

# Planes are Faster than Trains

Comparing things with adjectives.

## 1. Warm up

Take turns asking the following questions. Circle your partner's answer.

1. Which do you prefer... **traveling by plane** or **traveling by train**?
2. Which country is bigger... **Canada** or **Australia**?
3. Which is more expensive... **a 5-star hotel** or **a youth hostel**?
4. Which is more exciting... **reading a book** or **listening to music**?
5. Which is better... **relaxing on a beach** or **sightseeing**?
6. Which is easier... **paying in cash** or **paying by credit card**?



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## 2. Vocabulary

A. Listen to your teacher read the following adjectives. Underline the stressed syllable.

- |                     |                 |
|---------------------|-----------------|
| 1. ____ fast        | a. bad          |
| 2. ____ cheap       | b. dis.gus.ting |
| 3. ____ de.li.cious | c. qui.et       |
| 4. ____ ex.ci.ting  | d. bo.ring      |
| 5. ____ noi.sy      | e. slow         |
| 6. ____ good        | f. ex.pen.sive  |

B. Read the adjectives carefully with a partner. Emphasize the stressed syllables.

C. Match the adjectives on the left to the opposites on the right.

## 3. Comparative Adjectives

A. Read the rules about comparing things with adjectives.

	Object A	Be	Comparative	Than	Object B
1. <b>1 syllable adjectives</b>	A <i>Tokyo Sky Tree</i>	is is	<b>adjective + er</b> <i>taller</i>	than than	B. <i>the Eiffel Tower.</i>
2. <b>2 or more syllable adjectives</b>	A <i>Italian cars</i>	is are	<b>more + adjective</b> <i>more expensive</i>	than than	B. <i>American cars.</i>
3. <b>Adjectives ending in 'y'</b>	A <i>Cities</i>	is are	<b>adjective y + ier</b> <i>busier</i>	than than	B. <i>villages.</i>
4. <b>Irregular adjectives</b>	<i>Your English</i>	is	<b>good/bad</b> <i>better/worse</i>	than	<i>my English.</i>

**B Complete the comparative sentences with the adjectives in brackets.**

1. Mount Everest is ..... (high) than Mount Fuji.
2. Russia is ..... (large) than China.
3. A Ferrari is ..... (expensive) than a Honda.
4. Riding on trains is ..... (comfortable) than riding on buses.
5. Curry is ..... (spicy) than stew.
6. This grammar topic is ..... (easy) than the last one.

**C Write a single comparative sentence for the following sentence pairs.**

e.g. Martin is 24 years old. Debra is 26 years old. (young)

*Martin is younger than Debra.*

1. It is 12° Celsius in London. It is 25° Celcius in Honolulu. (cold)  
.....
2. My car was built in 1997. Tom's car was built in 2001. (old)  
.....
3. I get up at seven o'clock. Mary gets up at 6:30 a.m. (late)  
.....
4. The flight to England takes 10 hours. The flight to New Zealand takes 12 hours. (long)  
.....
5. A cheeseburger is \$6.50. A hamburger is \$4.00. (expensive)  
.....
6. The bus to Rome takes six hours. The train to Rome takes three hours. (long)  
.....

**4. Holiday Quiz**

**A. Practice the conversation about going on holiday.**

- A** When you go on holiday, do you like to stay in... a hotel, a tent, or a youth hostel?
- B** I like to stay in a hotel.
- A** Why? Why do you like to stay in a hotel?
- B** Because a hotel is more comfortable than a tent or a youth hostel. How about you? Do you like to stay in... a hotel, a tent, or a youth hostel?
- A** I like to stay in a tent.
- B** Really? Why?

**B. Interview your partner about their perfect holiday. Change the following sentences into questions and circle your partner's responses.**

e.g. Do you like to stay in a hotel, a tent, or a youth hostel?

- |                                 |                    |                    |                    |
|---------------------------------|--------------------|--------------------|--------------------|
| 1. I like to stay in...         | a hotel            | a tent             | a youth hostel     |
| 2. I like to eat...             | junk food          | local food         | my country's food  |
| 3. During the day, I like to... | go sightseeing     | relax on a beach   | go shopping        |
| 4. At night, I like to...       | go to a restaurant | go to a nightclub  | sleep              |
| 5. I like to travel...          | by plane           | by train           | by rental car      |
| 6. I prefer to travel...        | in summer          | in winter          | in spring          |
| 7. I prefer to...               | pay in cash        | pay by credit card | let my friends pay |
| 8. I want to travel...          | for three days     | for one week       | for one month      |

**C. Tell your class about your partner's travel likes and dislikes.**

# Planes are Faster than Trains



Level:	Beginner: A1 Elementary: A2
Updated:	Aug 23, 2021
Target:	Language function: Comparing and contrasting. Describing people, places, and things. Language forms: Adjectives.
Teaching time:	60 minutes.
Objective:	Students learn about comparing and contrasting things with comparative forms of adjectives as well as practice pronunciation and stressed syllables of common adjectives used to describe transportation and holidays.

