



# Chapter 15

## Making Comparisons

### CHAPTER SUMMARY

**OBJECTIVE:** In this chapter, students learn a variety of ways to compare people, things, and statements. Students learn to use comparative and superlative forms to compare nouns. The chapter also introduces other ways to make comparisons, including using comparative phrases (*the same as*, *similar to*, *different from*) and directly contrasting clauses by using *but*.

**APPROACH:** The text first looks at comparative adjectives and introduces rules and practices for forming and using them (comparing two people or things) before providing opportunities for increasingly freer production. The concept of the superlative is introduced and students are given exercises to facilitate their ability to compare three items or more. The chapter then introduces the comparison of adverbs and the direct comparison of whole clauses. Throughout the chapter, there are many open-ended exercises requiring students to produce the target structures in discussions. This is particularly important for this target grammar as it is all about comparing things and situations, and thus exchanging opinions. Support and facilitate lively discussions throughout the chapter, while also correcting structures, to give students the confidence to speak autonomously and spontaneously.

**TERMINOLOGY:** As is the case throughout the text, minimal grammar terminology is used. The terms *comparative* and *superlative* are used throughout the chapter, as they apply to both adjectives and adverbs. Teachers will need to revisit the concept of syllables in order to ensure students' success with comparative forms. The text does not teach the categories of certain adjective types and / or phrases (for example, *like*, *alike*, *the same as*) but focuses on their actual usage. Similarly, no mention is made of the grammatical names of words like *as*, *than*, and so on. While some grammarians refer to *than* as a comparative conjunction, others call it a preposition. The omission of such terms altogether highlights the fact that though linguists may find these distinctions interesting, English students need only to recognize and use the actual terms correctly.

□ **EXERCISE 1.** Warm-up. Page 445  
Time: 5 minutes

It is likely that even beginners have heard or seen comparative forms. However, it is equally likely that students are not confident about what word should

follow the *-er* form. Many beginners use *as* and *than* interchangeably and incorrectly. When introducing the comparative forms, be sure to emphasize that only one word—*than*—can correctly follow the adjective.

- Read the direction line aloud, and as a class, identify the true sentences.
- Have students read these aloud.
- Emphasize that the word immediately following the comparative form is *than*.

**CHART 15-1.** The Comparative: Using *-er* and *More*. Page 445  
Time: 10–15 minutes

Before beginning the comparative presentation, ask students if they know what a syllable is and / or if they can describe it to you. The concept itself will likely be familiar, but because students have to think about syllables in such a concrete way, you will need to refresh their memories.

Although it can be time-consuming to re-create grammar charts on the board, doing so helps ensure that students are really attending to the rules and practices that will allow them to manipulate the grammar autonomously. In addition, many students need to see, hear, and have some visual and aural illustration in the form of an actual example, to take in new material. Though it can take time, you can make chart presentations a vibrant part of the class by using students' names and characteristics in examples. Try to give every student a chance to read some part of the chart or offer you an alternative adjective so that they participate in their own exposure to the material. Taking time with these charts provides students a better grounding as they make the structures their own.

- Write the chart title on the board.
- Ask students what a syllable is and if they can tell you how many syllables are in their names.
- Depending on how familiar students are with syllables, spend an appropriate amount of time explaining what they are and their importance in deciding the comparative form of adjectives.
- A good working definition of a syllable is “an independent sound unit (containing a distinct vowel sound).” Many students may know how to clap out

syllables and can count them in that way. In whatever way works for you and your students, ensure that they can distinguish adjectives with two or more syllables from those with one.

- Write the first two sentences on the board and then have a student read example sentences (a) and (b) from the chart aloud.
- Write example sentences (a) and (b) on the board after students read them aloud.
- Model the incorrect versions. Write these on the board but be sure to draw a line through them or emphatically erase them to help students see that these incorrect versions are never acceptable.
- Ask a student to state which word follows the comparative form and write *than* on the board. Stress that this word, *than*, always follows the comparative form.
- Work through the chart, having students read the examples from each heading while you write on the board.
- Alternatively, you can present the same categories (*Adjectives with One Syllable*, *Adjectives That End in -y*, *Adjectives with Two or More Syllables*, *Irregular Comparative Forms*) and have students give you examples, which you write on the board, expanding into comparative forms and actual sentences featuring students' names to engage them in the material further.
- Finish by involving any student(s) who did not take part in the presentation by asking them to help provide a couple of example sentences for the whole class. For example:

*Meilan, can you tell us who is quieter in class, Bruno or Marisol?*

*Meilan: Marisol is quieter than Bruno.*

*Hiroko, who is taller, Ahmed or Zara?*

*Hiroko: Zara is taller than Ahmed.*

#### □ EXERCISE 2. Looking at grammar.

Page 446

Time: 5–10 minutes

- Ask a student to read the direction line and completed example aloud.
- Give students time to complete the remaining items as seatwork.
- Correct by having students take turns reading their completed items aloud.
- Provide overt and immediate correction and use the board to highlight mistakes, helpfully.

