

Comparisons

Essential knowledge

Useful expressions: opinions, description

Vocabulary: adjectives

Language conventions: spelling, word order in a comparative sentence

3 Things that are different: short adjectives

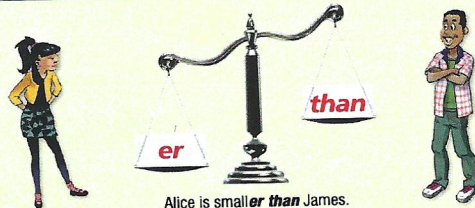
C Comparisons: adjectives of one syllable

Short adjectives have one syllable.

Some examples are: **slow**, **long** and **old**.

► Write the short adjectives your teacher spells.

1 Answers will vary.	2	3	4	5
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- Add **er** to the adjective.
- Add **r** if the adjective ends in e: nicer.
- Double the final consonant if the adjective has one syllable, one vowel and one consonant: bigger.
- Complete the comparison with **than**.
- Use the correct verb form.

A Spelling practice

► Write the comparative form for each short adjective.

► Circle the changes you made.

Example: tall taller than



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|--------------------------------|-----------------------------|
| 1. large <u>larger than</u> | 5. cute <u>cute(r) than</u> |
| 2. smart <u>smarter than</u> | 6. flat <u>flatter than</u> |
| 3. sad <u>sad(der) than</u> | 7. calm <u>calmer than</u> |
| 4. strong <u>stronger than</u> | 8. wet <u>wetter than</u> |

3 Things that are different: short adjectives

Ask for volunteers and choose two students of different heights. Ask them to stand in front of the class. Using your hand to indicate you are talking about height, ask the students if the two are the same or different. When the class replies that they are different, write the sentence on the board: *Gabrielle is taller than Dominic*, for example. Ask the class to identify the verb in the sentence and underline it. Then, have them find the adjective and draw a box around *tall*. Circle the letters *er* in *taller* and the word *than* and explain that this is how we compare things that are different when the adjective has only one syllable. Select other examples, if needed.

Next, give a spelling dictation that comprises five adjectives of one syllable. Students write the words in the spaces provided in the *Grammar* box. After correction, go over the information in the *Grammar* box, drawing attention to the leaning scales, which provide the visual cue for two things that are unequal or different. Note the special rule for adjectives with a single syllable, a single consonant at the end and a single vowel preceding this consonant. Students can learn this as the 1-1-1 rule, as it applies to spelling changes in other grammar structures. Two examples are the formation of the present continuous tense (*I am swimming*) and the simple past (*stopped, chatted, popped*).

3A Spelling practice

Students practise this grammar notion by writing the comparative form of short adjectives, a first step toward integrating the structure to express their opinions or ideas. As they circle the *er than* in each example, they are reminded of the new elements to include.

Comparisons

Essential knowledge

Useful expressions: opinions, description

Vocabulary: theme-related (food, animals, months, places), adjectives, grammar terms

Language conventions: word order in a comparative sentence, punctuation, spelling

B Show what you know

► Read the sentences carefully.

► Identify the verbs, adjectives and comparison words.

Example: Alice is smaller than James.

- Mice are smaller than cats.
- Strawberries are sweeter than apples.
- Giraffes are taller than hippos.
- A gym is bigger than a classroom.
- Cars are faster than bicycles.



C Order, please

► Unscramble the words to make sentences.

► Identify the verbs, adjectives and comparison words.

- wilder a horse a tiger than is
A tiger is wilder than a horse.
- than is Québec Paris older
Paris is older than Québec.
- monkeys louder kids than are
Monkeys are louder than kids. / Kids are louder than monkeys.
- hotter is than July April
July is hotter than April.
- than the longer Amazon Mississippi is the
The Amazon is longer than the Mississippi.



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3B Show what you know

Have the students read the sentences and identify the structures, as specified in the instructions. For further practice, use the verb form and comparative elements as a base and have the class suggest other ways to complete the sentence. For example, using *are faster than* as a base, students may suggest *Rabbits are faster than dogs.*

3C Order, please

Go over the word order in a simple comparative sentence: subject (or first comparison element), verb, adjective + *er + than*, second comparison element. Provide examples and have students complete the exercise. Remind the class to use capital letters and the correct punctuation.

