

Unit Overview

Topic: Similarities and differences

In this unit students focus on talking about similarities and differences. In the Conversation, students listen as Kate is shown around an available apartment. They learn the rules for using comparatives in How English Works. Students compare people, places, and things in the Situations. The Communication section encourages students to find classmates with similar interests. In English Out There, students compare places to live.

Audio CD-2:

Vocabulary Preview
Conversation

CD 2 track 16
CD 2 track 17

Conversation questions (1-3)
How English Works (1-12)
Situations (1-5)

CD 2 track 18
CD 2 track 19
CD 2 track 20


Warm Up (books closed)

This activity will help the students activate functional language for talking about similarities and differences.

1. Greet students and introduce the warm up. T: *Today we're going to compare people and things. Let's start by comparing some people and things in this room.*
2. Ask 2 students to stand and ask the class to compare them. T: *(Names), could you please stand up? Who wants to compare (name) and (name)? Prompt the student to make a comparison. How tall is (Name)? How tall is (name)? Right. (name) is taller than (name). Prompt the student to repeat. Prompt a few more comparisons (age, study habits, etc.).*
3. Next, choose 2 items and have students compare them. T: *Look at this (book) and look at this (magazine). Who can compare them? If students have trouble coming up with comparisons on their own, prompt them through the process. (example: T: *The book is heavy. The magazine is light. The book is heavier than the magazine.*)*

4. Compare a few more people and objects.

Unit Goals & Vocabulary Preview page 83

- 1 Read over the Unit Goals with the students.
- 2 Introduce the vocabulary. T: *In this unit, we're going to talk about similarities and differences.*
- 3  Read the words or play the audio. T: *First, let's look at places to live.*
- 4 Draw sketches on the board if students are not familiar with any of the places to live. T: *Are there any of these places to live you don't know?*
- 5 Have students repeat the words. Emphasize the word stress. T: *Repeat the words: apartment, house, dormitory, etc.*
- 6 Elicit some additional words. T: *What other places to live can you think of?*
- 7 Have the students work with a partner to think of a few new words. Allow 1 minute. Then have the pairs share their new items with the class.
- 8 Repeat Steps 3 through 7 for **Neighborhood places** and **At Home**.

Vocabulary Preview: word stress and other examples


| | | | | |
|---|---|--|---|---|
| Places to live apartment house dormitory | Neighborhood places parking lot gas station park playground laundromat bus stop train station | Other examples <i>school</i> <i>library</i> <i>corner store</i> | At home bedroom living room kitchen bathroom back yard front yard patio deck garden | Other examples <i>dining room</i> <i>den (study)</i> <i>hallway</i> <i>stairs</i> |
| Other examples <i>condo/condominium</i> <i>cottage</i> <i>flat</i> | | | | |


Conversation page 84

This section introduces students to comparing places.

❶ To introduce the activity, ask students questions about individual frames in the story. T: *Now turn to page 84. Look at the illustrations. Where are Kate and the other woman? [in an apartment] The woman is showing Kate the apartment. Who is she? [the landlady/the apartment manager] Why do you think the apartment is empty? [it's for rent/ nobody lives there] In Frame 5, how do you think Kate feels? [shocked/surprised/ unhappy]*

❷ Set up the situation before playing the audio. T: *Kate is looking for a new apartment. A landlady is showing her an apartment for rent. Let's listen.*

❸  Play the audio and ask students to follow along. T: *Listen to the conversation and read along. Play the audio again, and have students listen with their books closed this time.*

❹  Play or read the Conversation questions in Step 2. Have students listen and circle the answers. T: *Now listen to the questions and circle the correct answers.*

Question 1: *What is Kate looking for?*

Question 2: *What is the location like?*

Question 3: *Is the new apartment cheap?*

❺ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (a) a new apartment

2. (c) convenient (In Frame 1, Kate says, "That's convenient.")

3. (b) No. (In Frame 5, Kate says, "That's a little more expensive than I thought.")

Optional

Ask students a few open-ended questions about the conversation. T: *How do you know Kate is looking for a new apartment? How do you think she feels about this apartment? Why do you think she wants to move?*

❻ Put the students into pairs. T: *Say the conversation together. Then switch characters and say it again.*

Practice Point

As students practice, have them show the emotions of the characters.