#### □ EXERCISE 3. Looking at grammar.

Page 446

Time: 5–10 minutes

Teach students that in spoken and informal English, an object pronoun (rather than a subject pronoun + verb) often follows a comparative phrase. Explain that this is not acceptable in written and more formal English.

Engage students in optional vocabulary and content as you go. (For example, some people may find that a mattress is too soft, and though they may not find that a floor is more comfortable, they may find that a futon is more comfortable.) As students' opinions will differ on these completions, engage more than one student per item, and if students have a difference of opinion, ask them to justify their side by using more (unscripted) comparative forms. This exercise offers a lot of room for exploitation in terms of discussion or expansion, so make it as conversational as possible. Highlight the fact that some comparisons are simply objective and some are subjective. Discuss the difference.

- Ask a student to read the direction line and completed example aloud.
- Lead this exercise from the center and have students read completions as you go around the room.
- Correct all forms immediately and ask other students if the form they just heard a classmate read was correct.
- Put any challenging items on the board. Also, write any sentences that provoke discussion on the board and write discussion points as students raise them.

#### □ EXERCISE 4. Let's talk: pairwork. Page 448

Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Ask another student to read the example aloud and write this on the board.
- Have students arrange themselves in pairs and decide who will be Partner A and who will be Partner B.
- Partner A will start the exercise by comparing the things in item 1 in his or her column.

#### □ EXERCISE 5. Let's talk: class activity.

Page 448

Time: 15–20 minutes

- Bring additional books or items of a similar category to class.
- Ask a student to read the direction line aloud.
- Have another student read the example aloud.
- Ask students to come to where the books are and make comparisons that they can share with the class.
- Highlight again that some of the adjectives are subjective, and students will need to explain why they think one book is better than another.
- Put example sentences on the board, correct the target grammar immediately, and encourage extended discussion and justification.

**Expansion:** Bring food items to class for students to taste and compare. You can bring a variety of cheap snack foods or ask everyone to prepare for the comparison by bringing one of their favorite foods (in small quantities) to class.

Prepare students to participate in a comparison of food by creating a list of adjectives that apply particularly to food, along with some adjectives that

are generally descriptive of preference. For example:

<i>acidic</i>	<i>delicious</i>
<i>bad</i>	<i>salty</i>
<i>bitter</i>	<i>sour</i>
<i>bland</i>	<i>spicy</i>
<i>filling</i>	<i>strong</i>
<i>flavorful</i>	<i>sweet</i>
<i>good</i>	<i>tasty</i>

□ **EXERCISE 6.** Listening. Page 448

Time: 5–10 minutes

- Have the CD player and track ready.
- Read the direction line aloud.
- Read the example aloud, clearly distinguishing, “You will hear” from “You will choose” to ensure that students understand the task at hand.
- Play the track and have students choose the comparative forms they hear.
- Correct by having students read aloud the comparative forms they chose.
- If there are any doubts, refer to the script and read the original sentences aloud, emphasizing the comparative forms.

□ **EXERCISE 7.** Looking at grammar.

Page 449

Time: 10–15 minutes

- Read the direction line aloud.
- Ask students to look through the list of adjectives to see if there are any unknown words.
- Explain that it is important that students know what the adjectives mean in order to complete each item meaningfully and review any unfamiliar words.
- Give students time to work through the remaining items as seatwork.
- Correct by having students read their completed items aloud.
- Correct pronunciation and structure immediately and ensure students say *than* after the comparative form distinctly enough so it is not misused (*as*), misheard, or omitted.

□ **EXERCISE 8.** Let’s talk. Page 450

Time: 10–15 minutes

Encourage students to defend their opinions and think critically. (For example, it is obvious that good health is more important than money, but it is also true that in a great many societies, without money, it is impossible to obtain good health.) Your role is to foster lively discussion while keeping students on track in terms of accuracy.

