



# Chapter 9

## Comparisons

### CHAPTER SUMMARY

**OBJECTIVE:** In order to both broaden students' knowledge of English grammar and increase their ability to engage in daily conversation, this chapter focuses on making grammatical comparisons. Students will learn how to form comparisons and order syntax within a comparative sentence. They will learn a wide variety of expressions to express comparison, contrast, and related ideas.

**APPROACH:** The chapter assumes that students have already been introduced to simple phrases of comparison. This chapter first reviews these basic functional phrases and expands on those forms, emphasizing idiomatic usage.

**TERMINOLOGY:** The terms "comparative" and "superlative" are used traditionally here and associated with *-er / more* and *-est / most*, respectively.

☐ **EXERCISE 1.** Warm-up. Page 229  
Time: 5–10 minutes

This exercise provides an oral introduction to the function of comparisons, especially those using *as . . . as*. Because students will have some basic understanding of the structure targeted, encourage them to give additional information if they so choose. Write all of their sentences on the board, underlining the elements of *as . . . as* patterns.

**CHART 9-1.** Making Comparisons with *As . . . As*. Page 229  
Time: 10–15 minutes

The use of the modifiers *quite*, *nearly*, *almost*, and *just* may be difficult for some learners and require special teaching attention. Return to Exercise 1 and elicit comparisons that use these modifiers or make up additional situations for oral work using objects / people in the classroom or pictures drawn on the board. A topic that easily lends itself to comparison is people's heights (for example: *Ali isn't quite as tall as Roberto*, etc.). If you use height as a springboard for comparison, be sure that you know your students well enough to trust that the shortest or tallest person in the group does not feel sensitive about his / her height. Other things that could be compared are hair length,

book size, or size of circles drawn on the board, to name a few. Practices in the *Workbook* also emphasize use of modifiers with *as . . . as*.

In the negative, *so* can be used instead of the first *as* with no change in meaning. *Not so . . . as* has the same meaning and use as *not as . . . as*. For example: *Line A is not so long as line B = Line A is not as long as line B*. The use of *so* in negative comparisons is no longer as common in everyday English as it once was. Many people use *not as . . . as*.

- Pick three students who you know do not mind being the focus of others' attention and ask them to stand up so that all the students can assess their height.
- Ask each student how tall he / she believes himself / herself to be and put their names and heights on the board. (Be aware that you may have to help students calculate their height in feet and inches from centimeters.) For example:

*Malaika = 5 feet, 6.5 inches*

*Boris = 5 feet, 7 inches*

*Leonardo = 5 feet, 9 inches*

- Invite the standing students to sit down again.
- Remind students of the structure they have just met in the Warm-up, and write the basic grammar on the board. For example:

*As . . . As*

- Ask students to give you modifiers or adjectives that can modify other adjectives or even adverbs of degree. Write these on the board:

*almost, quite, nearly, just*

- Ask students which of the two students are closest in height.
- With the help of your students, make three new sentences about the heights of the three students who stood.
- Write these sentences on the board and highlight the elements (*as . . . as*) of the basic structure and highlight any modifiers as well. For example:

*Malaika is almost as tall as Boris.*

*Boris is not quite as tall as Leonardo.*

*Leonardo is nearly as tall as the board.*

- Ask students to take turns reading through example sentences (a) and (b) and then (c)–(e).
- Discuss the use of the negative form, as explained in the notes.

- Review the example sentences containing modifiers in (f) and (g).

**Expansion:** Discuss the examples in the chart. Then, for reinforcement, ask the students to cover the chart and tell you about the four people in the pictures. Or use the ages of three students in your class and a child (possibly yours or a student's) to elicit the same structure as in the examples.