## 1. WARM UP

In pairs, students take turns asking their partner the questions. Students can circle the correct alternative. You may need to introduce and explain the verb 'to prefer'.

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the warm up activity and continue the conversation if interesting.

## 2. VOCABULARY

A. When a word has more than one syllable, not all syllables are pronounced with the same degree of force. The syllable which is pronounced with greater force is called the stressed syllable. Read adjectives 1-6 and a-f to your students to model pronunciation. Ensure to exaggerate the stressed syllable in each. A period (.) has been used to separate the syllables in each word. Students should underline the stressed syllable in each word as you read. The underlined syllables are stressed.

- |                         |                          |
|-------------------------|--------------------------|
| 1. <u>fast</u>          | e. <u>slow</u>           |
| 2. <u>cheap</u>         | f. ex. <u>pen</u> .sive  |
| 3. de. <u>li</u> .cious | b. dis. <u>gus</u> .ting |
| 4. ex. <u>ci</u> .ting  | d. <u>bo</u> .ring       |
| 5. <u>noi</u> .sy       | c. <u>qui</u> .et        |
| 6. <u>good</u>          | a. <u>bad</u>            |

B. Students alternate reading the adjectives to their partners. Encourage them to exaggerate the stressed syllables. This might be uncomfortable for some, but remind them that they are in the perfect environment to practice pronunciation and emphatic stress.

C. In pairs, students take turns matching the adjectives on the left to the opposites on the right. Check answers with the class.

- |              |               |
|--------------|---------------|
| 1. fast      | e. slow       |
| 2. cheap     | f. expensive  |
| 3. delicious | b. disgusting |
| 4. exciting  | d. boring     |
| 5. noisy     | c. quiet      |
| 6. good      | a. bad        |

## 3. COMPARATIVE ADJECTIVES

A. We use comparative adjectives to show change or make comparisons. In pairs or as a class, read through the grammar rules or demonstrate the rules on a white board. Answer questions and elicit examples to check understanding.

B. Individually, students complete the comparative sentences with the adjectives in brackets. Monitor and assist if necessary. Students can compare their answers with a partner or check answers as a class.

1. Mount Everest is **higher** than Mount Fuji.
2. Russia is **larger** than China.
3. A Ferrari is **more expensive** than a Honda.
4. Riding on trains is **more comfortable** than riding on buses.
5. Curry is **spicier** than stew.
6. This grammar topic is **easier** than the last one.

C. Individually or in pairs, students construct a single comparative sentence from the two sentences provided. Move around the class to assist students and answer questions as they arise. Students can compare their sentences with a partner and discuss any differences. Check answers with the class.

1. London is **colder than** Honolulu. It is **colder** in London than in **Honolulu**.
2. My car is **older than** Tom's car.
3. I get up **later than** Mary.
4. The flight to New Zealand takes/is **longer than** the flight to England.
5. A cheeseburger is **more expensive than** a hamburger.
6. The bus to Rome takes **longer than** the train to Rome.

## 4. HOLIDAY QUIZ

A. In pairs, students practice the conversation. Answer any questions that arise. Students change roles and practice again. Higher level students could continue the conversation until all students have finished the activity.

B. In pairs, students construct questions from sentences 1-8 and take turns asking their partner the holiday quiz. Students should circle their partner's answers on their paper, not their own. You might need to review how to construct a question using the auxiliary verb 'do' from a sentence, on the board.

I like to eat... junk food, the local food, or my country's food.

Do you like to eat... junk food, the local food, or your country's food?

Encourage students to follow the example conversation and ask 'why?' They should answer using a comparative sentence. This is a good chance for students to practice comparative sentences in conversation. Monitor conversations and note common mistakes made. You can review mistakes at the end of your class or at another time.

C. Have students present their results to the class.

My partner prefers to stay in a hotel because a hotel is more comfortable than a youth hostel and a tent.