Sometimes students find themselves stuck on what to say and how to compare uninteresting things such as dust and sand. You can help them by encouraging them to think of where they find both items and what physical properties each has.

- Read the direction line aloud.
- Ask a student to read aloud the example with the comparative sentences.
- Have students decide how to work—whether in pairs, in small groups, or as a class—and have them arrange themselves accordingly.
- Encourage students to try new adjectives in comparative forms. If students are working in small groups or pairs, go to each one and lead students in discussing certain aspects of each set of items.
- Review by gathering the class and having different students provide comparative sentences for each set of items.
- Within the class, compare how many students chose the same aspects or properties of each set of items to compare. Discuss how many students chose subjective approaches to each set of items and how many chose objective approaches (such as the simple physical properties of each).

□ **EXERCISE 9.** Let’s talk: small groups.

Page 450

Time: 10–15 minutes

Remind students that comparative adjective forms are essential to good and lively discussions. Emphasize the great practice they are gaining in stating their opinions in grammatically correct sentences.

- If students are already in pairs, have the pairs join other pairs to form small groups.
- Have a student read the direction line aloud.
- Bring students’ attention to the phrase *in general*.
- Ask students why *in general* is a useful direction in such discussions.
- Have students work through the eight items, deciding their individual answers and comparing them with their group members.
- As you circulate around the room, take note of commonly heard errors.
- Encourage students to expand their statements from the most general to particular justifications or rationales to support the most general form, using new comparative forms.
- Review as a class by having various students read the statements and offer their own responses and the consensus (if reached) of their groups.
- Discuss any commonly heard errors.
- Discuss at more length any provocative opinions, and ask those giving them for further reasoning.

□ **EXERCISE 10.** Let’s talk: pairwork.

Page 451

Time: 10–15 minutes

- Have the small groups split into new pairs.
- Read the direction line aloud.
- With a student or two, model the exchange in the example.

- Remind students that Partner A will first have his or her book open and that Partner B will have his or hers closed. Remind Partner B to respond in complete sentences, using the target comparative forms accurately.
- Circulate around the room and oversee the switch of partners, ensuring that the Partner Bs are now asking the questions and that the Partner As have their books closed.
- Take notes on any commonly heard errors, and note items that are hard to respond to.
- Review by having everyone close their books and ask both sets of questions to the class as a whole.
- Welcome spontaneous responses but provide clear and immediate correction of the target forms.
- Write any challenging items or oft-heard errors on the board and correct them by emphatically crossing out incorrect items and leaving only correct forms on the board.
- As you read out the directions in all the items and welcome responses, make note of how many students respond in the same way, which responses reflect objective facts, and which reflect opinions.
- Engage students in as much natural and spontaneous discussion as possible, while also correcting form and asking questions that will produce more student-generated constructions.

#### Optional Vocabulary

syllable	logically
vowel	arithmetic
consonant	algebra
difficult	orange
deep	lemon
ocean <i>versus</i> sea	lake
lazy	ocean
course	bedroom slippers
curly	dust
bride	sand
groom	strict
nervous	lenient
bright	relaxed
sour	serious
afford	

#### □ EXERCISE 11. Warm-up. Page 451 Time: 5–10 minutes

Just to do the Warm-up, students will need some understanding of the concept behind the superlative. Explain that by saying *in the world* you are stating that the comparison is among more than two.

- Read the direction line.
- Have students read and complete each item according to their own opinions and whether they agree or not.
- Ask various students to read the items, and answer *yes* or *no* aloud.
- Encourage students who don't agree with the statements given to tell you what they think the *prettiest*, *most expensive*, and *most exciting* cities in the world are.

- Write their opinions on the board and ask the class as a whole to comment.
- In every case and for every sentence, ask students to give you some support for their opinions, stating what it is that makes X the most \_\_\_\_ city in the world for them.

#### CHART 15-2. The Superlative: Using *-est* and *Most*. Page 452 Time: 10–15 minutes

Before presenting the chart, have students remind you of the rules for comparative adjectives and discuss the role of syllables in forming them.