- Stand up. Use gestures and facial expressions as you speak.
- Landlady: exaggerate how good the apartment is (you want someone to rent it).
- Kate: act skeptical (you don't believe her) as you look at the apartment.

❼ After the students have practiced the conversation at least 2 times, have them replace the words in red. T: *Now practice the conversation again, but this time, replace the words in red with the substitution words. Hold up your book and show the class the substitution words at the bottom of the page.*

❽ Walk around the classroom, helping students as necessary.

❾ Ask a few pairs of students to perform the conversation from memory.


Culture Notes

The appeal and value of an apartment is based on location, convenience, comfort, size, and special features. The landlady tries to point out some of these aspects when she gives her tour, though Kate feels she is exaggerating.

How English Works page 85

This section focuses on comparisons.

Checking Students Knowledge

- 1 Have students read the examples and the rules and fill in the blanks.
- 2  Play the audio so students can check their answers.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Comparative adjectives

- 4 Say the example. T: *It's bigger than my place.*
T: *Can you find this statement in the Conversation? (Frame 3)*
- 5 Write on the board: This apartment is smaller than my apartment.
T: *What's the comparative in this sentence?*
Underline: **smaller than**. T: *How do we form comparatives? Say the rule. T: For 1-syllable adjectives, add "-er" to the adjective plus "than."*
- 6 Add your own examples, using what you know about the students.
- 7 Go through the rest of the Rule and the More about it: **"a little"** and **"much/a lot."**
Answer any questions.

Grammar Point 2: Using "as...as"

- 8 Say the example. T: *It's not as cheap as I thought.*
 - 9 Write on the board: I'm as old as you.
T: *What does this sentence mean? [You and I are the same age.]* Underline: **as old as**. Say the rule. T: *To show that 2 things are similar, use "as...as."*
 - 10 Give the students a few more examples. (example: (Name) is as strong as (name).)
 - 11 Go through the rest of the Rule and the More about it: **comparing amounts**.
- #### Grammar Point 3: Similarities and differences
- 12 Say the example: *It's different from my place.*
 - 13 Write on the board: Mr. Brown is different from Ms. Hayes. Your room is like mine.
T: *Which words in these sentences talk about similarities and differences? Underline: **different from** and **like**.* Say the rule.
 - 14 Add your own examples.
 - 15 Go through the rest of the Rule and the More about it: **really, very, and a lot**.

Using the grammar

- 16 Ask the students some questions.

- questions with comparative adjectives:
T: *Which do you like better, American food or Thai food? Why? Is it (hotter)?*
- questions with "as...as":
T: *Whose hair is as long as (name's)? Who is as energetic as (name)?*
- similarities and differences:
T: *Who comes from the same country (city) a (student)? Tell me 1 thing that is similar about your country (city) and his/her country (city).*

Grammar Guide

Grammar Point 1: For one-syllable adjectives, add "-er" + "than" to the adjective (ex.: Shorter than). For two-syllable adjectives that end in "y," add "-ier" + "than" to the adjective (ex.: easier than). For adjectives with two or more syllables, use "more" + "adjective" + "than." (ex.: more dangerous than)

Grammar Point 2: Use "as" + adjective + "as" to show similarity. (ex.: My apartment is as small as yours.)

Grammar Point 3: Another way to show similarity is to use "similar to" or "like." (ex.: My apartment is similar to yours.) If two things are exactly alike you can use "the same" or "the same as." (ex.: My apartment costs the same as yours.) To show differences, use "different from." (ex.: My house is different from yours.)

Refer the students to Grammar Tables 10-12 on page 116 in the Student Book.

Answers

1. This apartment is **smaller** than my apartment.
2. This apartment is **more** beautiful than mine.
3. Your car is a **little** bigger than my car.
4. Paul's house is **much** bigger than my house.
5. I'm as old **as** you.
6. It's hot today, but it's **not** as hot as yesterday.
7. Kate has **more** free time than Dave.
8. Dave has **much** less free time than Kate.
9. Your room is **like** mine.
10. Richard's family name is the same **as** Dave's.
11. Mr. Brown is **different** from Ms. Hayes.
12. Frankie is a **lot** different from Maggie.