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Comparisons

Essential knowledge

Useful expressions: opinions, description

Vocabulary: theme-related (people, animals), adjectives

Language conventions: spelling, punctuation, word order in a comparative sentence

D How tall are they?

- ▶ Observe the sizes of the dogs in the picture.
- ▶ Use words from the *Info* box to complete the sentences.
- ▶ Identify the **verbs**, **adjectives** and **comparison words**

i Comparisons

are	Mick	
is	shorter	
Mango	taller	
Max	than	

1. Max is taller than Molly.
2. Mick is shorter than Mango.
3. Molly is taller than Muffin.
4. Moe and Minny are taller than Mango and Mick.
5. Moe is taller than Mick.

E How tall are you?

- ▶ Line up in order of height.
- ▶ Describe what you observe.
- ▶ Identify the **verbs**, **adjectives** and **comparison words**



1. *Answers will vary.*
2. _____
3. _____
4. _____
5. _____

3D How tall are they?

Focus attention on the *Info* box. Go over the dogs' names with the class and ask the students which dogs they prefer, and the names they like. The visible size variation is the basis for a structural exercise where students must discern the missing components: subject, verb or comparison words. To facilitate the task, the missing words are found in the *Info* box. Note that fewer elements are provided as the students work through the activity. Have the students read the sentences and identify the structures, as specified in the instructions. This practice will help them write complete sentences in Activity 3E.

Extension

For more practice and to bring the notion closer to home, ask for a show of hands to indicate who has a dog. Ask for the pets' names (and breed or type, if possible) and write them on the board. Guide the students as they compare each other's pets, using the models provided in their Activity Book.

3E How tall are you?

To practise the comparative structure in a way that the students will remember and personalize, have the class line up in order of height from tallest to shortest, as illustrated in the row of dogs. Visual cues usually suffice for a

quick and accurate line-up. When in doubt, have the students stand back to back so everyone can see, and ask the class who is taller. Solicit several observations, then have the students return to their places and write down what they remember from the line-up. This is a simple task, as they can immediately see who the taller and shorter individuals are. Remind the class to refer to the sentence models in Activity 3D.

Optional: Take a picture of the line-up by height, to keep and compare with the next class comparison activity, which is by age.

Comparisons

Essential knowledge

Useful expressions: information questions, description

Vocabulary: theme-related (people, family, months, ordinal numbers), adjectives

Language conventions: spelling, punctuation, word order in a comparative sentence

F How old are they?

- ▶ Observe the ages of the kids in the picture.
- ▶ Use words from the *Info* box to complete the sentences.
- ▶ Identify the **verbs**, **adjectives** and **comparison words**.



Comparisons

are	Moti
everybody	older
is	than
Jia	younger



1. Elly is younger than Moti.
2. Flora is older than Alex and Jia.
3. Moti and Elly are older than Alex and Jia.
4. Alex and Flora are younger than Moti.
5. Jia is younger than everybody.

G How old are you?

- ▶ Line up in order of age.
- ▶ Describe what you observe.
- ▶ Identify the **verbs**, **adjectives** and **comparison words**.

1. *Answers will vary.*
2. _____
3. _____
4. _____
5. _____

3F How old are they?

Focus attention on the *Info* box. Go over the children's names with the class and have the students estimate how old they are. Ask if they have any siblings or cousins around the same ages. As in Activity 3D, the age variation is the basis for a structural exercise where students must discern the missing components: subject, verb or comparison words. To facilitate the task, the missing words are found in the *Info* box. Note that fewer elements are provided as the students work through the activity. Have the students read the sentences and identify the structures, as specified in the instructions. This

practice will help students write complete sentences in Activity 3G.

Extension

For more practice and to allow students to share information about their families, ask for siblings' names and ages. Write these answers on the board and have the class compare each other's brothers and sisters.

3G How old are you?

This activity is a challenge because the tallest students are not always the oldest, especially in preteens. To find out, the students must ask each other not only how old they are, but also when their birthdays are so they can

line up correctly. Help them first separate the years (there are usually two birth years in an elementary class), then divide by month, then by date. Model the language: *How old are you? What year were you born? When is your birthday?* Invite the class to observe attentively, as they will have to record their observations when they sit down.

