

UNIT 29

Adjectives

Illustration

Background Note

The Doberman breed is known for its speed, agility, strength, and intelligence. These working dogs are often used in police work or as guide dogs for the blind. They are extremely loyal and make good family pets. Contrary to stereotype, Dobermans are not vicious by nature. Rather, their ferocity is the result of poor breeding or mishandling.

Pre-reading Questions

Have students look at the advertisement. Ask these questions:

What kind of dog is this? (*A Doberman pinscher.*)

What is his name? (*Tiger.*)

How does he look? (*Mean, cruel, vicious, unfriendly, dangerous, scary.*)

Would you like to have him for a pet? Why? (*Answers will vary.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the advertisement. Ask students:

How many adjectives are there? (*Seven.*)

What are they? (*Cute, friendly, young, sweet, lovable, great, small.*)

Do these words come before or after nouns? (*Before.*)

Do they have an -s ending? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put students in small groups for a conversation about animals. Encourage students to use adjectives as they discuss the following questions:

In general, do you like animals? Why or why not?

What is your favorite animal? Why?

Do you have a pet? What kind? What does it look like?

How does it behave?

What is the most unusual pet you have ever heard of?

Which animals are commonly used for food in your culture? Are there any animals that people are forbidden to eat?

EXAMPLE:

My favorite animal is a horse. I love horses because they are beautiful and intelligent, and I love riding them.

Optional Writing Activity

Have students write a paragraph about an interesting person they have recently met. They should say who the person is and where or how they met. Then they should describe the person using some of the criteria on page 129, such as size, age, appearance, etc.

EXAMPLE:

Last Saturday night I met an unusual person. His name is Pedro, and he is my girlfriend's cousin. Pedro is a tall man with brown hair, brown eyes, and very white teeth. He is very friendly . . .

UNIT 30

Comparisons: As . . . As

Illustration

Culture Note

Many North American cities have “sister cities” in other countries. The purpose of these relationships is to promote understanding, tourism, and commerce between different countries and cultures. Exchanges may take place at many levels; for example, members of the respective city governments may visit one another, a class of schoolchildren may be “twinned” with a similar class in the other country, and groups of tourists from one city may go on organized visits to the other one.

Pre-reading Questions

Have students look at the two illustrations. Ask these questions:

Where do Ryoko and Anne live? (*Ryoko lives in Yokohama, Japan; Anne lives in Vancouver, Canada.*)

What is their relationship? (*They are penpals.*)

Are they tall or short? (*They're both short.*)

Have students read the ad and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the speech bubbles. Ask:

Which words are adjectives? (*Short, long.*)

Are Ryoko and Anne similar or different? (*Similar.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Ask students to bring in postcards, photos, or posters of their native cities or towns. Have students sit in small groups and share information about their cities. Their task is to form at least ten sentences about the similarities and differences between cities using (*not*) *as . . . as + adjective*.

EXAMPLES:

Riyadh is hotter than Rome.

In the winter, Berlin is much colder than Athens.

Hotels in Lima aren't as expensive as hotels in Osaka.

Optional Writing Activity

Ask students to write a paragraph comparing themselves to another member of their family. Remind them to use *(not) as . . . as + adjective*.

EXAMPLE:

I have a sister named Katrina. She is 16 and I am 18, so she isn't as old as I am, but we are similar in many other ways. Katrina is just as tall as I am, so we can wear the same clothes. . . .

UNIT 31

Adjectives: Comparative Adjectives

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who are the two speakers? (*Two brothers.*)

Are the brothers similar or different? (*Different.*)

Which brother looks happier? Why? (*The younger one, because he is more popular.*)

Is competition a normal part of “brotherly love”? (*Yes, in most families it is.*)

Have the students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the cartoon. Ask:

How many comparatives are there? (*Seven.*)

What are they? (*Older, cuter, taller, stronger, more intelligent, smarter, more popular.*)

Which comparatives consist of two words? (*More intelligent, more popular.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Bring in (or have students bring in) advertisements for two different brands of the same product, e.g., cell phones, laundry detergents, cars, food items, airline flights, or personal products such as toothpaste. Put students in pairs and have them compose sentences describing the differences between the two brands using the structures on page 137. In the end they should decide which brand they will buy and explain why.

EXAMPLE:

A: Soap A is more expensive than soap B, but it also kills more bacteria.

B: But Soap B smells better than Soap A, and the color is prettier.

A: Which one should we buy?

B: We should buy Soap b because it's cheaper . . .

