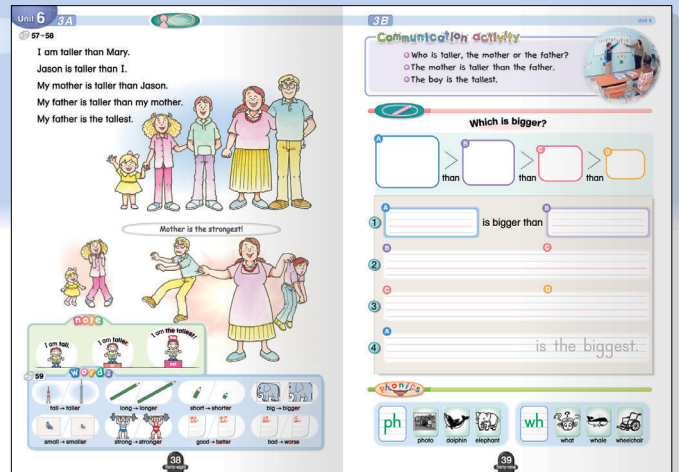


## TOPIC Who is taller?

### Aims for this lesson

- To learn usage of comparatives and superlatives
- To eliminate the bias of height and gender
- To ask appropriate questions to get information and solve a task



### Target sentences

**I am tall. I am taller. I am the tallest.**

The "note" box on the textbook left-hand page introduces new grammar with illustrations. It is not necessary to teach students English grammar using special grammatical terms.

### Words

**tall** → taller, **long** → longer, **short** → shorter,  
**big** → bigger, **small** → smaller, **strong** → stronger,  
**good** → better, **bad** → worse

### What to prepare

- Class Cards: Unit 6-3 #113-120 (comparatives)

(Verbal phrases: tall → taller, long → longer, short → shorter, big → bigger, small → smaller, strong → stronger, good → better, bad → worse)

- Card Plus+: Unit 6-3 #242-245 (superlatives)

(the tallest, the shortest, the biggest, the strongest)

- Activity Sheets

"Which snake is longer?"

※ Fold bottom up twice along the dotted lines of #63, 64 and 65.

- #63 (No.1) length comparisons of snakes
- #64 (No.2) size comparisons of houses
- #65 (No.3) height comparisons of three children

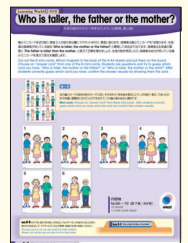


- Activity Sheets

"Who is taller, the father or the mother?"

※ Cut up #66 into mini-cards.

※ Attach magnets to the back of 6 A4 Sheets (#67-72).



### Warm up and Review

- 1 Greet the class.
- 2 **Q&A (No.1-48)** : See the "70 Questions List for Book 3".
- 3 **Review the previous lesson: Unit 6-2 p.36** .....  
 Play CD2 #9. Have students repeat the words in the 'Words' box.  
 Play CD2 #10. Have students say the chant from Unit 6-2, page 36.  
 Play CD2 #11. Have students say the chant only to the beat.
- 4 One pair at a time, have students recite the chant.  
 Once they can do the chant well, give them an award sticker for circle 36 on their name card or let them color it.  
 (If the class is very big, you can divide them into groups.)





An activity where Ss use comparisons and superlatives to guess which card out of 6 the teacher is holding

**Structures used in this activity**

Who is taller, the mother or the father?  
The mother is taller than the father.  
The boy is the tallest.



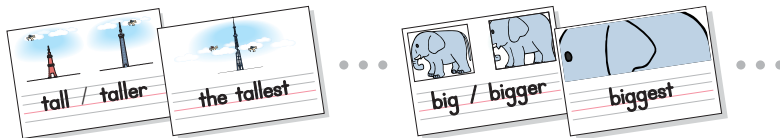
**Activity Procedure**

**Present the vocabulary used in this activity. Ss practice.**

- Place the 8 comparative/superlative flashcards (Class Cards #113, 115, 116, 118 / Card Plus+ #242-245) along the blackboard chalk tray. Play the CD2 #14.
- Ss repeat the vocabulary along with the CD while pointing to each flashcard.



tall, taller, the tallest,  
short, shorter, the shortest,  
big, bigger, the biggest,  
strong, stronger, the strongest



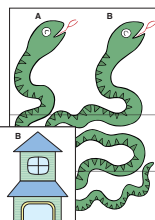
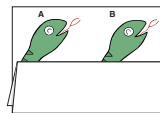
**Present the expressions used in this activity. Ss practice.**

- Use the 3 foldable cards in Activity Sheets, and present comparisons in a quiz.