Situations page 86

This activity focuses on comparing people, places, and things.

- 1 Introduce the activity by asking questions about the illustrations in each frame. T: *Let's look at the illustrations. In Frame 1, where are these people eating? [at a food court/ in a cafeteria] What is the man holding in Frame 2? [a briefcase] In Frame 3, what is the couple drinking? [coffee/tea] In Frame 4, what are the women doing? [shopping/looking at a dress] Where are the people in Frame 5? [at a picnic]*
- 2 Put students into pairs and have them fill in the missing parts of the conversations. T: *Now work with your partner. Fill in the blanks with the correct words or word endings.*
- 3 Give the students about 10 minutes to fill in the blanks. Check for questions.
- 4 Have the students practice the conversations together orally. T: *Now, practice conversations 1 to 5 with your partner.*

Everyday Expressions

Write these expressions on the board.

Students who finish early can say the conversations again, using the expressions as substitutions.

Frame 1: A cheeseburger is cheaper than a spinach salad. = A cheeseburger doesn't cost as much as a spinach salad.


Frame 2: Actually, I'm Emiko. = Actually, I'm not Keiko. I'm Emiko.

Oh, sorry! = Oh, how embarrassing!

Frame 3: Do you like this place? = What do you think of this place?

Frame 4: Really? = Do you really think so?

Frame 5: We're very different from each other. = We're not alike at all.

- 5 Have students switch roles and read the conversations again.
- 6  Play the audio and ask students to check their answers. T: *Now let's listen to the conversations. Check your answers.*
- 7 Now have the students repeat the conversations with the words covered. T: *Now, cover all the words and say the conversations again.*
- 8 After students have practiced all 5 conversations, have them compare the topics in

Frame 6. T: *Now look at Frame 6. Ask your partner about the music, movies, and clothes he or she likes.*

- 9 Elicit a few answers from the class. T: *(Name), what kind of music does your partner like? Does anyone have anything in common with his or her partner?*

Extension for Frame 6

Ask students to create a dialogue using 1 of the following situations.

Situation 1: *Explain the difference between 2 kinds of food.*

Situation 2: *Think of 2 recent movies you've seen. Compare the 2 movies.*

Students can write out their dialogues if they wish. You can ask some volunteers to present their dialogues to the class.

Answers

1. A: Cheeseburgers and fries are so good.
B: Maybe, but my spinach salad is healthier than a cheeseburger.
A: Yeah, but a cheeseburger is cheaper than a spinach salad.
2. A: Good morning, Keiko.
B: Actually, I'm Emiko.
A: Oh, sorry!
B: That's all right. Keiko looks like me.
But she's a little older than I am. (lot)
3. A: Do you like this place?
B: Yes, it's nicer than the Sola Cafe.
A: And it isn't as crowded as the Sola Cafe.
B: You're right.
4. A: What do you think of this dress?
B: Well, it's pretty, but it isn't as pretty as your dress.
A: Really? Oh, thank you.
5. A: We're twins, but we're very different each other. (really)
B: Really?
A: Yes. I'm more studious than Eva.
B: So you get better grades than her? (higher)

Communication page 87

This activity gives students a chance to compare themselves with their classmates.

❶ **Warm up:** Take a quick survey of the class to prepare them for the activity. T: *How many of you like to buy music? Raise your hands. Do you have a lot of CDs? Who has more than 30 CDs?*

❷ **Introduce the main activity.** T: *Look at the questions at the top of page 87. Read each one and write yes or no. You can read through the questions aloud with the class, pausing to let them write “yes” or “no”, or you can have the students work independently.*

❸ **Explain Step 2.** T: *Now, survey your classmates. Ask each classmate 1 question from the chart. Hold up your book and point to the chart. T: Then ask a “how” question. Read the sample how question (T: *How much TV do you watch?*) and give a few more examples if necessary. T: Then, write your classmate’s name. Point to the name column. T: Mark down if their answer was more than you, less than you, or the same as you.*

❹ **Choose 2 students to model the example.** T: *(Names), would you read the example together? Check to make sure students understand the activity. T: Any questions? Great, now let’s get started.*