Optional Writing Activity

Tell students to imagine they are writers for a consumer magazine. As they did in the previous activity, they should write about the differences between two competing brands and end by recommending the product they think is better.

EXAMPLE:

For this report I compared two brands of spaghetti sauce, Viva Italy and Ralph's. The Viva Italy brand was more expensive, but it was much more delicious than the Ralph's brand because the ingredients were fresher.

UNIT 32

Superlative Adjectives

Illustration

Pre-reading Questions

Have students look at the illustration and the caption next to it. Ask these questions:

Who is the person in the picture (*Michael Sorge.*)

How many noodles are there in the bowl? (*One.*)

How long is it? (*418 feet / 127.4 meters.*)

What is special about it? (*In 2001 it was the longest noodle in the world.*)

Have students read the caption and do the **Check Point**. Check their answers.

Grammar Point Focus

Ask students to look at the caption. Ask:

How many superlative forms of the adjective are there? (*One.*)

What is it? (*The longest.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students work in pairs. Ask them to discuss gifts they have received. Which was the most wonderful? The most surprising? The most unusual? The funniest? The worst? The most/least practical?

EXAMPLE:

A: Once my boyfriend gave me a bathroom scale. At the time I thought it was the worst gift in the world. Today I think it was the funniest.

B: I once got a broom. That was definitely the worst gift.
etc.

Optional Writing Activity

Ask students to write about their favorite person. They should use the superlative to explain why this person is special to them.

EXAMPLE:

My favorite person in the whole world is my sister Joyce. She is the funniest, most energetic, most interesting person I know . . .

UNIT 33

Adjectives with *Very*, *Too*, and *Enough*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

How many clowns are there? (*Thirteen.*)

What is the problem? (*The car is too small; it isn't big enough.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Point out the words in bold type in the cartoon. Ask the students:

Which word is an adjective? (***Big.***)

Which word is an adverb? (***Enough.***)

Is it possible to change the order of the words? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put students in small groups for a discussion about the age at which people are too old or too young to do the activities below. Remind students to use the structures ***too + adjective and (not) adjective + enough.***

5-go to school	18, 40-have a child
8-walk to school alone	18-move away from home
10-take the bus alone	20, 40-get married
16-get a driver's license	60-learn a new language
18-vote	80-live alone
18-own a firearm	80-drive a car
15-see an R-rated movie	

EXAMPLE:

In my opinion, a 16-year-old is too young (isn't old enough) to get a driver's license.

Optional Writing Activity

Have students write a paragraph in which they compare two items and conclude which item they prefer. For example, cars, grammar textbooks, homes, hamburgers, pets. Students can use the sentences in Exercise 3 as examples.

EXAMPLE:

For me, a cat is a better pet than a dog. Cats are very independent, and they sleep a lot. Dogs are too active, and I don't have enough time to walk a dog every day . . .

UNIT 34

Adjectives and Adverbs

Illustration

Background Note

Ice skating and ice dancing are different sports. Pairs skating is considered much more athletic, with spectacular throws, spins, and lifts. In ice dancing some minor lifts are permitted, but no throws. Partners in ice dancing are expected to mirror one another, just as dancers do on land. Ice dancing is more artistic than ice skating; thus the two events are judged very differently.

Pre-reading Questions

Have the students look at the photo/cartoon. Ask these questions:

What are the young man and woman doing? (*Ice skating / dancing.*)

Who are the people behind the table? (*Judges.*)

How do they look? (*Serious, bored, cold, etc.*)

How do the skaters look? (*Beautiful, good, young, etc.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the thought bubbles. Ask:

Which words describe how something is? (*Nice, bad, cold.*)

Which words do they describe? (*Nouns—the music, the jump, judge #5.*)

Which words say how something is done? (*Beautifully, perfectly.*)

Which words do they describe? (*Verbs—skate, jump.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Go around the room and have each student compose a sentence with an adjective and an adverb to describe a skill they perform either well or poorly.

EXAMPLES:

A: I cook Chinese food very well. I'm a good cook.

B: I run very slowly. I'm a slow runner.

etc.

Optional Writing Activity

Have students write a paragraph about their favorite sport. Some possible questions to discuss include:

Why do you like this sport?

Is it easy or difficult for you? Why?

When did you start playing this sport?

How often do you play it?

Remind them to use adjectives and adverbs in their writing.

EXAMPLE:

My favorite sport is swimming. I can't swim fast, but I can swim for a long time without stopping. On a hot day I love jumping into the cool water . . .