## ❑ EXERCISE 5. Game. Page 232

Time: 10–20 minutes

These comparisons are included mostly for fun and for vocabulary development. The native speaker may find these expressions old-fashioned or trite, but second language learners often find them entertaining. If the students learn a few of these phrases, it does not mean that their writing will become trite and hackneyed. Rather, they may enjoy knowing these phrases that are so common that almost any native speaker can supply the traditional completion to the comparison. The ones in this exercise are only a few out of many such phrases. Some others that students may enjoy: *proud as a peacock, easy as pie, quiet as a mouse, happy as a clam, dead as a doornail, good as gold, sly as a fox, wise as an owl, busy as a bee.*

- Separate students into teams, ideally with equal representation from different language and national backgrounds (if you have a mixed nationality class).
- Give a time limit for each team to work through and complete the items.
- When time is up, review as a class, keeping score of which team wins.
- Ask students to stay in their teams and share any such similar phrases that are unique to their background.
- Ask volunteers from each team to write additional such phrases on the board. Have students guess which country the phrase originates from.

## ❑ EXERCISE 6. Warm-up. Page 233

Time: 5 minutes

- Encourage students to complete each of these items independently.
- Ask students to share their completions and see whether all class members agree.
- If there is any disagreement about the pictures and who looks the youngest (and oldest) of all, discuss what features informed students' decisions.

**Expansion:** Ask students a few discussion questions about age, aging, and whether it is okay to discuss age within their cultures. Students may be surprised that it is considered somewhat taboo to ask a woman who is older than 35 how old she is, and that some people even lie about their age.

Sample questions include:

- 1) *Is it okay to ask someone his or her age in your country?*
- 2) *Is it okay to ask a man his age, but not a woman, or vice versa?*

- 3) *At what age (if any) is it impolite to ask someone his or her age?*
- 4) *In the United States, we receive many messages, from all media forms, that it is important to be young, look young, and be perceived as younger than a person is. How have you seen this message communicated?*
- 5) *Are older or even elderly people in your country treated with a higher degree of respect than they are in the United States? What evidence do you have of this?*
- 6) *If you could have plastic surgery to look younger, would you?*
- 7) *What do you think is the ideal age in a person's life? Why? What is the most difficult age? Why?*

## CHART 9-2. Comparative and Superlative.

Page 233

Time: 10–15 minutes

This chart introduces the concepts and terminology of comparisons with *more/-er* and *most/-est*. A presentation of forms follows in Chapter 9-3.

Be sure that the students understand and use the definite article with every superlative. *The* must be part of a superlative.

Be aware that many of the students will be at least somewhat familiar with this structure and may be ready to practice using it with minimal presentation.

- Ask students to look around the classroom and find a point of comparison with one other student.
- Write the basic structure for both comparative and superlative structures on the board to serve as a visual support for students. For example:

### COMPARISON:

*Compares two people, places, or things.*

*X is -er/more adjective than Y.*

### SUPERLATIVE:

*One that is the best, most, -est among three or more people, places or things.*

*X is the -est/most adjective of all in the group.*

- Ask students to come up with sentences that compare themselves to other students in the group and / or make a superlative statement about themselves among the whole class.
- Remind students to be gentle with one another: the point is to practice the target grammar in a real classroom setting, not to embarrass anyone else.
- Write the students' statements on the board and highlight the target elements. For example:  
*Joao: I am older than Frances.*  
*Biki: I look more tired than Alonzo.*  
*Vilson: I am the tallest in the class.*  
*Luisa: I am the hungriest in the class.*
- Ask students to take turns reading example sentences (a)–(c) aloud.
- Remind students that *than* is required to make a grammatical comparison.

- Now ask other students to read example sentences (d)–(f) aloud.
- Emphasize that with any superlative, the group must be more than two in number, and the definite article *the* has to be used.

### □ EXERCISE 7. Game. Page 233

Time: 10–15 minutes

- Divide students into new teams, taking care to have as equal national representation as possible (if you have a mixed nationality group).
- Give students 5–10 minutes to complete the game in teams.
- Compare the answers of the teams and discuss the content while correcting the pronunciation of the target elements.
- Remind students to be sure to pronounce *than*, with an *n*. (Sometimes students say *that* simply because they are familiar with the word.)

### CHART 9-3. Comparative and Superlative Forms of Adjectives and Adverbs. Page 235

Time: 10–15 minutes

Discuss the chart to help the students understand how comparative and superlative forms relate to the number of syllables in the adjective or adverb.