- Write the chart title on the board.
- Begin by having a student read example sentence (a) aloud.
- Write this sentence on the board or choose another sentence illustrating the comparative form to write on the board.
- Explain to students that whereas the comparative form is used when comparing the qualities of two nouns, the superlative form requires at least three nouns to be compared among one another.
- Ask another student to read example sentence (b) aloud to the class.
- Write example sentence (b) or another superlative example on the board.
- Explain that when using the superlative, students are saying that one noun has the most of a certain adjectival quality *of all*. Because one of all is being specified, a definite article is also required.
- Ask students to take turns reading aloud the simple adjective form, the comparative, and the superlative for each type of adjective.
- Write these forms on the board, using either the adjectives given in the chart or similar student-generated adjectives.
- Give students opportunities to change other adjective forms and locate them in the correct category in the chart. For example:

*You say: Okay, and what about happy? How would we change happy?*

*A student can then say: happier than; the happiest*

- Stress that the additional words used to make the comparative form can be considered part of the form itself and that learning to include *(more) \_\_\_\_\_ -er than* and *the (most) \_\_\_\_\_ -est* will help students always use these forms correctly.
- Complete the chart presentation by reviewing the irregular adjectives included at the bottom of the chart.

#### □ EXERCISE 12. Looking at grammar. Page 452 Time: 10 minutes

- Read the direction line aloud to students.
- Have a student read the completed examples aloud.

- Give students time to complete the items.
- Correct by having students read and even spell out the correct comparative and superlative forms.

**Expansion:** Ask each student reading the comparative and superlative forms aloud to also create a logical sentence featuring each comparative and superlative form. Ask the remainder of the class to decide whether the sentences are correct or incorrect. This Expansion can be useful as it will illustrate to students that they often correctly change the adjective form itself but fail to include the required *than* or *the*.

□ **EXERCISE 13.** Looking at grammar.

Page 453

Time: 10–15 minutes

- Ask a student to read both the direction line and the completed example item aloud.
- Give students time to complete the exercise autonomously, as seatwork.
- Correct by having students read the completed items aloud.
- Ask students to identify which set of nouns the superlative one is being compared to, and make sure they can identify this.
- Have fellow classmates correct pronunciation and usage on the spot.
- If an actual discussion should arise from this exercise, encourage it and help students participate fully. For example, students may debate what the most beautiful cities are, and your encouraging them to do so provides an opportunity for them to use the target grammar spontaneously.

□ **EXERCISE 14.** Listening. Page 454

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud as well as the circled example answer *no*. Make sure that students understand that their task is to listen to the sentences and look at the people at the same time.
- Play the ten items and give students time to circle *yes* or *no*.
- Correct by inviting students to share their responses.
- When / If there is a debate about the content of what was heard, read the script aloud and have students rethink their responses, if necessary.

□ **EXERCISE 15.** Looking at grammar.

Page 455

Time: 10–15 minutes

- Lead this exercise from the center.
- Have students read the direction line and completed examples aloud.
- Have students complete each item on sight and call out their responses as you go around the room, inviting responses.
- Correct all aspects of what you hear. Make sure that you can readily hear the *the*'s and *than*'s. If not, have students read their completions aloud again until these are heard by all.

□ **EXERCISE 16.** Looking at grammar.

Page 458

Time: 10–15 minutes

- Have a student read the direction line aloud.
- Reiterate that students need to use whichever form (comparative or superlative) is called for.
- Give students time to complete the exercise on their own, as seatwork.
- Correct the exercise by having students read their completions aloud.
- Make sure that students read and pronounce all the required words for each form clearly.
- Put any challenging items on the board and have students correct these together as a class.

□ **EXERCISE 17.** Listening. Page 459

Time: 10 minutes

- Have the CD player and track ready.
- Ask a student to read the direction line aloud.
- Have another student read the completed example aloud.
- Play the track and be sure that students are completing the items as required.
- Correct each item by having students read their completions aloud.
- Compare students' completions with the script as necessary and discuss any particularly challenging items in detail.

**Optional Vocabulary**

opinion	population
landmark	sandals
continent	

□ **EXERCISE 18.** Warm-up. Page 459

Time: 5–10 minutes

- Read the direction line to students.
- On the board, write a sample sentence generated by what you know of your class, using *one of the* + superlative + plural noun. For example:  
*One of the youngest students in the school is in our class.*
- Ask your students why this particular construction is useful for speakers.
- Explain that this structure allows a softer statement. Using this form, students don't have to be as absolute in their opinions (*one of the most* is a more qualified opinion than *the most*).
- Ask students to complete the Warm-up and discuss their answers.

**CHART 15-3.** Using *One Of* + Superlative + Plural Noun. Page 460

Time: 10–15 minutes

- Write the chart title on the board.
- Ask a student to read example sentence (a) aloud while you write it on the board.