**1 Activity Sheet No.1 Snakes:** In advance, fold the sheet along the dotted lines.

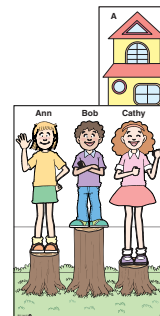
Show Ss the snakes' heads only. Ss try to guess which snake is longer. After Ss answer, open the sheet to reveal the whole picture. Use the following English:

T: Which is longer, A or B?  
S: (guessing) B is longer than A.  
T: Let's open. Well, A is longer than B.



**2 In the same way, use Activity Sheets No.2 Houses.** In advance, fold the sheet along the dotted lines. Show Ss the houses' roofs only. And ask:

T: Which is bigger, A or B?  
S: (guessing) B is bigger than A.  
T: Let's open. Well, B is bigger than A.



**3 In the same way, use Activity Sheets No.3 Ann, Bob and Cathy.** In advance, fold the sheet along the dotted lines. Show Ss their heads only. And ask:

T: Who is taller, Ann or Bob?  
Ss: (guessing) Ann.  
T: Let's see... (opening the sheet to the first dotted line) Yes. Ann is taller than Bob.  
T: Who is taller, Cathy or Ann?  
Ss: (guessing) Cathy.  
T: Let's see... (opening the sheet entirely) Yes. So, Cathy is the tallest.  
※Emphasize the English "the tallest".



- From Activity Sheets "Who is taller, the mother or the father?" show Picture No.1. Play the CD for aural confirmation of the basic expressions used in this activity.



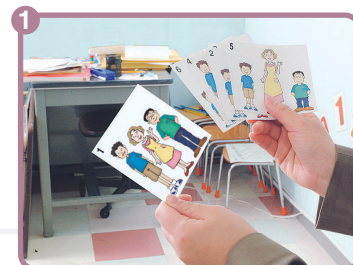
Who is taller, the mother or the father?  
The mother is taller than the father.  
The boy is the tallest.



- In the same way, use the other 5 picture cards. Ss practice.

**1** Place the 6 picture cards from Activity Sheets "Who is taller, the mother or the father?" on the blackboard. Take one of the mini-cards. (Place the remaining 5 cards face down on the desk.)

T: I'll take one card.



**2** Using "Who is taller, the mother or the father?", Ss try to guess which of the cards on the blackboard you are holding.

S1: Who is taller, the mother or the father?  
T: (looking at your card) The mother is taller than the father.



## Activity Procedure

- 3** Ss continue asking until they know the answer.  
**S2:** Who is taller, the father or the boy?  
**T:** (looking at your card) The boy is taller than the father.  
**S3:** Who is taller, the mother or the boy?  
**T:** (looking at your card) The boy is taller than the mother.
- 4** Ss who know which card you are holding raise their hand, say "I know!" and answer.  
**S4:** I know! You have No.1.
- 5** Show Ss the card you are holding and confirm whether or not the S's guess is correct.  
**T:** The boy is taller than the mother.  
 The boy is taller than the father.  
 The boy is the tallest.  
 You're right.
- 6** The S who guesses correctly then takes your role in the next round.





17  
18

I am taller than Mary.  
Jason is taller than I.  
My mother is taller than Jason.  
My father is taller than my mother.  
My father is the tallest.



Mother is the strongest!



note

I am tall. I am taller. I am the tallest!

Disc 2 16

words

tall → taller	long → longer	short → shorter	big → bigger
small → smaller	strong → stronger	good → better	bad → worse

38 thirty-eight

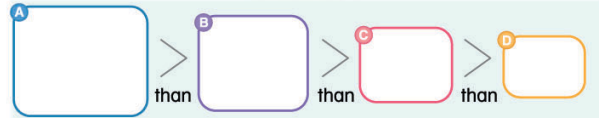
15

Communication activity

- Who is taller, the mother or the father?
- The mother is taller than the father.
- The boy is the tallest.



Which is bigger?



1 \_\_\_\_\_ is bigger than \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_ is the biggest.

phonics

ph	photo	dolphin	elephant	wh	what	whale	wheelchair
----	-------	---------	----------	----	------	-------	------------

39 thirty-nine

Unit 6-3 Textbook-left page p.38

1 Have students keep their books closed and listen to CD2 #17. Check students' comprehension, asking them what words and phrases they heard. Have each student tell you English phrases they heard and understood.