The text concentrates almost solely on adjectives in comparisons. You might want to give a quick overview of the basic uses of adjectives (to modify nouns) and adverbs (to modify verbs).

Examples:

*Adjectives: Ms. Bender is a **wise** woman.*

*Adverbs: Ms. Bender acts and speaks **wisely**.*

Students might note that the comparative and superlative forms for *good* (adjective) and *well* (adverb) are the same: *better* and *the best*. For example: In the sentence, *Anna speaks good English*, *good* is an adjective modifying the noun “English.” In the sentence *Anna speaks English well*, *well* is an adverb modifying the verb *speaks*. The comparative form of the two is the same:

*Adjective: Anna speaks better English than I do.*

*Adverb: Anna speaks English better than I do.*

The basic distinction between *good* and *well* is that *good* is an adjective and *well* is an adverb. However, confusion sometimes occurs because *well* can also be an adjective meaning “healthy,” “not sick.” In the sentence, *Anna is well*, *well* is an adjective describing the noun *Anna*. It means that Anna is not sick; she is a well person.

As a further side note on a question that often arises, the expressions “feel well” and “feel good” are both correct. *Feel* is a linking verb and, therefore, can be followed by an adjective; either adjective, *well* or *good*, is correct. In the sentence *I don’t feel well*, *well* limits the meaning to physical health, whereas the statement *I don’t feel good* could refer to one’s emotional state and / or to one’s physical health.

- Explain to students that though the list may look long and daunting, they will readily become used to learning how to manipulate the adjectives and adverbs depending on how many syllables they have.
- Discuss each category of adjectives and adverbs in the order presented in the chart.
- Remind students that as important as the comparative and superlative forms themselves are, the additional necessary words (*than* for comparisons and *the* to precede any superlative) are equally important.
- Ask students to reconsider each category of adjective and adverb. Identify any terms they are not already familiar with.
- Using comparative adjectives from each category, ask students to make their own sample sentences. Write these on the board. For example:

*The weather in Italy is more pleasant than the weather in Antarctica.*

*My sister is more clever than I am.*

*Health and happiness are more important than wealth and fame.*

- Ask students to then create superlative sentences and write these on the board:

*My daughter’s wedding was the best day of my whole life.*

*Wei-Ling’s mother is the gentlest person in her family.*

*“July” is the most fascinating movie at the theater.*

- Review the irregular adjectives and irregular adverbs with students and address any further questions students may have.

### □ EXERCISE 10. Looking at grammar.

Page 236

Time: 5–10 minutes

**Expansion:** Ask students to each construct five sentences including these comparative and superlative forms. Ask for volunteers to put one of their sentences on the board. Review these sentences as a class.

### □ EXERCISE 11. Looking at grammar.

Page 236

Time: 10 minutes

**Expansion:** Divide the class into two to four teams, depending on the size of the class. Each team will try to score points according to the following system. (It is a good idea to write this scoring system on the board.)

**SCORING:**

- 1) One point for the correct meaning of the adjective
- 2) One point for the correct comparative form of that adjective
- 3) One point for a clear sentence with the comparative form

*Example: dependable*

*Teacher: What does dependable mean?*

*Team: “Dependable” means “responsible or reliable.”*

*People who do their jobs well every day are dependable.*

*Teacher: Good. One point. And what is the comparative form?*

Team: *More dependable than.*

Teacher: *Great. One point. And can you give me a sentence with that form?*

Team: *Vegetables are more dependable than fruit.*

Teacher: *No, that doesn't make sense.*

Team: *Adults are more dependable than children.*

The teams should prepare for the competition by discussing the words in the list below, looking them up in the dictionary if necessary, and making up possible sentences.

