

Unit 5

Comparisons

Essential knowledge

Useful expressions: description

Vocabulary: theme-related (people, pets, food, everyday activities), adjectives, grammar terms

Language conventions: adjective placement, word order in an affirmative sentence



1 Prepare to compare

A Adjective identification

An adjective describes a noun.

► Read the words in the *Info* box.

► **Box** the adjectives.



i Adjective search

athletic	friends	funny	walk	easy	delicious
make	exciting	listen	white	finish	gentle
bicycle	crunchy	kitchen	playful	slow	eggs

B Adjective review

► Choose an adjective from the *Info* box to complete each sentence.

► **Underline** the verb *to be*.

Example: Picasso never scratches or bites. He is a gentle cat.

- Picasso is *playful* too. He likes hiding in boxes.
- My dad makes *delicious* apple pie.
- My mom plays tennis and squash. She is *athletic*.
- When a book is *exciting*, I can't stop reading.
- I like nachos because they're *crunchy* and good with salsa.
- Alice is *funny*. She likes to make us laugh.
- I'm slow in the morning. I like to take my time.
- I have a good memory, so it's *easy* for me to learn new music.



1A Adjective identification

Go over the words in the *Info* box, checking for comprehension. Have the class draw a box around the adjectives and correct together. It is helpful to identify the remaining words as well (nouns: *bicycle, friends, kitchen, eggs*; verbs: *make, listen, walk, finish*).

1B Adjective review

Students choose from the adjectives they have just identified in the *Info* box to complete the sentences. Remind the class to spell the words correctly. Invite the students to adapt the sentences so

they apply to their own experiences. For example: *My mom makes delicious vegetable soup. My brother plays hockey and soccer. He is athletic.*

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C Time out

- ▶ Review the present of *to be*.
- ▶ Complete the sentences with **am, is or are**.
- ▶ **Box** the adjective(s) in each sentence.

Example: My cousins are very **friendly**.

1. My mom is a **talented** chef.
2. Her specialties are **yummy** desserts and **healthy** salads.
3. I 'm/am **lucky** because she shows me how to cook.
4. We shop at **small** grocery stores where the service is **excellent**.
5. Sometimes my creations are not very **tasty**.
6. My mom is very **patient**, so we just try again.



D Order, please

- ▶ Unscramble the words to make sentences.
- ▶ **Box** the adjectives.
- ▶ Underline the verbs.
- ▶ Remember to use a capital letter and a period.

1. spicy and fudgy are specialties brownies my tacos
*My specialties are **fudgy** brownies and **spicy** tacos.*
2. too a cook dad my good is
*My dad is a **good** cook too.*
3. reading activities cooking relaxing are and
*Cooking and reading are **relaxing** activities.*
4. is sister my a cook Maude terrible
*My sister Maude is a **terrible** cook.*
5. cereal with specialty her milk is crunchy
*Her specialty is **crunchy** cereal with milk. I Milk with **crunchy** cereal is her specialty.*

C Time out

Continue the review to prepare the class learning about comparisons. Having correctly identified adjectives, the class now focuses on the correct form of the verb *to be*. Ask the students where to find a resource for the simple present (unit 7 in their Activity Book, a wall chart or other reference) and write their answers on the board. As well as writing the correct verb form, remind the students to draw a box around the adjective.

1D Order, please

After reviewing adjectives and the verb *to be*, have the students apply their knowledge of sentence structure to unscramble the words. Remind the class to use correct spelling and punctuation.

L2 Have the students create their own scrambled sentences containing the elements in Activity 1D, to exchange with their classmates.

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Language conventions: word order in a comparative sentence

2 Things that are the same

G Comparisons of equality



Peaches are **as** delicious **as** kiwis.

- Use **as...as** to compare things that are the same.
- Use the correct form of the verb.

A Show what you know

► **Underline** the verbs.

► **Box** the adjectives.

► **Circle** the comparison words.

Example: Peaches are as delicious as kiwis.

1. Nachos are as salty as popcorn.
2. Apple pie is as delicious as brownies.
3. Pencils are as useful as erasers.
4. French is as difficult as English.
5. An elephant is as big as a rhinoceros.



B A second look

► **Read** each sentence again.

► Put a **✓** in the box if you agree or an **✗** if you disagree.

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2 Things that are the same

Choose two students of the same height and have them 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 the same, write the sentence on the board: *François is as tall as Eve*, for example. Ask the class to identify the verb in the sentence and underline it. Then, have them name the adjective and draw a box around *tall*. Circle the two words *as* and *as*, and explain that this is how we compare things that are the same. Select other examples if needed. Go over the information in the *Grammar* box, drawing attention to the balanced scales, which provide a visual cue for two things that are equal or the same.

2A Show what you know

Have the students read the sentences and identify the structures, as specified in the instructions.

2B A second look

To help personalize the new information, have the class read the sentences a second time and indicate whether they agree or disagree with the statements.

Extension

Refer students back to the adjectives they identified on page 52.