- Write the incorrect versions of this example sentence on the board as well, but emphatically cross out the incorrect forms, explaining what is missing in each case.
- Have a student read example sentence (b) aloud while you write this on the board.
- Do the same with example sentence (c).
- Ask students to come up with a few sentences of their own, referring to their classmates or common topics. Have students write their sentences on the board and correct these as a class. For example:

*Mei-Ling is one of the smartest students in the class.*  
*Sheila is one of the tallest students in the school.*  
*Lobster is one of the most popular dishes in New England.*

### □ EXERCISE 19. Looking at grammar.

Page 460

Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Have three different students read both the cues and the completed sentences for items 1–3.
- Continue with this exercise, leading it from the center.
- Ask students to read the cues for each item aloud, along with possible sentences.
- Ask students to write their sentences on the board and correct their grammar and usage accordingly.
- Because the structure allows for more than one noun to be discussed, ask other students to use the same cues to form different sentences. Write these on the board as well.
- Correct by ensuring that the sentences that remain on the board include every element necessary for this structure to be accurate.

### □ EXERCISE 20. Let's talk: class interview.

Page 460

Time: 15–20 minutes

- Read the direction line aloud to students.
- Ask all students to get up out of their seats, circulate, and ask as many classmates as they can questions using the items listed.
- Instruct students to take notes on their classmates' responses so that they can compare these as a group.
- Tell students to continue until they have completed the chart with a number of students' responses for each item.
- While students are doing this, walk around the room yourself, taking notes on oft-overheard errors in pronunciation and / or usage.
- Encourage students also to include you in their questions and use this as an opportunity to engage them in both the structures and content of the questions.
- When most students have completed the chart, ask them to return to their seats.
- Go around the room, having students share the responses they received from their classmates with the class.

- While comparing responses, have students write on the board various responses that they heard, to foster further discussion.
- Review any overheard errors you have jotted down and give students very clear instructions to correct these errors.

### □ EXERCISE 21. Let's talk. Page 462

Time: 10–15 minutes

- Put students into groups of three or four.
- Read the direction line aloud.
- Have students ask and respond to the questions in the exercise with others in their small groups.
- As a class, review all the questions with all the groups, encouraging students to give particular answers and comparing these with responses from other groups.
- Correct pronunciation and usage immediately.

**Expansion:** From what students in the class have now learned from one another, form statements that represent class opinions. These opinions can be based on the most common responses. Write these on the board and have students correct and / or refine these. For example:

*One of the most famous movie stars in the world is Brad Pitt, in our opinion.*

*An earthquake is one of the most frightening natural events in the world.*

### □ EXERCISE 22. Let's talk: small groups.

Page 462

Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Give students time to take the quiz and form their responses individually before getting into small groups.
- Once students are in small groups, have the groups compare answers. Individual group members should try to convince one another of their positions before turning to page 465 to find the correct answers.
- Have students respond to every item (Parts I–VI), and then check their answers against the Table of Statistics on page 465.
- Discuss as a class.

### □ EXERCISE 23. Reading and grammar.

Page 466

Time: 15–20 minutes

- First, read the direction line aloud to all students.
- Next, ask students to read the passage to themselves first.
- Have three or four students take turns reading parts of the whole passage aloud.
- Discuss the highlighted vocabulary with students.
- Ask students to explain other (nonhighlighted) vocabulary and to paraphrase what they have read aloud.
- Ask students to respond to the question by writing their reasons on the board.
- Discuss different students' opinions and compare them.

### Optional Vocabulary

event	tsunami
scariest	invention
earthquake	service plan
cyclone	convenient
volcano	modern

#### □ EXERCISE 24. Warm-up. Page 466

Time: 5–10 minutes

- Read the direction line to students.
- Ask students to respond to the three items.
- Then have students read these items aloud and compare responses.
- Have students discuss what is being compared and help them understand that it is how an action is performed that is the point of comparison.

#### CHART 15-4. Making Comparisons with Adverbs. Page 467

Time: 10–15 minutes

- Write the chart title on the board.
- Explain to students that when making comparisons with adverbs, they will notice the same basic structures as for adjectives, but that these are adapted to adverb usage.
- Ask students who in the class talks the most quickly, and write the names that students give you on the board. For example:

Marissa	Ahmed
Kwon	Georgina

- Now ask the students to make comparisons of those four fast talkers, using the verb *talk* and the adverb *quickly*.
- Tell students that to compare an adverb, they will need the comparative form of the adverb and the comparative term *than*.
- With your students' assistance, write a simple sentence comparing two speakers. For example:  
*Kwon speaks more quickly than Ahmed.*
- Again, with your students' participation, create a sentence using the superlative and the same topic. For example:  
*Georgina speaks the most quickly of all.*
- Have students take turns reading through examples (a) and (b), (c) and (d), and (e) and (f) in pairs.
- Write these sentences on the board and discuss them with students, and review the notes in the right of the chart with them.