List of adjectives to choose from:

<i>absent-minded</i>	<i>confusing</i>	<i>fresh</i>	<i>pleasant</i>
<i>active</i>	<i>cute</i>	<i>friendly</i>	<i>polite</i>
<i>attractive</i>	<i>dangerous</i>	<i>heavy</i>	<i>soft</i>
<i>bright</i>	<i>delightful</i>	<i>hectic</i>	<i>sour</i>
<i>calm</i>	<i>dim</i>	<i>high</i>	<i>straight</i>
<i>clever</i>	<i>easy</i>	<i>humid</i>	<i>wild</i>
<i>common</i>	<i>flexible</i>	<i>intelligent</i>	<i>wonderful</i>

#### □ EXERCISE 14. Let's talk: pairwork.

Page 238

Time: 15–20 minutes

This practice could be used for written homework or for small group, collaborative work. Some of the comparisons may not be readily obvious, and students may need additional time to think through each item.

- Assign students partners or put them in small groups.
- Inform students that there may be a number of comparative forms that can be used meaningfully.
- Encourage pairs and groups to take time thinking and creating the most meaningful sentences using as many comparative forms as make sense.
- Invite members of each pair or group to write one or more of their sentences on the board until there is one sentence for each item on the board.
- Compare content and review structure. Ask students to read their sentences aloud and correct non-target pronunciation and intonation as a group.

#### □ EXERCISE 15. Listening. Page 238

Time: 5–10 minutes

- Remind students that the task here is to choose the statement that has a similar meaning, not to choose a statement that sounds the most similar.
- After students have completed the exercise, review each item by having students read their choices aloud.

#### CHART 9-4. Completing a Comparative.

Page 239

Time: 10–15 minutes

The use of object pronouns (for example: *me* and *him*) after *than* is common and today, becoming increasingly acceptable. In the sentence, *Tom is older than me*,

some grammatical analyses consider that *than* functions as a preposition that is correctly followed by the objective case. Some older prescriptive grammars didactically state that *than* is a conjunction that must be followed by the subjective case even when the verb is not expressed: *Tom is older than I (am)*.

This text skirts the issue by calling the use of object pronouns “informal.” Guide your students according to their best interests.

If native speakers use a subject pronoun after *than*, they often also include the auxiliary verb. In other words, it's typical for many native speakers to say *I'm older than he is* rather than *I'm older than he*. The text does not state this observation, but through example, it encourages the use of auxiliary verbs with subject pronouns following *than*. You might want to make special mention of this pattern to your students.

- Write the beginning of a comparative sentence on the board, stopping after *than* . . .
- Use your students' lives as the context of this sentence so that students can easily complete it. For example:

*Ming Jie and Olivier are more energetic than*

- Ask students to complete this sentence in any way that works.
- Write both formal (*subject pronoun or subject pronoun + auxiliary*) and informal (*object pronoun*) options on the board.
- Explain to students that it is helpful for them to become familiar with the formal version first and depart from its use later, as they gain more confidence with the structures.
- Ask students to take turns reading example sentences (a)–(c) aloud. Review all the notes on the right-hand side of the chart.
- Now explain that students can use a similar structure when comparing adverbs.
- With your students help, create a sample sentence on the board, completing a comparative adverb. (An easy choice of topic, and one which students can agree on, is a comparison of when students arrive to class.) For example:

*Beatrix and Layla arrived to class earlier than*

- Write students' completion of this on the board, and if students can't agree on who arrives later than the others, encourage an active discussion using the target forms. For example:

*Beatrix and Layla arrived in class earlier than Miguel and Omar.*

Student: *No, I think we should say: Beatrix and Layla arrived in class later than Saul and Ciara.*

- Put many example sentences on the board utilizing both formal and informal completions.
- Ask students to read example sentences (d) and (e). Discuss the accompanying notes.
- Introduce the last section of the chart by asking students to compare physical attributes or possessions.



- Ask students to give you sample sentences. Write these on the board with the target structures underlined. For example:  
*Georgi's hair is shorter than Vincent's.*  
*Shia's backpack is bigger than mine.*
- Call on students to read the example sentences (f) and (g) aloud. Answer any questions about the chart.

### □ EXERCISE 18. Warm-up. Page 240

Time: 5 minutes

You may want to give students an opportunity to discuss weather in general, and its variations depending on region. These questions elicit the most helpful responses if students are living in a region where the weather does vary from day to day.

### CHART 9-5. Modifying Comparatives.

Page 240

Time: 15–20 minutes

A fairly common error is the use of *very* with a comparative.