2 Have students open their textbooks to page 38.

3 Vocabulary

Disc 2 16

tall → taller, long → longer, short → shorter, big → bigger,  
small → smaller, strong → stronger, good → better, bad → worse



- Introduce and practice the vocabulary in the 'Words' box (comparative) with Class Cards (#113-120).
- Play CD2 #16. Have students point at the words in their textbooks as they listen and repeat the words.

4 Speech

- Play CD2 #17. Have students listen and follow along with the sentences in their books.
- Play CD2 #18 - with pauses. Encourage students to repeat each sentence during the pauses.
- Have students practice until they can say the sentences on their own. (CD2 #18 - with pauses)

Disc 2 17  
18

**Script:**  
I am taller than Mary.  
Jason is taller than I.  
My mother is taller than Jason.  
My father is taller than my mother.  
My father is the tallest!  
Mother is the strongest!

5 Note In this lesson, in order to make it easier for students to understand, without explaining the grammar, you should read out the sentences in the 'Note' box clearly, emphasizing the parts in pink.

6 Original Speech! "How tall are you?"

- Have students get into groups of 3-5. Have them ask each other their height, and line up in order from shortest to tallest.
  - S1: How tall are you?
  - S2: I am 140 centimeters tall. How tall are you?
  - S1: I am 136 centimeters tall. You are taller than I.
- Once they are all lined up, start at one end and have students make sentences about their height. (From the other end)
  - S3: I am taller than S2. S1: I am shorter than S2.
  - S2: I am taller than S1. S2: I am shorter than S3.
  - S1: I am the shortest. S3: I am the tallest.



◆ In the same way, have fun making an original chant using 'strong, stronger, strongest'.



**Drill** Which is bigger?

- 1 Have students open their textbooks to page 39.
  - 2 Have them think of four things that are different sizes, and draw pictures of them in the squares, drawing them in order from biggest to smallest.
  - 3 Have students write sentences about their pictures.  
A is bigger than B. B is bigger than C. C is bigger than D.  
A is the biggest.
- Ref.**
- my school > Imperial Palace (kokyo) > my house > my dog's house
  - elephant > horse > sheep > ant
  - 500 yen coin > 10 yen coin > 5 yen coin > 50 yen coin

Which is bigger?

1 \_\_\_\_\_ is bigger than \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_ is the biggest.

**Phonics** ph, wh



Two consonants combine to make one sound. "ch, sh, th" (Book 2, Unit 9-2) is built upon with 2 more combinations "ph" and "wh".

- 1 Write "ph" and "wh" on the board and practice the sounds.
- 2 Have students open their textbooks to page 39. Play CD2 #19 and have students say the words along with the CD.

phonics

photo dolphin elephant what whale wheelchair

- Disc 2 19
- [f] [f] [f] photo ● [f] [f] [f] dolphin ● [f] [f] [f] elephant
  - [hw] [hw] [hw] what ● [hw] [hw] [hw] whale ● [hw] [hw] [hw] wheelchair

**Workbook** p.26

- 1 **Look at the picture and complete the sentences.**
    - Have students look at the picture and make sentences comparing the height of the mountains.

**Note** the Matterhorn (4478m, in Switzerland and Italy, one of the most beautiful mountains in the Alps due to its pyramid shape), Mt. Fuji (3776m, Japan), Mt. McKinley (6194m, America), Mt. Everest (8848m, in Nepal and Tibet in the Himalayas, called Qomolangma in Tibetan and Zhumulangma in Chinese)
- 2 **Words** Have students write the Japanese inside the parentheses, and practice writing the word in English in the ruled lines.  
 (If needed, read the words ①-④ with the students first. When writing the Japanese meaning, have the students think of the meaning themselves; don't just tell them.)  
 ※ These answers are examples, but students may think of different answers.  
 It is important to encourage them to think freely and accept answers that are similar.

Unit 6-3

1 Look at the picture and complete the sentences.

Which mountain is higher?

(例) 1 The Matterhorn is higher than Mt. Fuji.