Optional: Take a picture of this line-up by age, to compare with the previous class activity, comparison by height.

Comparisons

Essential knowledge

Useful expressions: opinions, description

Vocabulary: theme-related (school, people, food, animals), adjectives, grammar terms

Language conventions: spelling, word order in a comparative sentence

4 Things that are different: adjectives that end in y

G Comparisons: adjectives that end in y

Adjectives that end in **y** have two syllables.
Some examples are: **funny**, **happy** and **cloudy**.

► Write the adjectives that end in **y** your teacher spells.

1	2	3	4	5
Answers will vary.				



An orange is juic**ier than** a banana.

- Change the **y** to **i** and add **er** to the adjective.
- Complete the comparison with **than**.
- Use the correct verb form.

A Spelling practice

► Write the comparative form for each adjective that ends in **y**.

► Circle the changes you made.

Example: messy mess**ier** than

- | | | | |
|-----------|-----------------------------|-----------|-----------------------------|
| 1. silly | <u>sillier than</u> | 5. sleepy | <u>sleepier than</u> |
| 2. cozy | <u>cozier than</u> | 6. busy | <u>busier than</u> |
| 3. angry | <u>angrier than</u> | 7. sunny | <u>sunier than</u> |
| 4. grumpy | <u>grumpier than</u> | 8. creepy | <u>creepier than</u> |

i Other ideas

4 Things that are different: adjectives that end in y

Brainstorm for adjectives that end in *y*. There are many (*angry, busy, chilly, chubby, cloudy, crazy, creamy, crunchy, dirty, easy, friendly, funny, fussy, grumpy, happy, healthy, heavy, juicy, lucky, messy, noisy, pretty, salty, silly, skinny, sleepy, squishy, sunny, thirsty, ugly, windy*), but four or five will suffice. Then, give a spelling dictation that comprises five adjectives that end in *y*. Students write the words in the spaces provided in the *Grammar* box. After correction, go over the information in the *Grammar* box. If the students are already aware of spelling changes involving *y* preceded

by a consonant, such as formation of the plural (*party, parties*) and the third person singular in the simple present (*he studies*), they may be able to transfer this knowledge to how the comparison will be formed with these adjectives.

4A Spelling practice

Students practise this grammar notion by writing the comparative form of adjectives that end in *y*, a first step toward integrating the structure to express their opinions or ideas. Guide the students as they find eight other adjectives that end in *y* to write in the *Info* box at the bottom of the page.

L2 Issue a team challenge to see how many adjectives that end in *y* the students can find.

Notes

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Comparisons

Essential knowledge

Useful expressions: opinions, description

Vocabulary: theme-related (animals, sports, places), adjectives

Language conventions: spelling, punctuation, word order in a comparative sentence

B Show what you know

► Identify the **verbs**, **adjectives** and **comparison words**.

Example: An orange is juicier than a banana.

1. Clowns are funnier than cartoons.
2. Dogs are friendlier than cats.
3. March is windier than July.
4. Soccer is easier than basketball.
5. My desk is messier than my bedroom.



C Your turn

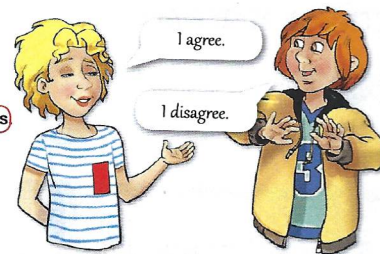
► Find three examples for each category.

► Write sentences to express your ideas. Look on page 58 for help.

► Identify the **verbs**, **adjectives** and **comparison words**.

► Share your answers and ask them to initial your book if they agree.

Example: What do you think about healthy snacks?
Fruit is healthier than cheese.



1. Juicy fruit

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Answers will vary.

2. Noisy places

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3. Ugly animals

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4B Show what you know

Have the students read the sentences and identify the structures, as specified in the instructions. Remind the class to include *i* as part of the changes necessary to compare adjectives that end in *y*.

4C Your turn

L1 Help the students find three examples for each category and write their suggestions on the board. Communication is facilitated when all the students have the same resources.