INCORRECT: *My brother Raul is very older than me.*

The use of *far* as an intensifier with comparatives may seem odd to some learners. Emphasize that in this usage, *far*, *much*, and *a lot* (but not *a lot of*) have the same meaning and function.

- Distribute index cards or name tags to all your students.
- Ask students to pick just one adjective to describe their current mood, feeling, condition, or state, and to write their chosen adjective on their index card or name tag. It is not important for each student to have his / her own, unique adjective. In fact, the presentation works best if several students have the same adjective. (If the class is in the morning, you may get several responses of “tired.”)
- You can choose to participate in this yourself by writing an adjective for yourself on your index card / name tag.
- Instruct students to display their adjective prominently and walk around the room conversing with one another.
- Tell students to converse with one another about why they have chosen the adjective they have selected.
- After 5–10 minutes, ask students to return to their seats.
- Read the adjective of a student and, with help from the class, create an example sentence on the board. Leave the adjective modifier blank in the sample sentence. For example:  
*Akiko is \_\_\_\_\_ tired today.*
- Write two basic adjective modifiers on the board: *very* and *a little*.

- Based on other students' interactions with the student featured in the sentence, ask students to pick one of the modifiers and insert it in the sentence, accordingly. For example:

*Akiko is very tired today.*

- Now select another student, preferably one who chose an adjective similar in meaning, and write a comparative sentence comparing the two students. For example:

*Solange is much more tired than Akiko.*

- Repeat this presentation using other students and enlist students to create new comparative sentences featuring modifiers. For example:

*Yoo Bae is a little bit more excited than Stephane.*

*Dani is far happier than Jae Woon.*

*Ivan seems a lot hungrier than anyone else here.*

- Ask students to take turns reading example sentences (a)–(f) aloud. Discuss each point as much as needed.

### □ EXERCISE 20. Warm-up. Page 240

Time: 5 minutes

Students' impressions of relative expense may be quite different depending on where they are from and their level of experience as an independent adult. Encourage students to disagree with one another and justify their perspectives. Doing so gives them a chance to use the target structures in a very natural way and also highlights how important being able to make such comparisons is.

- Encourage students to answer the Warm-up questions as accurately as they can.
- Welcome any disagreements that may arise (particularly with item 4) and use any differences of opinion as springboards for natural conversation.
- Correct students' basic mistakes in target structures right away and feel free to challenge any statements about the topic you know to be inaccurate.

### CHART 9-6. Comparisons with *Less . . . Than* and *Not As . . . As*. Page 241

Time: 10–15 minutes

In the use of *less*, the text fails to state one exception. The explanation should state that *less* is not used with two-syllable adjectives that end in -y, such as *easy*, *happy*, and *hungry*.

INCORRECT: *less easy than, less happy than, less hungry than*

CORRECT: *not as easy as, not as happy as, not as hungry as*

Exceptions to this practice are *friendly* and *angry*, which can be used with either *less* or *not as . . . as*.

Sometimes the text may err on the side of simplification in an attempt to present basic patterns without too many exceptions.

- Ask your students to think of characteristics that describe them and that have increased with age and maturity.
- Direct students to come up with an accurate sentence about this character trait (in adjective form).
- In order to get the ball rolling, come up with a sentence about yourself and write it on the board, with a modifier if you like. For example:

*I am very opinionated.*

- Explain to students that this trait, being “opinionated,” has increased with age, and that, therefore, you can use it to create a comparative sentence about yourself at a younger age.
- Write your sentence on the board, underlining the new target structure. For example:

*When I was a child, I was less opinionated than I am now.*

- With this template on the board, invite other students to make up sentences comparing their current characteristics with their younger traits.
- Write a few such sentences on the board. For example:

*When Carlos was a little boy, he was not as calm as he is now.*

*When Natasha was a child, she was less studious than she is now.*

- Explain to students that only adjectives with just one syllable must be preceded by *not as . . . as*.
- Have students take turns reading through example sentences (a)–(c) aloud.
- Review the notes and encourage any additional questions.

