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## Classifying Academic English functional language Instructions for teachers <br> Card matching stage

Photocopy and cut up one copy per group of 2-4 students. Students try to first classify them into categories and them put them into order. You can give hints if they get stuck:

1. There are six categories.
2. The greatest number of cards in one category is 14 and the smallest number of cards in one category is 9 .
3. The actual number of cards in each category is $14,14,13,12,12$ and 9.
4. One example of each: almost no +13 more, very different +13 more, explode +12 more, almost never +11 more, will definitely +11 more, a great benefit +8 more
5 . There are no more than two which mean the same thing.
5. The doubles of each category are: four (almost no +13 more), seven (very different + 13 more), six (explode + 12 more), three (almost never + 11 more), four (will definitely +11 more), three (a great benefit + 8 more)

## Testing each other stage

After checking their answers with the suggested answers above and/ or as a class, students can further test each other in groups, for example:

- Seeing if their partner can remember a phrase which has the same meaning
- Seeing if their partner can remember a phrase which comes between two other phrases
- Seeing if their partner can remember a phrase which comes next in a sequence
- Seeing if their partner can remember the one phrase of that kind which they don't say
- Seeing if their partner can remember collocations, e.g. "Continue beep the same level" or "Decline something"


## Communicative practice

They can then take turns trying to make statements which their partner accepts are true with phrases on the cards. If their statement is accepted, they can take the card and score one point. The same card can't be used more than once.

Cards to cut up/ Suggested answers (with the same meaning on the same line)

| absolutely identical | exactly the same |
| :---: | :---: |
| practically the same | nearly identical |
| very similar | only slightly different |
| quite similar | fairly similar |
| very different | a great difference |
| an absolutely huge difference | an immense difference |
| completely different | totally different |

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| by far the greatest positive point | an overwhelming advantage |
| :---: | :---: |
| the main argument in support |  |
| a very substantial plus |  |
| a great benefit | a major selling point |
| a substantial argument for | a considerable benefit |
| a significant positive aspect |  |


| will definitely |  |
| :---: | :---: |
| will almost certainly | will probably |
| is likely to | might |
| may | could potentially |
| could perhaps | probably won't |
| is unlikely to |  |
| almost certainly won't |  |
| definitely won't |  |


| almost always |  |
| :---: | :--- |
| usually |  |
| very often |  |
| often |  |
| sometimes of the time |  |
| occasionally |  |
| rarely | seldom |

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## Tin UsingEnglish.com

| hardly ever | very rarely |
| :---: | :---: |
| almost never |  |


| almost all |  |
| :---: | :---: |
| the vast majority |  |
| most |  |
| very many... | a large number of... |
| many... |  |
| quite a lot of... |  |
| some | a small minority of... |
| a few | a tiny minority of... |
| very few |  |
| almost no |  |


| explode | take off |
| :---: | :---: |
| climb | expand |
| creep up |  |
| continue at the same level | remain constant |
| dip | fall slightly |
| decrease rapidly | fall sharply |
| decline dramatically | plummet |

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