L1 Ask a student to choose an adjective and write the word on the board. Ask another student to suggest two things,

animals or people that are similar and share this quality. Guide the students as they build sentences that compare things that are the same, and record their answers. Help the class identify the structures as in Activity 2A.

L2 Use the steps described above for L1 students to provide another sentence model. Students then work with a partner to create sentences on their own. Remind them to identify the structures. Students may circulate to share their ideas.

Comparisons

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Language conventions: word order in an affirmative sentence

Cultural products: idiomatic expressions

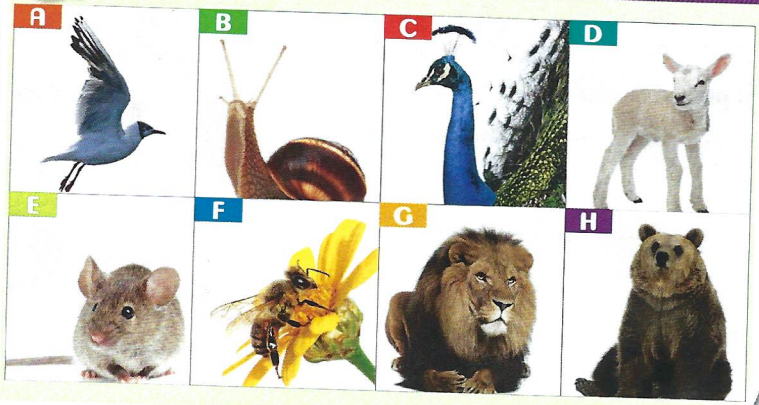
C Animal expressions

We can compare people to animals.

► Use ideas from the *Info* box to complete the sentences.

► Match the pictures and the sentences.

Animals



1. My dad doesn't make a lot of noise. He is as quiet as a mouse. E
2. My sister isn't afraid of snakes or spiders. She is as brave as a lion. G
3. With school, sports and work, you never stop. You are as busy as a bee. F
4. My little sister takes so long to get dressed. She is as slow as a snail. B
5. After school, I have a huge appetite. I am as hungry as a bear. H
6. My aunt loves elegant clothes and jewelry. She is as proud as a peacock. C
7. Grandpa is kind and quiet. He is as gentle as a lamb. D
8. I love summer holidays. I am as free as a bird. A

D Looking back

► Read the completed sentences above.

► Underline the verbs.

► Box the adjectives.

► Circle the comparison words.

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2C Animal expressions

Students learn about idiomatic expressions in this activity. Follow the directions, as explained in the Activity Book. After completing the exercise, ask the class if they know people who fit these descriptions.

2D Looking back

As on the previous page, and as specified in the instructions, students read the sentences and identify the structures. Encourage the class to analyze what they are doing and to explain their answers. Model the language they will require.

I underline is because it is a verb.
I box quiet because it is an adjective.
I circle as and as because they are comparison words.

As students become more at ease with the new expressions, they will be able to use them in everyday situations.

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Language conventions: word order in an affirmative sentence

Cultural products: idiomatic expressions

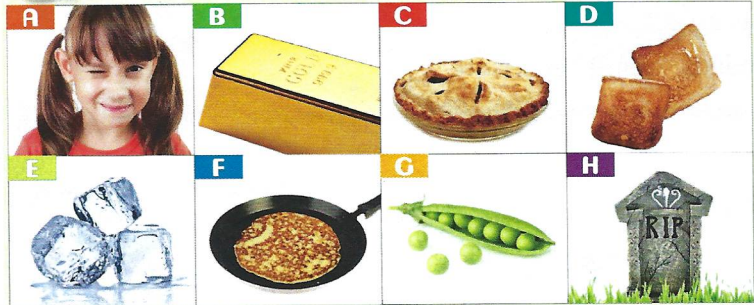
E Expressions with things

Things are used in comparisons too.

► Use ideas from the *Info* box to complete the sentences.

► Match the pictures and the sentences.

Things



- My cousins are identical twins. They are as alike as two peas in a pod. G
- In winter, hot chocolate makes you feel as warm as toast. D
- Nobody in the room said a word. It was as silent as the grave. H
- This activity isn't very difficult. In fact, it's as easy as pie. C
- It doesn't take me long to make my bed. I'm as quick as a wink. A
- I'm a little nervous before a game. My hands are as cold as ice. E
- A truck ran over my bike. Now it is as flat as a pancake. F
- I like babysitting my little cousins. They are as good as gold. B

Writing resource

► Identify the **verbs**, **adjectives** and **comparison words** in the sentences above.

I am as tall as my dad.

Basketball is as exciting as soccer.

Worms are as tiny as snails.

2E Expressions with things

Students learn about idiomatic expressions in this activity. Follow the directions in the Activity Book. After completing the exercise, ask the class if they know people who fit these descriptions, or if they have experienced a situation where one of the expressions was applicable.

Students use the reminder in the *Memo* box to identify the structures in Activity 2E.

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