

## Comparative chalkboard race

Preparation: none

Procedure:

1. Divide the class into as many groups as can work at your chalkboard at the same time. Teams line up an equal distance from the chalkboard (2-3 meters or, in a typical school classroom, in a line even with the first row of desks.

2. Remind the learners of the forms for comparing;

\_\_\_\_\_ is (adjective)+**er** than \_\_\_\_\_.

\_\_\_\_\_ is **more** (adjective) than \_\_\_\_\_.

3. Give a piece of chalk to the first person on each team. Call out the category. The first person in each row runs to the chalkboard and writes a sentence comparing two items from that category (examples: Animals: A flamingo is more colorful than a duck. Cities: New York is bigger than San Francisco. Seoul is more exciting than Pusan.). When the first student has written a comparative, s/he runs back to his/her team and gives the chalk to the next learner who goes to the board and writes another sentence. This sentence must include a different adjective.

4. Allow 1-2 minutes for each category. They get one point for each correct sentence. Category ideas:

*animals, cities, places in this city, famous people, TV shows*, Note: You might want to have students check other teams' sentences. If they find a mistake and can correct it, their team gets an extra point.

To make sure that even weaker teams keep trying and have a chance to win, build in an element of chance.

Do this by:

-writing a 'secret' adjective on a piece of paper. Any team that happens to use it gets 10 bonus points.

-if one or two teams get far ahead of the others, have them stand about two meters farther from the board as a handicap.

-having all sentences in the last 2-3 rounds worth more than one point each.