.

quickly / possible

simple / all

long / thought

much / like

bad / sounds

fun / used

young / used

dumb / look

ready / ever

bad / yesterday

fast / can

much / need

1. I'm not as _____ as I _____ to be.

Situation:

2. I'm going as _____ as I _____

Situation:

3. I'm not as _____ as I _____

Situation:

4. I've seen as _____ as I _____ to.

Situation:

5. I'm as _____ as I'll _____ be.

Situation:

6. You can have as _____ as you _____

Situation:

7. It's not as _____ as it _____

It refers to...

8. Do it as _____ as _____

It refers to...

9. It's not as _____ as _____ that.

It refers to...

10. It isn't as much _____ as it _____ to be.

It refers to...

11. I thought it wouldn't be as _____ as _____

It refers to...

12. It didn't last nearly as _____ as I _____ it would.

It refers to...

B. Work with a partner. Discuss in what situations you might use expressions 1 to 6, and what you think **it** refers to in expressions 7 to 12. Write your ideas under the expressions.

C. Create a dialogue with your partner using four of the comparative expressions.

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Comparative Expressions

In this intriguing activity, students learn common comparative expressions using as ... as.

Before class, make one copy of the worksheet for each student.

Procedure

Write the following on the board:

It wasn't as _____ as the last _____.

Ask the students what words they think are missing from the two gaps. Try to elicit 'good' and 'one'. Write the missing words on the board.

Explain that the students are going to try to complete similar comparative expressions.

Give each student a copy of the worksheet.

Tell the students to complete the expressions (1 to 12) with the word pairs.

When they have finished, check the answers as a class.

Then, focus the students' attention back to the comparative expression on the board.

Ask them what they think **it** could refer to. Write the students' ideas on the board and have them explain their answers, e.g. a movie sequel.

Next, divide the students into pairs.

Tell the pairs to discuss in what situations they might use expressions 1 to 6, and what they think **it** refers to in expressions 7 to 12.

Have the students write their ideas under the expressions.

After that, have a class feedback session to run through the students' ideas and answers.

Then, ask each pair to create a dialogue using four of the expressions from the worksheet.

Give the students time to write and practice their conversations. Then have each pair come to the front and present their dialogue to the class.

Answer Key

1. I'm not as **young** as I **used** to be.
2. I'm going as **fast** as I **can**.
3. I'm not as **dumb** as I **look**.
4. I've seen as **much** as I **need** to.
5. I'm as **ready** as I'll **ever** be.
6. You can have as **much** as you **like**.
7. It's not as **bad** as it **sounds**.
8. Do it as **quickly** as **possible**.
9. It's not as **simple** as **all** that.
10. It isn't as much **fun** as it **used** to be.
11. I thought it wouldn't be as **bad** as **yesterday**.
12. It didn't last nearly as **long** as I **thought** it would.