2 Mt. McKinley is higher than Mt. Fuji.

3 Mt. McKinley is higher than the Matterhorn.

4 Mt. Everest is the highest.

2 Words

1 taller (より背の高い)	2 stronger (より強い)
3 shorter (より短い, より背の低い)	4 longer (より長い)
5 bigger (より大きい)	6 smaller (より小さい)
7 better (より良い)	8 worse (より悪い)

26

**Homework**

- 1 Have students listen to the speech from page 38 of the Student Book. (Student CD # 57→ 58)  
 Encourage students to practice repeating the lines of the speech, using track # 58.  
  - While listening and practicing at home, students should open their Student Book to page 38 and follow along with the words.
  - At the beginning of the Unit 7 first week lesson, have them do the speech.
- 2 If there are any 'Listening Homework' pages or activities from previous units that Ss could not complete, please prepare to do them with the students. (Next week is the 'Review and Consolidation Lesson'.)

◆ "Language Review and Consolidation Lesson" are on the next page.

## Language Review and Consolidation Lesson

Learning World is comprised of 10 units with 4 lessons per unit. While lessons 1, 2, and 3 of each unit are printed in the Student Book, lesson 4 is not. The 4th lesson is specially designed to help students review, consolidate and apply language. It also provides an opportunity for slower students to catch up.

### Language Review, Consolidation and Application

- More information on the activity practice and theory can be found from the table of contents on this CD-ROM.
- Teachers should consider their class size and their students' level and motivation, and choose activities according to their situation.

### Unit 6: Language Development (Unit 6 - 3)

- 1 Prepare 3 pencils of different length. Cover the bottoms and ask 3 students to pick one each.
- 2 Each student uses comparatives and superlatives to describe their pencil.
  - e.g., My pencil is shorter than student's pencil.
  - My pencil is the longest.
  - My pencil is the shortest.

### Review : Unit 1 - 1 ~ 6 - 3

- 1 **Left page or song (right page):** Let students pick to review using either the left page or the right page song, and then read (or sing) the materials with the whole class.
  - ※ If some students are still having difficulty with the left page, you should use that page for the review.
- 2 **Vocabulary:** Pick 10-20 words that were previously studied and use the Class Cards to practice the words. Play the CD and practice saying the words to the rhythm only.
  - ※ Practice with just the words: Fold the Class Cards in half so only the words are showing and practice saying the words.

### Using questions cards to review previously learned language :

Use the "Review Questions Cards 80" to review language you have previously learned in Learning World. Have students ask teacher and students ask each other questions.

- 1 You can open the 'Review Questions Cards 80' from the table of contents on this CD-ROM. Please print and cut them apart to make separate question cards. (Keeping the cards in a "Question Box" makes it easy to use the cards.)
- 2 Have a student take one card out of the box. He/she should read the card and ask the other students the question.
- 3 The student who answers the question can take the next card from the box.
- 4 Each time a student asks a question and answers a question, they should color a circle on their 'Challenge Chart'. (The Challenge Chart is on the back of the Name Card which is attached in the back of the Student Book.)

### Activity for Reviewing and Consolidation

Please choose one activity for reviewing and consolidation. Doing Activities using "Activity Sheets 111" are so effective to use and reinforce their English.

### Doing the WORKBOOK for the 4th weeks

#### Workbook p.27 Let's try 6

The 'Let's try' workbook page is a review of everything students have studied up until now and is not just limited to the current unit. It is at the level of Eiken (Step Test) Level 5. Please have students solve the problems on their own and then go over the answers with them.

Workbook page 27 is a review of simple dialogs. Make sure students understand the questions and sentences, and then have them choose the correct answers.

If students need help, read the questions and sentences with the answers together.

**Let's try**

Choose and write the correct answers.

- A How old is this building?  It is old.

B It is one hundred years old.  It is one hundred years old.

He is five years old.

It is a city hall.
- A How are you?  Do you?

B Fine, thank you. And you?  And you?

I'm fine.

Yes, I am.
- A Pass me the sugar, please.  You're welcome.

B Here you are.  Here you are.

It is mine.

Yes, I do.
- A Does Santa Claus come to your house?  On Christmas day.

B Yes, he does.  Yes, he does.

Yes, he is.

I like Santa.
- A Whose bag is this?  It's mine.

B It's mine.  It's green.

It's right.

His bag is green.
- A Can a hippo fly?  It is big.

B No, it can't.  Yes, it is.

No, it can't.

He is my pet.
- A Nice to meet you.  Nice to meet you, too.

B Nice to meet you, too.  See you later.

Good night.

Yes, please.
- A What time do you go to bed?  Good night.

B At ten thirty.  Good morning.

At ten thirty.

In December.

27