

8 It Isn't as Exciting as the City

Comparatives – . . . as . . . as . . .

Target patterns: I'm not as tall as her.
I'm as quiet as a mouse.
More than / Not as much
as . . .

Communication skills: Making comparisons
Making guesses

Language sets: City words
Countryside words

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Warm Up

Putting Lists in Order

Write a puzzle with a list of things on the board. Each thing in the list should be larger than the one before it. Give hints so that the students notice the solution to the puzzle, and help them answer using the pattern ". . . aren't as . . . as" Give the students other adjectives (*fast, delicious, etc.*), ask them to rearrange the order to fit the adjective, and justify the order (e.g. "*Bananas aren't as fast as spiders. . . .*"). They can then each choose new words and do the same thing in pairs or groups.

It Isn't as Convenient

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

Anticipation questions

Why is David happy?
Why is Sachiko not so happy?

Follow-up questions

Why does David like the countryside?
Why does Sachiko like the city?
Which do you like better, the city or the countryside?
Why?

Comprehension – personalization

T: *What does David think is good about the countryside?*
S1: *It's quieter than the city.*
S2: *It's more peaceful than the city.*
S3: *It's more relaxing than the city.*
S4: *It's cleaner than the city.*

T: *What does he think is bad?*
S5: *It isn't as exciting as the city.*
S6: *It isn't as convenient as the city.*

T: *Compare (name of a place) and (name of a place).*

S7: *. . . isn't as . . . as . . .*
S8: *. . . isn't as . . . as . . .*

Personalization

In pairs, in groups, or as a whole class, the students compare places, using the pattern ". . . isn't as . . . as" They can look at maps, the Internet or reference books to get information about places. They can compare cities, countries, sports teams, oceans . . .

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Warm Up

Similes

Say things such as "*My cat is as dangerous as a tiger. . . .*" Then, help one or two students make the same kind of statements about people or things around them. Introduce common patterns of this kind, such as "*as blind as a bat.*" Then, in pairs or groups, the students can use ". . . as . . . as" to talk about people and things around them. Encourage them to use as much humor as possible.

There's Nothing to Do

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

Anticipation questions

Where is Sachiko?
How boring is the countryside?

Follow-up questions

Where are they spending the weekend?
Where are you spending the weekend?

How beautiful is the countryside in Wisconsin?
How beautiful is the countryside near your home?

Comprehension – personalization

- T: What does Sachiko think of Wisconsin?
 S1: She thinks it's almost as beautiful as the Japan Alps.
 S2: She thinks it's as boring as Tokyo on New Year's Day.
 S3: What do you think of (the name of the place the student is from)?
 T: I think it's as . . . as . . .

Personalization

In pairs, in groups, or as a whole class, the students talk about places they know using the pattern “. . . as . . . as . . .”

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Language Builder

The students look at the sentences 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'm shorter than my sister.
 I'm more intelligent than my dog.
 I'm not as serious as my brother.*

Controlled Practice

. . . as . . . as . . .

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

- Oxford isn't as modern as New York.*
- Oxford isn't as busy as New York.*
- Oxford doesn't have as many tall buildings as New York.*
- Oxford doesn't have as much traffic as New York.*

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

Sample answers

- My hometown isn't as big as London.
 My hometown doesn't have as many shops as London (does).
 My hometown doesn't have as many parks*

as London (does).

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Warm Up

Guess How Often/Much . . .

Get the students to ask you questions such as “Do you go to the movies once a week?” and answer “No, more than that . . .” or “No, not as much as that” until they guess the correct amount. Finally, say “Yes, that's about right.” In pairs, groups, or as a class, the students take turns to guess how often another student does something. The student answers using one of the three patterns on the board.

Do You Miss Me?

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

Anticipation questions

- How often does Juliet miss Romeo?
 How often does she hit him?*

Follow-up questions

- Does Juliet miss Romeo every night?
 Does Juliet miss Romeo once a week?
 Who do you miss?
 How often do you miss him/her?*

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

In pairs, in groups, or as a whole class, the students try to find out how much the other students study, watch TV, etc. Students answer with “No, more than that” or “No, not as much as that.”

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Communication Activities

A. What Is It?

One student thinks of an object, country, thing, animal, person, etc. and says which of these it is. The other students try to guess what it is by asking yes/no questions. The student answers using the

pattern “No, it *isn't* as . . . as” until somebody guesses correctly.

B. Pairs

Put the class in teams or pairs. One student/team thinks of two nouns and challenges the other student/team to compare them, using the pattern “. . . *isn't/aren't* as . . . as”

C. Word Derby

1. Students place pieces on the starting line and take turns to roll two different colored die. The number on one die indicates how much to move forward, and the number on the other die indicates which lane to move to (1/2=inside lane, 3/4=center lane, 5/6=outside lane).
2. If a student moves a piece from a square with a word in it to another square with a word in it, he/she compares the words using the pattern “. . . *isn't/aren't* as . . . as”
3. The students cannot use an adjective more than once during the same lap.
4. If a student lands on a fence or in the water, he/she misses a turn.

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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'm looking forward to taking a vacation next month.

It's a small town near the coast. It's not very exciting, but it's a nice place to live.

*I worry about my exams.
I was using my computer.
I'm playing baseball a lot.*

Puzzle sentences

*May I ask you some questions?
He was drinking coffee to stay awake.
I go to Kolkata a few times a year.
I was taking the dog for a walk.
I'd like to talk about more serious topics.*

You

*I'm getting used to working in an office.
I believe in ghosts.
I live with my wife and dog.
I'm fed up with getting up early every day.
I think there aren't enough Mexican restaurants in my country.*

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.