

## Comparisons

# 1 Odd one out

- Language focus** Vocabulary review
- Thinking skills** Comparing items and recognising a category; identifying something that does not belong to the category
- Age** 6–8
- Level** Post-beginner / A1 upwards
- Time** 15–20 minutes
- Preparation** Prepare a copy of the worksheet for each student.

### In class

- 1 Hand out the worksheet. Ask students to work in pairs and match the words with the pictures by writing numbers 1–35.
- 2 Get students to read out their answers.
- 3 Explain to the students that this is an ‘Odd one out’ activity. Do the example from the worksheet with the class. Show them how they need to cross out the odd one out, in this case *boat*. Ask them why it is the odd one; in monolingual classes, use the students’ mother tongue if needed.
- 4 Ask the students to complete the activity in pairs.
- 5 Go through the answers, saying each word clearly.

**Variation** This activity can be adapted for other vocabulary items.

Although the current activity is designed for students in the first year of learning English, it could be adapted to higher levels and ages by using more complex concepts, for example abstract nouns or feelings.

### Answers

B 19 chair, 3 *bicycle*, 27 bed, 2 table, 16 sofa  
 C 8 *ice cream*, 13 melon, 29 banana, 23 peach, 20 strawberry  
 D 34 eye, 14 nose, 9 mouth, 7 ear, 10 *hand*  
 E 15 car, 18 bus, 24 train, 32 *shoe*, 31 lorry  
 F 26 coat, 21 *umbrella*, 33 trousers, 11 dress, 17 shirt  
 G 28 leg, 1 arm, 10 hand, 30 *glove*, 5 head

# Odd one out | Worksheet

## 1 Match the words with the pictures. Write 1–35.

### Example

- A  schoolbag    pen    book    ~~boat~~    exercise book
- B  chair    bicycle    bed    table    sofa
- C  ice cream    melon    banana    peach    strawberry
- D  eye    nose    mouth    ear    hand
- E  car    bus    train    shoe    lorry
- F  coat    umbrella    trousers    dress    shirt
- G  leg    arm    hand    glove    head



## 2 Cross out the word that is different in each line above.

## Comparisons

# 2 Same or different?

- Language focus** Words describing the following concepts: size, shape, colour, direction, age, number
- Thinking skills** Careful observation of details; comparing details; focusing on the relevant differences in various objects; abstract thinking
- Age** 10–12
- Level** Elementary / A2 upwards
- Time** 20–30 minutes
- Preparation** Copy the worksheet, one per student. For step 1, use a red and a white sheet of paper, and pictures of, e.g., an old man and a child, large enough to hold up to the class. For step 3, assemble some pairs of drawings or objects.

### In class

- Teach the concept words in the following way:
  - for *colour*, show a white piece of paper and a red piece of paper. Say: *Look. This is a piece of paper, and that's also a piece of paper. This one's white, and that one's red. What's different? The colour. The colour's different. This one's white, and that one's red.*
  - for *age*, show pictures of an old man and a child.
  - for *number*, draw 6 circles on one side of the board, and 3 circles on the other.
  - for *shape*, draw a triangle, a circle and a square on the board.
  - for *size*, draw a small and a large tree on the board.
  - for *direction*, draw an arrow pointing to the left and an arrow pointing to the right.
- Practise the words so students can use them with ease.
- Use drawings or real objects to explain the meaning of the words *same* and *different*. Practise them using various examples of objects in the classroom.
- Give each student a copy of the worksheet. Do the first example together with the students. In monolingual classes, explain to them in their mother tongue, if necessary, that they may have to think carefully to see what's the same and what's different about the two pictures.