## ❑ EXERCISE 22. Game. Page 241

Time: 15–20 minutes

Tell students that this game is a free association exercise. Students may spontaneously produce sentences in which *more* is used with nouns to make comparisons. For example: *The sun produces more energy than the moon does.*

- Divide the class into teams and have teams elect one person to record all the comparisons.
- Instruct the class that they should simply say whatever comparisons come to mind and speak spontaneously while the team “writer” records these sentences.
- At the end of 15 minutes, have students read their sentences to the class.
- Lead the other students in correcting the sentences offered.
- Compare final scores and announce the winner.

## CHART 9-7. Using *More* with Nouns.

Page 242

Time: 10–15 minutes

*More* is frequently used with nouns, functioning as the comparative form of the adjectives *many* and *much*. Sometimes, as in (d), it functions as a noun substitute.

*More* is used with plural (not singular) count nouns and with noncount nouns.

In comparatives with nouns, the opposite of *more* is either *less* or *fewer*. In formal or, one might say, educated English of the past, *fewer* is said to be used with count nouns and *less* with noncount nouns.

Examples:

*There are **fewer students** (count noun) in this class than in that class.*

*Mr. Black assigns **less homework** (noncount noun) than Mr. Green.*

In actual usage, *less* seems to be used with nearly every noun. In common usage, many native speakers would say, *There are less students in this class than that class*. The use of *fewer* is becoming somewhat rarer in everyday language, but there are many people who maintain that the use of *less* with count nouns does not “sound right.” You may or may not choose to discuss the use of *less* vs. *fewer* with nouns; it depends upon the level and interests of your students.

- Write the following question on the board.

*What do you want more of?*

- Tell students to write down one noun that reflects what they want *more* of in their lives.
- Inform your students that this “thing” can be concrete or abstract, but that they should be prepared to explain why they want *more* of this thing.
- Ask students to share what they want more of.
- Use this information to create sentences using *more*, and write these on the board, comparing content. For example:

*Mari wants more free time.*

*Kyung Jin would like more money and more financial security in his life.*

*Diego wants more friends and more opportunities to travel.*

- Ask students to take turns reading example sentences (a) and (b) aloud. Compare this use to the one above.
- Review the notes on the right-hand side of the chart.
- Introduce example sentence (c) and discuss this comparative use of *more*, reminding students that this use also includes *than*.
- Review the final point and ask students if they have any further questions.

## □ EXERCISE 26. Looking at grammar.

Page 243

Time: 10 minutes

### Optional Vocabulary

available	mature
miserable	behave
respect differences	health care
trustworthy	rural

## □ EXERCISE 27. Warm-up. Page 244

Time: 5 minutes

- Discuss students' responses to each item.
- Ask students how repeating a comparative changes the "feeling" of a sentence.

## CHART 9-8. Repeating a Comparative.

Page 244

Time: 10 minutes

You might mention that repeating the comparative once is generally sufficient, but in oral storytelling traditions, a speaker might repeat a comparative several times for effect. For example:

*The wolf stopped abruptly when she saw the rabbit. Slowly, the wolf crept **closer and closer and closer and closer** toward the rabbit. Alas, the rabbit sensed the wolf's presence too late. The wolf pounced, and that was the end of the rabbit.*

- Explain that the repetition of a comparative gives the impression that a certain condition is intensifying or getting stronger over time.
- Create example situations that clearly illustrate the rhetorical use of repeating a comparative. Make sure that the situations give enough context to show how the repeated comparative shows increasing intensity.
- Write these situations on the board and highlight the repeated comparison. For example:  
*When I was a little girl, my teacher asked me to answer some questions when I hadn't done my homework. I was terrified but followed her instructions when she told me to stand up. I was so embarrassed, standing in front of the whole class. I could feel my face becoming redder and redder.*  
*Once, on vacation in Spain, my husband and I got desperately lost. We had rented a car but somehow misread the map. My husband wouldn't ask for directions. In the meantime, we were getting more and more lost.*
- Ask students to take turns reading the example sentences on the board. Discuss the notes on the right-hand side of the chart.