#### □ EXERCISE 25. Looking at grammar. Page 467

Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Ask another student to read the completed example item aloud.

- Give students time to complete the remaining items autonomously, as seatwork.
- Correct by having students read their completions aloud.
- Draw attention to any challenging or disputed items by writing these on the board and carefully writing out the correct forms for comparative / superlative adverbs.

#### □ EXERCISE 26. Looking at grammar. Page 468

Time: 10–15 minutes

- Read the direction line aloud to students.
- Ask a student to read the completed example aloud.
- Lead this from the center, and have students give you completed responses on sight, without time to prepare them.
- If students disagree about what a correct completion should be, write the item on the board and carefully complete it as a class, emphasizing structural requirements.
- Engage students further by asking them specific questions about the content and associated vocabulary for each item.

#### □ EXERCISE 27. Listening. Page 468

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud.
- Read the completed example aloud.
- Play the CD track and have students complete each item.
- Correct by having students read their completions aloud.
- If any doubts arise, review the script to clarify.

### Optional Vocabulary

neat  
clear  
artistic  
pronounces

#### □ EXERCISE 28. Warm-up. Page 469

Time: 10 minutes

- Read the direction line aloud.
- Ask students to explain what *similar* means.
- Have students complete the three items.
- Discuss these items and the yes / no answers as a class.
- Invite students to tell you about sports they find similar to one another, whether or not they are included here.

## CHART 15-5. Comparisons: Using *The Same* (As), *Similar* (To), and *Different* (From).

Page 470

Time: 10–15 minutes

These concepts will be very easy even for beginners to grasp as they are quite universal. Present the phrases and ensure that students remember to include the required prepositions. Because these concepts are so readily understood, don't belabor the chart itself and focus more on controlled usage.

- Write the chart title on the board.
- Ask students what they understand about *the same as* and *similar to*.
- Explain that in English, we use *the same as* when one thing is exactly like another. Teach the word *identical* here to further students' understanding.
- Explain that we use *similar to* when one item has many of the same qualities as another item but is not exactly the same as the first item.
- Explain that we use *different from* when the differences between two items are very obvious.
- Ask different students to read the sentences beneath each chart illustration.
- Ask students if they have any questions. Stress that though you know the concept is easy for them, the harder part is just remembering the required prepositions.

### □ EXERCISE 29. Let's talk: class activity.

Page 470

Time: 10 minutes

- Lead this exercise from the center.
- Read the direction line aloud.
- Have students read the questions aloud and respond to each one.
- Ask students to cite specific details to prove their responses to each item.

**Expansion:** Bring in index cards (the larger size works best) on which you have pasted photos of two items from a catalog. Catalogs such as the one from The Sharper Image company work well as there are a number of interesting gadgets featured in these. In any case, prepare each index card with two random items. They do not have to be very similar or very different, but students will be asked to express specific similarities and differences that they see between the two. Make sure you have enough cards for each student to have two or three (for two or three sets of items to be compared). Ask students to create sentences that explain the differences and similarities and use the target grammar.

For example, if given a card with a picture of an HD TV and a car, students can say:

*These things are similar because they are both expensive.*

*These things are different because the TV is inside a home and the car is outside.*

Students can also utilize the exact phrases *similar to* and *different from* by making one item the subject of the sentence. For example:

*The TV is similar to the car because they both have electronic screens.*

*The TV is different from the car because the car is more necessary.*

### □ EXERCISE 30. Looking at grammar.

Page 470

Time: 10–15 minutes

- Read the direction line to the students.
- Ask a student to read the two completed example items.
- Give students time to complete each item as seatwork.
- Correct by having students read their completions aloud to the class.
- Refer to specific qualities of each shape to justify the completions.

### □ EXERCISE 31. Listening. Page 471

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud.
- Explain that students must refer to Exercise 30 to see the pictures A–G.
- Play the CD track.
- Have students select *yes* or *no* for each item.
- Correct by having students read their answers aloud.
- Refer to pictures A–G in Exercise 30 as well as the script to clarify responses.