L2 Allow the students to think of three examples for each category on their own. This autonomy encourages authentic communication. The students do not know their classmates' choices so they cannot predict what they will hear.

Whether the students receive aid or prepare independently, guide the class as they write their ideas and help them as they underline, circle and box, to ensure that they have expressed themselves correctly. It is recommended to do one category at a time. The activity may be completed at intervals during the teaching of comparisons or whenever a review is needed. When everyone has completed *Juicy fruit*, tell the students to walk around the classroom, sharing their opinions with their classmates. If the person agrees with what they say, he or she writes his or her initials in the green rectangles in the classmate's Activity Book. If not, the students continue on, trying to find

somebody who agrees with them. Stop the exchanges while everyone is on task. When all the students are seated, ask which students were unable to find a match and have them express their opinion. Classmates listen and raise their hand if they agree. Note that the language models (*I agree*, *I disagree*) are suitable and simple. Other expressions can be introduced according to student needs or readiness. For example, for agreement: *Exactly*. *Absolutely*. *That's what I think too*. *Definitely*. And for disagreement: *No way*. *I don't think so*.

Comparisons

Essential knowledge

Useful expressions: opinions, description

Vocabulary: theme-related (food, animals, activities, pastimes), adjectives

Language conventions: word order in a comparative sentence

MATERIALS NEEDED

Young children's books, books that are popular with students

EXTENSION MATERIALS

L1 RS 10A

L2 RS 10B

5 Things that are different: long adjectives

Have several books on hand: some that are popular with your students, others that are clearly too young or too boring to appeal to them. Choose a popular book and a book for younger children and show them to the class. Ask the students which book is more interesting. Though they may not be familiar with *more* they will quickly grasp *interesting*. When a student chooses, write the sentence on the board: The Hunger Games *is more interesting than* Clifford. Ask the class to identify the verb in the sentence and underline it. Then, have the students name the adjective and draw a box around *interesting*. Circle the words *more* and *than* and explain that this is how we compare things that are different when the adjective has two syllables (not ending in y) and more. Select other examples if needed. Go over the information in the *Grammar* box, drawing attention to the leaning scales, which provide the visual cue for two things that are unequal or different.

5A Show what you know

Have the students read the sentences and identify the structures, as specified in the instructions. Refer back to the *Grammar* box pictures and ask the class for other adjectives to compare football and ping-pong.

5 Things that are different: long adjectives

G Comparisons: long adjectives

Long adjectives have two or more syllables.

Some examples are: **dangerous**, **solid** and **artistic**.

► Write the adjectives your teacher spells.

1	2	3	4	5
Answers will vary.				



Football is **more** violent **than** ping-pong.

- Put **more** in front of the adjective.
- Complete the comparison with **than**.
- Use the correct verb form.

A Show what you know

► Identify the **verbs**, **adjectives** and **comparison words**.

Example: Football is **more** violent **than** ping-pong.

1. Reading is **more** relaxing **than** studying.
2. Monkeys are **more** intelligent **than** hamsters.
3. Cookies are **more** delicious **than** spinach.
4. A car is **more** expensive **than** a motorcycle.
5. Fall is **more** colourful **than** winter.

B What do you think?

► Write your own ideas in the spaces.

1. Animals: **Answers will vary.** _____ are more intelligent than _____.
2. Activities: _____ is more relaxing than _____.
3. Food: _____ is/are more delicious than _____.

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5B What do you think?

Invite the students to make their own comparisons in the structures provided. Remind them to use the plural for animals and certain foods.

Extension

L1 Students use the prompts provided on RS 10A for team discussions, which allow them to express their ideas about various topics. To help the class formulate their opinions, go over each set of words and ask for adjectives to describe them. Focus attention on the language model at the top of RS 10A and do a demonstration with a team before the rest of the class begins.

L2 Students use the prompts provided on RS 10B for team discussions, as in the activity described above. Interaction proceeds in the same way, with the exception that the students have a broader range of topics and they call on their own prior knowledge to describe and compare them. The team members share a single copy of RS 10B and pass it from one member to the other as they choose the comparisons they wish to make.

These extension activities allow for extended interaction and provide an opportunity to evaluate this competency.