

12 London Is More Exciting Than Nice

Comparatives 2

Target patterns: . . . more/less . . . than . . .
Which do you like better, . . .
or . . . ?

Communication skills: Describing places
Giving reasons for preferences
Writing letters

Language sets: *More than* adjectives
Letter endings

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Warm Up

Which Do You Like Better?

Say, “Which do you like better, A or B?” to individual students, where A and B are places the students know. After a student answers, ask “Why?” Encourage the students to answer using comparatives. When necessary, help them use the pattern “. . . more . . . than . . .” The students then do the activity in pairs or groups.

I Like Nice Better Than London

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

Anticipation questions

Why does she like Nice better than London?
How do you think she is feeling?

Follow-up questions

What’s the sea like?
What’s the weather like?
What’s the weather like today?

Comprehension – personalization

T: *North of Alaska*
S1: *Is she in the north of Alaska?*
S2: *No, she isn’t.*
S2: *Where is she?*
S3: *She’s in the south of France.*
Where are you?
S4: *I’m in the . . .*

T: *In bed*
S5: *Is she lying in bed?*
S6: *No, she isn’t*
S7: *What’s she doing?*
S6: *She’s lying on the beach.*
What are you doing?

S7: *I’m . . .*

T: *Sea – ugly*
S8: *Is the sea ugly?*
S9: *No, it isn’t.*
What’s the sea like?
S10: *It’s beautiful,*
What . . . like?
S11: *It’s/They are . . .*

T: *Weather – terrible*
S12: *Is the weather terrible?*
S13: *No, it isn’t.*
What’s the weather like?
S14: *It’s great.*
What’s the weather like today?
S15: *It’s . . .*
T: *Nice or London?*
S16: *Which does she like better, Nice or London?*
S17: *She likes Nice better than London.*
Which do you like better, . . . or . . . ?
S18: *I like . . . better than . . .*

Personalization

The students ask each other “Which do you like better?” questions about local places. For example:
Which do you like better, the Indian restaurant or the Korean restaurant?
Which do you like better, the park near the river or the park near here?
Which do you like better, the big bookstore in the city center or the smaller bookstore in front of the station?
Which do you like better, the art gallery or the museum?

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Warm Up

Change the Order

Write about four things on the board and call out an adjective. The students put the words in an order that is appropriate for the adjective and make sentences to justify the order they chose. The students then do the activity in pairs or groups – a student can make his or her own list of things and another student can call out an adjective.

There Are More Stores

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

Anticipation questions

Which is more exciting, London or Nice?
Which is cleaner, London or Nice?

Follow-up questions

Which has more stores, London or Nice?
Which has more theaters, London or Nice?
What is Sachiko looking forward to?
What are you looking forward to?

Comprehension – personalization

T: *London is smaller than Nice.*

All students:

No! London is bigger than Nice.

T: *(New York), (Shanghai)*

All students:

. . . is bigger than . . .

T: *Nice is more exciting than London.*

All students:

No! London is more exciting than Nice!

T: *(Tokyo), (Paris)*

Students individually:

I think . . . is more exciting than . . .

T: *There are more gorillas in London than Nice.*

All students:

No! There are more stores, more concert halls, and more theaters . . . and maybe more gorillas.

T: *(San Francisco), (Rome)*

Students individually:

There are more . . . in . . .

T: *The weather is better in London than in Nice.*

All students:

No! The weather is better in Nice.

T: *(Greenland), (Hawaii)*

All students:

The weather is better in Hawaii than in Greenland.

Personalization

The students practice writing postcards. They can write a card from a place they know or want to visit or they can write one from where they are now to a friend who lives in another country/city.

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Word Building

Ending a Letter

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

Sincerely

With love

Best wishes

Controlled Practice

More . . . Than . . .

The students make sentences about each picture.

Sample answers

2. *Tigers are more dangerous than rabbits.*

3. *The new car is more expensive than the old car.*

4. *The house on the left is more modern than the house on the right.*

5. *Cities are more polluted than the beach/coast/countryside.*

6. *The gorilla is more intelligent than the man.*

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

Sample answers

Crocodiles are more dangerous than cows.

English is more interesting than math.

I am more intelligent than my cat.

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Warm Up

Name the City

Compare another city/area with the city/area you are in, and see if the students can guess which other city/area you are talking about. Use both “. . . more . . . than . . .” and “. . . less . . . than . . .” as often as possible. The students then do the same activity in pairs or groups.

It's More Fun Than Lying in a Bath All Day

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

Anticipation questions

Which does Julius like better, New York or Rome?
What does Julius think is exciting?

Follow-up questions

Which is more polluted, New York or Rome?
Which city do you think is polluted?

Which is more exciting, New York or Rome?
Which city do you think is exciting?

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

Students take turns playing the role of a reporter asking the other student(s) to compare places and give reasons.

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Communication Activities

A. Boasting

One student makes a boast about something that is related to him/her in some way (e.g. "My cat is very cute!"). The next student makes a boast comparing something that relates to him/her with the thing that relates to the first student (e.g. "My dog is bigger than your cat!")

B. What Is It?

In pairs, one student thinks of something in the room (or in a picture). To find out what it is, the other student asks *yes/no* questions that include a comparative. He/she can sometimes make a guess (e.g. every 5 questions).

C. Comparing Countries

Use the *Around the World* board game to practice sentences like "Japan has a higher GNP than France (does)."

How to play:

1. Place the four prompt cards in a pile and turn over the top one.
2. The students take turns to throw a die and move their pieces around the board.
3. After a student moves a piece, he/she compares the country he/she has landed on with the country he/she has just left, using the word on the prompt card, and gets the card for that country. If another student has the card, he/she asks for information about the country from that student, and they then roll the die to decide who gets the card (if the scores are equal, the student with the card keeps it).

4. If the student lands on the country corner squares, he/she misses a turn and the top prompt card is changed.
5. If he/ she lands on START, the student can challenge for any card owned by another student (they roll the die).
6. The first student to collect three cards of the same color and pass START is the winner.

The cards for the USA, Britain, and Australia are not needed to play the game and can be placed face up near the board. They are only used to provide information to make comparative sentences.

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Review Exercises

Crossword

ACROSS

2. fashion
5. hot
8. some
9. lot
10. every
13. dark
16. eat
18. euros
20. better
21. no
22. bad
23. wearing

DOWN

1. shape
3. humid
4. on
6. time
7. start
8. shy
9. like
11. very
12. richer
14. after
15. weather
17. money
19. older
22. big

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.