### □ EXERCISE 32. Let's talk: class activity.

Page 471

Time: 10–15 minutes

- Read the direction line aloud.
- Ask students to take turns reading questions 1 and 2 aloud and deciding which shapes have the same designs.
- Tell students to be careful in looking at the various designs.
- Have students discuss the numbers of triangles in each design, per the directions in questions 3–5.

### □ EXERCISE 33. Let's talk: class activity.

Page 472

Time: 10–15 minutes

- Lead this activity from the center.
- Read the direction line to students.
- With one student, model the example given in the book.
- Have students close their books.
- Read each item aloud and have students respond spontaneously. Ask more than one student to respond to each item.
- Correct each response you receive from students and emphasize the correct use of the prepositions required for each comparing phrase.
- Encourage students to find points of comparison, even among those items that seem different.



### Optional Vocabulary

birdie	wearing
all the rest	earrings
length	hairstyle

### □ EXERCISE 34. Warm-up. Page 472

Time: 5–10 minutes

- Read the direction line question aloud.
- Have students discuss all the statements and give specific examples for why they agree with certain statements but not others.
- If students are not able to give you justifications for both statements, help provide them by suggesting ways in which items are both similar / alike and different / not alike.

### CHART 15-6. Comparisons: Using *Like* and *Alike*. Page 473

Time: 10–15 minutes

This will be students' initial introduction to predicate adjectives, those that can only follow the verb *be*. Go through the chart carefully and slowly so that students will see the two patterns and avoid future errors.

- Write the chart title on the board.
- Ask a student to read the first two sentences aloud while you write these on the board.
- Ask another student to read example sentence (a) aloud.
- Write the form of this sentence on the board as *this + be + like + that*.
- Have another student read example sentences (b) and (c) aloud.
- Write their format on the board as *this and that + be + alike*.
- Stress to students that *alike* always comes after a plural subject and thus is preceded by the verb *be* in its plural form.

### □ EXERCISE 35. Let's talk: pairwork.

Page 473

Time: 10–15 minutes

- Read the direction line aloud.
- With a student or two, read through the completed example comparing a pencil and a bus to the items in Column B.
- Put students into pairs.
- Have each pair start by deciding which items from Column A compare with which items from Column B.
- Next, instruct each pair to create sentences that give specifics about why these items compare with other items, as was modeled in the example above.
- Circulate around the room, assisting pairs as much as possible and encouraging them to be creative in comparing items.
- Correct by asking students from different pairs to read their sentences aloud and compare these with what other students have generated.

### □ EXERCISE 36. Looking at grammar.

Page 474

Time: 10 minutes

- Ask a student to read the direction line and completed example item 1 aloud to the class.
- Lead this exercise from the center, asking students to complete the items on sight, without prior preparation.
- Correct structure and pronunciation on the spot and stress all elements of the correction.
- If students find any items particularly challenging, write these on the board.

### □ EXERCISE 37. Looking at grammar.

Page 474

Time: 10 minutes

- Read the direction line aloud to students.
- Have students complete each item.
- Correct by having students read aloud every combination for each item that is both sensible and grammatical.

### Optional Vocabulary

honey  
a suit coat  
a dormitory  
lemonade  
fog  
smog

### □ EXERCISE 38. Warm-up. Page 474

Time: 10 minutes

- Read the direction line aloud.
- Explain to students that they can use the conjunction *but* to show opposite ideas in one sentence.
- Ask students to complete the sentences by using information that is true in their opinions.

### CHART 15-7. Using *But*. Page 475

Time: 10 minutes

This particular use of *but* may be new, but it should be very easy for students to understand. Stress that using *but* in this way shows complete contrast.

- Write the chart title on the board.
- Ask a student to read example sentence (a) aloud while you write it on the board.
- Ask another student to read example sentence (b) aloud while you write it on the board.

### □ EXERCISE 39. Looking at grammar.

Page 475

Time: 10–15 minutes

- Read the direction line aloud.
- Have a student read the completed example aloud.
- Give students time to complete this exercise independently as seatwork.

- Correct by having students read their completions aloud and provide them with immediate clarification of usage and / or pronunciation.

□ **EXERCISE 40.** Listening. Page 476

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud to students.
- Go through the example with students and explain they will need to complete the sentences they hear with appropriate (and opposite) adjectives.
- Play the track aloud while students complete each item.
- Correct by having students read their completions aloud.
- Stress that the words they choose must convey an opposite meaning and correct any that do not.
- Refer to the script for any particularly challenging items.

