

11 You're Bigger Than Me!

Comparatives 1

Target patterns: . . . –er than . . .

Communication skills: Describing people's appearance
Comparing people and animals
Talking about fitness

Language sets: –er adjectives
In good shape / Out of shape
Losing / Putting on weight

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Warm Up Word Puzzle

Write a word puzzle on the board. The words should be arranged from large to small, or from fast to slow, or from noisy to quiet, etc. See if the students can solve the puzzle. If necessary, help them use the pattern “. . . –er than . . .” when they see the answer to the puzzle and are trying to express themselves.

Don't Go So Fast!

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is going faster?
How do you think Manuel is feeling?

Follow-up questions

Who is bigger, Manuel or Carmen?
Who is stronger, Manuel or Carmen?
Which is stronger, a tiger or a butterfly?

Comprehension – personalization

T: *Who's bigger, Manuel or Carmen?*
S1: *Manuel's bigger than Carmen.*
T: *Bigger – elephant, penguin?*
S1: *Which is bigger, an elephant or a penguin?*
S2: *An elephant is bigger than a penguin.*

T: *Weaker – Manuel, Carmen?*
S1: *Who's weaker, Manuel or Carmen?*
S2: *Carmen's weaker than Manuel.*
S2: *Which is weaker, a (lion) or an (ant)?*
S3: *An (ant) is weaker than a (lion)*

T: *bike – better – Manuel, Carmen?*
S2: *Who's bike's better, Manuel's or Carmen's (Who has a better bike)?*
S3: *Manuel's bike's better than Carmen's (Manuel has a better bike than Carmen).*
S3: *Whose (jokes are) better, . . . 's or . . . 's?*
S4: *. . . 's (jokes are) better than . . . 's*

Personalization

In pairs, groups, or as a class, students compare themselves with friends or members of their family.

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Warm Up Class Comparisons

Say things like “I'm taller than you” or “You are in better shape than me” to individual students. Use humor and be careful not to use any offensive examples. The students then do the same activity in pairs or groups. They can also compare themselves with other people they know or famous people.

I'm in Better Shape Than You

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is tired?
How do you think Carmen is feeling?

Follow-up questions

Who is in better shape?
Why is Carmen going home?

Comprehension – personalization

T: *Better shape?*
S3: *Who's in better shape, Manuel or Carmen?*
S4: *Carmen's in better shape than Manuel.*
T: *Fatter?*
S4: *Who's fatter, Manuel or Carmen?*
S5: *Manuel's fatter than Carmen.*

T: *Taller – A or B (where A and B are famous people)*
S5: *Who's taller . . . or . . . ?*
S6: *. . . 's taller than . . .*

Give one or two other similar prompts. The students can then ask and answer similar questions.

Personalization

In pairs, groups, or as a class, students compare themselves with famous people or other people that everybody knows well.

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Word Building Condition

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I think my brother is in good shape.
I think my teacher is out of shape.
I think I am putting on weight.

Controlled Practice ... -er Than ...

The students make sentences about each picture.

Sample answers

2. *She's happier than him.*
3. *He's stronger than her.*
4. *She's younger than him.*
5. *She's lazier than him.*
6. *He's thinner than her.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I am taller than my mother.
I am younger than my sister.
I am lazier than my father.

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Warm Up What Animal Am I?

Think of an animal and say something like “*I'm an animal. I'm bigger than a dog and faster than a cow. What am I?*” Encourage the students to guess the animal. If necessary, give the first letter, or the animal and/or make more comparative sentences. The students then do the activity in pairs or groups. If necessary, help them by writing a list of useful

adjectives that add “...-er” in their comparative form on the board.

Is He Better Looking Than Me?

The students can listen to the dialog, read it, or do both.

Anticipation questions

How do you think Romeo is feeling?
How do you think Juliet is feeling?

Follow-up questions

What's Juliet doing today?
What are you doing today?

Is Casanova taller than Romeo?
Who is taller than you?

Is Casanova richer than Romeo?
Who is richer than you?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

One student secretly thinks of somebody that the other student(s) knows. The other student(s) asks “. . . -er . . .” questions to try to guess who he/she is thinking of.

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Communication Activities

A. Put Them in Order

Either the teacher or one of the students writes a list of animals, objects, or people on the board. Each student puts them in an order that they then justify, using comparative sentences.

B. Sevens

Make a list of cards from 2 to ace, and write an adjective next to each number. Deal out half a deck of cards, and place the rest face down in a pile (if the class is large, divide it into groups, and give each group a deck). One student places a 7 on the table. The next student either places another 7 or a 6/8 of the same suit as the first 7. The following students place cards that fit next to existing cards, until one student has no cards left. A student who cannot place a card picks one up from the pile. Every time a student places a card, he/she makes a comparative sentence that includes the corresponding adjective.

C. Twenty Questions

Arrange the prompt cards in a circle. A student throws a die and moves a counter around the circle. If he/she lands on a double or triple points card, he/she makes a note of this, and then throws again. The other cards indicate whether he/she should think of an animal, country, etc. When this has been determined, the other students take turns to ask *yes/no* questions that include a comparative (e.g. “*Is it larger than Paris?*”), or they can make a guess (e.g. “*Is it Mexico City?*”). A student who guesses correctly with the first question gets 20 points, with the second 19 points, etc. If nobody guesses correctly, the student who is answering gets 20 points. These points may be doubled, tripled, or more.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I eat slowly.

I'm staying home.

I have to go to work.

Giraffes are very tall.

It's usually hot and humid.

Puzzle sentences

All of them are having a good time.

Then we put some wood on the paper.

They're going to cycle thirty kilometers a day.

I have to get some Canadian dollars.

What's the weather like in Mexico in July?

You

I never work on Sundays.

Next week, I'd like to go skiing.

None of my friends play baseball.

Next summer, I'm going to visit my friend in Australia.

It's humid in August.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.