## CHART 9-9. Using Double Comparatives.

Page 245

Time: 10–15 minutes

It is important to discuss the meaning of this structure, and explain that it expresses a cause-and-effect relationship.

The idioms in (d) and (e) are included for fun and to enrich students' knowledge of common expressions that they are likely to hear at some stage in their studies. The vocabulary *merry-merrier* will need to be explained, as *merry* is not commonly used. The one in (e) is very common and should be useful in the students' creative production.

This is an infrequent pattern. It is included more in the interest of assisting reading comprehension than in expectation that the students will adopt the pattern in their own production.

- Explain that double comparatives are special devices used infrequently in written English and less often in speech.
- Explain the term *common expression* to students and discuss how these set phrases fit this definition.
- Write a template for double comparatives on the board and highlight the important elements. For example:  
*the + comparative form, the + comparative form*  
*The \_\_\_\_\_, the \_\_\_\_\_.*
- Looking at the template on the board, begin some common double comparative phrases and invite students to complete them by leaving the second part blank.  
*The bigger, \_\_\_\_\_.*  
*The sooner, \_\_\_\_\_.*  
*The more, \_\_\_\_\_.*  
*The more things change, \_\_\_\_\_.*  
*The harder they come, \_\_\_\_\_.*
- Complete each double comparative by writing the missing words in the blank space on the board. For example:  
*The bigger, the better.*  
*The sooner, the better.*  
*The more, the merrier.*  
*The more things change, the more they stay the same.*  
*The harder they come, the harder they fall.*
- Discuss the meaning of the above phrases.
- Ask students to read example sentences (a)–(e) aloud, taking turns.
- Review all the notes and answer any remaining questions students may have.

**CHART 9-10.** Using Superlatives. Page 246  
Time: 10–15 minutes

A useful way to explain the superlative is to say that it compares one part of a group to all other things or people in that group. In example sentence (a), a city, Tokyo is being compared to all other large cities in the world. In (b), David is being compared to all other people the speaker knows and has ever known. In (c), the group consists of three books, with one book being compared to the other two.

The emphasis in the text is on how superlatives are completed.

- Ask students to think of the most and least attractive places they have ever visited.
- Using students' responses to this prompt, make sentences illustrating the correct use of the superlative.
- Write these superlatives on the board in complete sentence form. For example:  
*Florence is the most attractive city Joon has ever visited.*  
*Trenton is the least attractive city Juan has ever visited.*
- Ask students to take turns reading (a)–(c) aloud. Review the accompanying notes.
- Reiterate that *least* is the opposite of *most*, and that the superlative structure is the same (though the meaning is opposite).
- Ask students to take turns reading through (d)–(h). Go over the notes, answering any additional questions.
- Draw students' attention to **one of + superlative + noun** and remind students that *one* is always singular, no matter what phrase follows it.

**EXERCISE 33.** Looking at grammar.  
Page 247  
Time: 10 minutes

**Expansion:** Put students in pairs. Prepare pairs of index cards with five names of “superlative” places or things. Students then use superlatives to describe places or things to each other. Students should prompt their partners to say the names of the items on the card.

*Sample Card Set:*

*Card 1*

*blue whale*

*giraffe*

*Nile River*

*Sahara Desert*

*Pacific Ocean*

*Card 2*

*Mount Everest*

*UAE's Burj Khalifa*

*Great Canyon of Yarlung*

*Tsangpo River*

*Victoria Falls*

*Mauna Loa volcano*

**EXERCISE 35.** Let's talk: pairwork.  
Page 248  
Time: 10–15 minutes

Patterns with **one of + superlative** are common and useful but can also be a source of grammatical errors. Typical mistakes:

*INCORRECT: One of the most beautiful **country** in the world is Switzerland.*

*INCORRECT: One of the most beautiful **countries** in the world **are** Switzerland.*

**EXERCISE 36.** Grammar and listening.  
Page 248  
Time: 10–15 minutes

Remind students that **never + comparative = superlative**, as illustrated in (g) and (h) in the previous chart.

If students find Part I challenging, lead the class through each item, pointing out what the sentence means, element by element.

Be prepared to play the audio multiple times to give students an opportunity to comprehend.