**Optional Vocabulary**

narrow (wide)

□ **EXERCISE 41.** Warm-up. Page 476

Time: 10 minutes

- Read the direction line aloud to students.
- Have students answer each sentence according to what is true for them.

**CHART 15-8.** Using Verbs after *But*.

Page 476

Time: 10 minutes

Students should readily recognize that what follows *but* in this chart is the same as the short answer form they have already mastered. Stress that students already know this form and have used it in other situations. As before, they can use the auxiliary verb *or be* without the participle.

- Write the chart title on the board.
- Give students opportunities to read aloud the sentences included as part of the chart.
- Stress that when the affirmative clause comes first, a negative short form comes after and vice versa.

□ **EXERCISE 42.** Looking at grammar.

Page 477

Time: 10 minutes

- Read the direction line aloud.
- Ask students to complete the sentences on their own as seatwork.
- Correct by having students read their completions aloud and give them clear direction as needed.

□ **EXERCISE 43.** Listening. Page 478

Time: 10 minutes

- Have CD player and track ready.
- Read the direction line aloud to students and review the completed example so that students understand the task fully.
- Play the track.
- Have students complete the sentences with the appropriate auxiliaries.
- Have students take turns reading their completions aloud and correct any that are wrong immediately.
- Refer to script as needed to clarify corrections.

□ **EXERCISE 44.** Let's talk: class activity.

Page 478

Time: 10–15 minutes

- Read the direction line aloud.
- With three students, model the examples as given.
- Instruct students to close their books.
- Read the questions and engage a number of students for each question. Have alternate students play the role of Student C, summarizing both responses and using *but*.
- If helpful, have the Student Cs write the complete summary sentences with *but* on the board.

□ **EXERCISE 45.** Let's talk: pairwork.

Page 479

Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Have students get into pairs and work on identifying the differences between the two pictures.
- Ask each pair to make sentences contrasting the two pictures and utilizing *but*.
- Have each pair write its sentences on the board by way of correction. Other students should correct these sentences for grammar and content accuracy.
- The “winner” is the pair who was able to spot all the differences and articulate them correctly.

**Optional Vocabulary**

graduate on time

summarize

□ **EXERCISE 46.** Let's talk: pairwork.

Page 480

Time: 10–15 minutes

- Have students get into new pairs.
- Read the direction line aloud.
- With a student, model the exchange in item 1.
- Remind students that Partner A will first have his or her book open and that Partner B will have his or hers closed. Remind Partner B that he or she is to respond in complete sentences using the target comparative forms accurately.

- Circulate around the room and remind students that they can consult the Table of Statistics on page 465.
- Oversee the switch of partners after item 10, ensuring that the Partner Bs are now asking the questions and the Partner As have their books closed.
- Take notes on any commonly heard errors, and note items that are hard to respond to.
- Review by having everyone close their books and asking both sets of questions to the class as a whole.
- Write any challenging items or oft-heard errors on the board and correct them by crossing out incorrect items and leaving only correct forms on the board.
- Engage students in as much natural and spontaneous discussion as possible, while also correcting form and asking questions that will produce more student-generated constructions.

□ **EXERCISE 47.** Looking at grammar.

Page 480

Time: 5–10 minutes

- Have a student read the direction line aloud.
- Ask students to complete the exercise on their own.
- Correct the exercise by having students read their completions aloud.
- Put any challenging items on the board and have students correct these together as a class.

□ **EXERCISE 48.** Check your knowledge.

Page 481

Time: 10–15 minutes

- Lead this exercise from the center.
- Call on students to correct the mistakes on sight.

- Ask students to explain and justify their corrections by referring back to previous charts, if needed.

□ **EXERCISE 49.** Reading and writing.

Page 482

Time: 15–20 minutes

**Part I**

- Read the direction line aloud.
- Engage students by having them take turns reading aloud from the passage.
- As students read aloud, ask them to paraphrase meanings and define vocabulary, or simply give synonyms.

**Part II**

- Read the direction line aloud.
- As not all students are prepared to write, warm them up to the task by discussing the topic—the similarities and differences between themselves and a friend.
- Point out the list of comparison words that writers might use.
- Give students time to write the assigned comparison paragraph(s) either in class or, more appropriately, as homework.

**Part III**

- Read the direction line aloud and have students decide how they wish to work, in pairs or alone.
- Have students edit their own or their partner's work by referring to the items in the editing checklist.
- Invite students to share their own work by reading it aloud to the class and discussing their writing.