### Answers



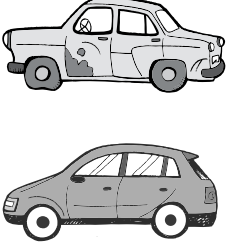





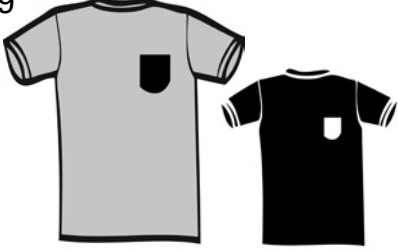


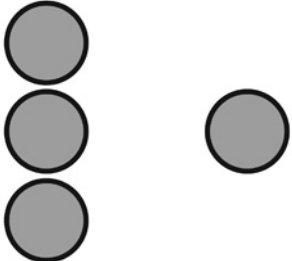
- |  |  |
|--|--|
| 1) size: <i>different</i>                            | 7) size: <i>different</i> / age: <i>different</i>          |
| 2) size: <i>different</i> / colour: <i>same</i>      | 8) size: <i>same</i> / shape: <i>same</i>                  |
| 3) size: <i>same</i> / age: <i>different</i>         | 9) size: <i>different</i> / colour: <i>different</i>       |
| 4) size: <i>same</i> / colour: <i>different</i>      | 10) direction: <i>different</i> / colour: <i>different</i> |
| 5) size: <i>same</i> / colour: <i>same</i>           | 11) size: <i>same</i> / colour: <i>different</i>           |
| 6) size: <i>different</i> / colour: <i>different</i> | 12) size: <i>same</i> / number: <i>different</i>           |

**Note** This activity is based on an idea from *The Somerset Thinking Skills Course*, by Nigel Blagg et al.

**Comparisons**

# Same or different? | Worksheet

**Look carefully. What is the same? What is different?  
 Write *s* (= same) or *d* (= different).**

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>Size: .....</p>	<p>Size: .....                  Colour: .....</p>	<p>Size: .....                  Age: .....</p>
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>Size: .....                  Colour: .....</p>	<p>Size: .....                  Colour: .....</p>	<p>Size: .....                  Colour: .....</p>
<p>7</p> 	<p>8</p> 	<p>9</p> 
<p>Size: .....                  Age: .....</p>	<p>Size: .....                  Shape: .....</p>	<p>Size: .....                  Colour: .....</p>
<p>10</p> 	<p>11</p> 	<p>12</p> 
<p>Direction: .....                  Colour: .....</p>	<p>Size: .....                  Colour: .....</p>	<p>Size: .....                  Number: .....</p>

## Comparisons

# 3 Me and my friend

**Language focus** This activity can use a number of different language items: *same, different; he/she likes \_\_\_\_\_, he/she is (adjective), he/she is a \_\_\_\_\_, he/she has got a \_\_\_\_\_, he/she lives in \_\_\_\_\_*; vocabulary of personal features, e.g. *long hair, red hair, glasses, blue eyes, etc*

**Thinking skills** Identifying similarities and differences. This activity, if done well, requires a fairly deep level of thinking about comparisons and contrasts. It can be difficult for the students, and also revealing to find similarities that they have never thought of before. For more advanced classes, a more sophisticated use of language can be required, leading to a greater depth of thinking.

**Age** 10–12

**Level** Elementary / A2 upwards

**Time** 30 minutes

**Preparation** Prepare a copy of the worksheet for each student.

### In class

- 1 Ask two students to come to the front of the class. Write two headings with the names of the students on the board, e.g.

*Mark*                      *Emma*

Ask the class to tell you three things about Mark; e.g. *boy, tall, likes swimming*. Write them under the heading *Mark*.

- 2 Ask them to tell you three things about Emma; e.g. *girl, long hair, good at tennis*. Practise the language: *She's a girl. She's got long hair. She's good at tennis* etc. Write language prompts on the board and practise them so the students are at ease using them.
- 3 Make sure the students understand the words *same* and *different*. Ask: *What is different about them?* E.g.: *Mark is a boy. Emma is a girl*. Continue with examples till they understand this concept clearly.
- 4 Ask: *What is the same?* E.g.: *They are students. They are in class 5*.
- 5 Hand out the worksheet. Explain they are going to work with a partner. They need to decide things that are *different* and things that are *the same* and write them in the appropriate columns. Help with vocabulary where necessary, and collect new words on the board. Help, if necessary, with the structure *We're both*.
- 6 Ask them to draw a picture of themselves and a picture of their friend in the two frames.
- 7 Finally ask them to share some solutions with the rest of the class.