❺ **Walk around the room as students ask questions, helping when necessary.**

❻ **Wrap up by asking a few questions.** T: *Who has the largest family? How many people are in his family? Who has the most free time?*

Bonus

❼ **Put the students into groups and introduce the activity.** T: *Now we’re going to work in groups and put ourselves in order. (Have the students stand up.) First, stand in order of height. The shortest person should stand at the front of the line.*

❽ **After lines are formed, have each student say a sentence about their place in line.** T: *Now, say a sentence explaining your place in line. You can give a few examples from different groups T: (Name) is shorter than (name.) (Name) is the tallest in his/her group.)*

❾ **After students finish their sentences, have them put themselves in a new order.** T: *Next try putting your group in order by family*

size. Say a sentence when you are in line.

❿ **Walk around the room and offer help as students line up and say their sentences.**

⓫ **You can finish by asking students a few questions about what they learned.** T: *Who likes English the most? Which group has the tallest students? What other idea did your group come up with?*

Communication Expansion

1. Have students ask their classmates the questions in the activity again. This time, however, they should keep asking their partner questions until they find something that is the same. (For example, they are both 22 years old.)
2. When they find something the same, they should look for other students who have the same thing in common. The new classmates should stay with the original pair.
3. As students ask questions, large groups should start to form (as students with the same things in common travel together).
4. After all students have finished the surveys, ask groups what they have in common. T: *Wow, that’s a large group. What do you have in common? How about that group over there?*

Extension Writing Activity

1. Write 3 or 4 short sentences comparing students in your class.
2. Write 3 or 4 sentences about what you do every day. Compare how much time you spend on your activities. (example: I watch TV more often than I read books.)

English Out There page 88

This section gives students a chance to explore and compare different living situations.

❶ **Warm up:** Ask the students a few questions about where they live. T: *Who lives in an apartment? Who lives in a house? What is it like? Where is your home? In the city or in the country?*

❷ **Introduce the activity.** T: *Look at the pictures of places on page 88. Who lives in each place? Match the quotes with the place.*

❸ **Give students a few minutes to complete the matching activity.** Then go over the pictures with the class. T: *Which quote did you match to this picture? What about this picture?*

❹ **Put students in pairs and go on to Step 2.** T: *Compare homes with your partner. Tell your partner what your place is like. Say what you like about it and what you want to change.*

❺ **Walk around and offer students help when needed.**

❻ **After a few minutes, ask for volunteers to tell the class about their place.** T: *Would anyone like to tell the class about your place? Is there anything you'd like to change about it?*

Out There Homework

❶ **Read instructions for the homework assignment.** T: *Look at the bottom of page 88. Read the homework instructions.*

❷ **Give students ideas of how to find places to live online.** T: *Page 111 has a list of websites where you can look for a place to live. You can use the sites listed or find your own.*

❸ **Explain how the homework will be presented in a later class.** T: *Bring your picture to the next class and we'll talk about the place you chose.*

In the Computer Lab

Page 111 lists housing sites.

1. Students can click on "search listings" or click on one of the subheadings (for example, "sublet", "apartments", "tenants", or "roommates").
2. Students can then enter their search terms, click on "ads" or "listings", or browse the listings.

Encourage students to find several places that sound interesting. You can have stu-

dents find a map of the neighborhood where the place is located (see URLs on page 111 for Unit 7: Maps). T: *Find a few interesting places. What are they like? Why do you like them? Can you find a map? Go to a map site. Type in the address of the place.*

Out There Follow Up (Next Class)

If you have assigned the homework:

- ❶ Have students bring the picture to class and put students into small groups.
- ❷ Have students take turns describing their picture to their group. They should explain why they chose the picture and ask the other students what they think of the home.
- ❸ After all students have shared their new homes, have each group pick their favorite place to live.

If you haven't assigned the homework:

1. Find and print some pictures of homes and tape them to the walls of the classroom.
2. As students come in to class, have them tour the homes and make notes about each place.
3. Put students into small groups and have them discuss the places they liked and didn't like.

English in the Real World

Here are some ways of using the ideas in this unit outside of class.

With another student or a native speaker

Tell each other about your ideal home and compare it to the place you live now.

Take it further

Get some real estate brochures and compare different places to live.