**EXERCISE 39.** Looking at grammar.  
Page 250  
Time: 10 minutes

- Explain that this exercise is a review of the charts students have studied thus far in Chapter 9.
- Ask students to first complete the items individually.
- Review the completed items as a class and ask students to explain the rationale behind their completions.

**Optional Vocabulary**

heavy metal

nag

snout

jaw

requires

structure

volcanic explosion

event

rate



## CHART 9-11. Using *The Same, Similar, Different, Like, Alike*. Page 252

Time: 15–20 minutes

Typical errors in the use of *the same* as:

—omission of *the* with *same*:

INCORRECT: *All of the students in our class use same book.*

—the use of *a* instead of *the*:

INCORRECT: *Tom and Anna have a same book.*

—the use of *like, from, or than* instead of *as*

INCORRECT: *Tom's book is the same like Anna's.*

INCORRECT: *Tom's book is the same from Anna's.*

INCORRECT: *Tom's book is the same than Anna's.*

Typical errors in the use of *similar* to:

INCORRECT: *My book is similar with Anna's.*

INCORRECT: *My book is similar from Anna's.*

Some grammars claim that only *from* should follow *different*. Students at this level don't need to be concerned with this debate over *than* vs. *from*. In almost all situations in which they will use *different* in their own production, *from* will also be correct. It should also be noted that in British English, *to* may also follow *different*: *Although they are brothers, Bob is different to Tom in many ways.*

- Explain to students that there are many ways to express similarity.
- Illustrate use of *the same* by asking students whether they all have *the same book*.
- Write their response on the board and highlight the important elements of this structure. For example:  
*All the students in the class have the same book.*
- Explain that a definite article is required because one noun is known and named **the same book** = *one known, shared book*.
- Tell students that **similar** and **different** can also be used as adjectives, but these do not require the use of a definite article.
- Review example sentences (a)–(f) and write additional examples on the board.
- Introduce the next section of the chart by stating that by adding prepositions after the adjectives, one noun can be compared to another.
- Review example sentences (g)–(j) and write additional examples to ensure student understanding.
- Explain *like* vs. *alike* by illustrating the main difference on the board. For example:  
*Like can precede a noun.*  
*She is like her mother.*  
*Alike cannot precede a noun; it must follow the verb be or similar verbs.*  
*She and her mother look alike.*
- Review example sentences (k)–(n) from the chart and go over the additional notes.
- Keep students focused on the main difference between *like* and *alike* for now and remind students that as they gain practice, they will be able to expand their understanding.

## EXERCISE 45. Reading. Page 255

Time: 15–20 minutes

You may want to ask students these pre-reading discussion questions to tap into their existing knowledge of the topic.

*Do you have siblings?*

*What is your birth order position in your family?*

*Do you think birth order influenced how you developed as a child and person?*

*What are some typical traits of oldest, middle, and youngest children?*

*What are some typical traits of only children?*

- Discuss the above questions or others like it briefly and put students' opinions on the board, prior to their reading.
- Give students ample time to read the passage on their own.
- Then work through the reading together by having students take turns reading various sections aloud.
- Correct pronunciation, cadence, and intonation.
- Ask students to paraphrase various pieces of information as they read the passage.
- Discuss the question that follows the last paragraph:  
*Do you see any similarities to your family?*
- Encourage students to respond to the above question using the target structures from Chart 9-11.
- Lead students through answering the true / false questions at the end.

### Optional Vocabulary

influence	weaker
personality	helpless
controlling	self-centered
peacekeeper	

## EXERCISE 46. Writing. Page 256

Time: 15–20 minutes

### Part I

- Put students into groups to discuss the vocabulary included in the shaded box.
- Review as a class and give examples of unknown vocabulary words used in sentences.

### Part II

- Give students time to complete items 1–4 using their own family members as subjects.
- Ask students to compare their completed sentences with their classmates and discuss who they most resemble in their families.

### Part III

- Have students begin writing their paragraph while you walk around and discuss the topic and structure with them.
- Assign the paragraph as homework and ask students to hand in their completed paragraph at the next class meeting.