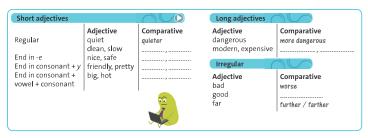
LANGUAGE FOCUS • Comparative adjectives

1 Write the comparative form of the adjectives in the table.



Write sentences using the correct comparative form of the adjectives in brackets. How do you say than in your language?

New York / is / than / Washington. (big) New York is bigger than Washington.

- 1 It's / here / than / in my country. (expensive) 2 The weather today / is / than / it was vesterday. (bad)
- 3 Why / is / this class / than / the other class? (quiet)
- 4 Are / the buildings / in New York / than / the buildings in Oxford? (modern)
- 5 This house / is / than / that house. (pretty)
- **◎**1.17 PRONUNCIATION: /ə/ sound in
 - Listen and repeat the examples.
 - 1 clean<u>er</u>

 - It's nicer than New York.
 - 4 | think Gino's is cheaper than Luigi's.

Now indicate the word whose bold part differs from the other three in pronunciation

1	a. clean e r	b. woman	c. mother	d. man
2	a. nicer	b. saf e r	c. about	d. any
3	a. cheap e r	b. bigg e r	c. compete	d. tuto
4	a. larger	b. enter	c. grammar	d. verb

4 Read City on the Sea (page 16) again. You may discover some letters pronounced differently in different words. Now indicate the word whose bold part differs from the other three in pronunciation.

1 a. sea b. square c. star d cinemas 2 a. cabin b. comfortable c. café d. cinema 3 a. trees b. plants c. sports d. shops 4 a. work b. swimming c. twenty d. answer

USE IT! Work in pairs. Compare your opinions about some of the things in the box. Use the Key Phrases and comparative adjectives.

> two cities two sports teams two shops two restaurants or cafés two TV programmes two video games two streets two people

KEY PHRASES

Comparing opinion

Ithink ... Yes, you're right. Really? Ithink ..

I think Hội An is prettier than Hà Nội.

Really? I think Hà Nội is prettier.

Finished?

Make puzzle sentences about objects or places using comparative adjectives. It's faster than a car, but slower than a plane, (a train)

Towns and cities 19

Language focus Comparative adjectives

Aim

Compare things using comparative adjectives.

Warm-up

With books closed, write on the board the names of two cities that students know. Ask what they think the differences between the two cities are. Elicit some examples of comparative adjectives and write them on the board, e.g. Đà Nẵng is smaller than Hồ Chí Minh City.

Exercise 1

Students complete the table then write the comparative forms of the adjectives in the box. With weaker classes, do this exercise with the whole class. Check answers with the class

cleaner, slower, nicer, safer, friendlier, prettier, bigger, hotter, more modern, more expensive, better

Exercise 2

Read out the example and elicit another example from the class. Elicit how students say *than* in their own language. Students write the sentences using the comparative form then compare their answers in pairs. Check answers with the class.

- 1 It's more expensive here than in my
- 2 The weather today is worse than it was yesterday.
- 3 Why is this class quieter than the other class?
- Are the buildings in New York more modern than the buildings in Oxford?
- 5 This house is prettier than that house. Students' own answers.

Language note

For most short adjectives, we form comparatives by adding -er: old - older. If the adjective ends in -e, we just add -r: safe – safer.

Final -y changes to -ier: pretty - prettier. One syllable adjectives ending with vowel and one consonant, we double the consonant: big - bigger.

Two syllable adjectives such as modern, we use more + adj: modern - more modern. We use than in comparisons: It's older than New York. (NOT It's older that New York.)

Exercise 3 1.17 PRONUNCIATION: /ə/ sound in comparatives

Play the audio once for students to listen. Play the audio again, pausing for students to repeat individually and chorally.

ANSWERS

Students' own answers.

Exercise 4

Allow students time to read the introduction. Model pronunciation of star and *cinemas*, where their bold parts are different.

ANSWERS

1 d 2 d 3 a 4 d

Exercise 5 USE IT!

Elicit some examples of pairs of cities, sports teams, etc. that students could compare. Check they understand the key phrases. Students work in pairs to compare their opinions.

ANSWERS

Students' own answers.

Finished?

Refer fast finishers to the Finished? activity. Students can make their puzzle sentences individually then swap with another fast finisher to guess the answers. Alternatively, ask them to read their puzzles to the class. See if other students can guess the answers.

More practice

Workbook page 15

Assessment

Five-minute test, Teacher's Resource Disk