

ANSWER KEY

3B Great rivals

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Goal | express an opinion about rivals

Grammar | comparatives and superlatives

Vocabulary | character adjectives

GSE learning objective

Can justify and sustain views clearly by providing relevant explanations and arguments

Introduction

The goal of this lesson is for students to express an opinion about rivals. To help them achieve this, they will revise character adjectives and study comparatives and superlatives.

Warm-up

Provide pictures or names of some great contemporary rivals and ask Ss to say what is the same about them and what is different. Examples: Pepsi and Coca Cola, Microsoft and Apple, Rafael Nadal and Roger Federer, cats and dogs. Ask Ss to discuss in pairs and monitor and listen to see if they are using comparative adjectives correctly but don't correct them. When they finish, have a whole-class discussion about which of the two in each pair they consider better.

Reading and vocabulary

Character adjectives

1 Ask Ss to look at the photos and discuss the questions in pairs. When they finish, work as a class to identify the people and their rivals and ask a few Ss to report back on one interesting point from their discussion.

Answers:

- 1** Serena Williams: tennis player
Bobby Fischer: chess player
Bill Gates: businessman (main founder of Microsoft Corporation)
1972 American Olympic basketball team: famous for losing a very close match to their rivals, the Soviet team

2 Ask Ss to read about two sets of rivals. They should ignore the words in bold for the moment. When they finish, put Ss in pairs to tell each other who won and how, without looking at their books. Go through the answers as a class.

Answers:

Chess rivals: Fischer won. He lost his temper, which upset Spassky and allowed Fischer to fight back and win.

Basketball rivals: the Soviet Union won. They scored in the final three seconds by throwing the ball from one end of the court to the other.

Optional alternative approach

Allocate texts to Ss, with Student A reading one text and Student B the other. AB pairs then tell each other about the texts they read.


3a Ask Ss to work in pairs to guess the meaning of the words in bold, using the context to help them. They should not use dictionaries or devices. If time is short, you can do this as a whole class.

Vocabulary checkpoint

Encourage Ss to notice the root words and use their understanding of affixes to help them guess meaning. For example, the root word *experience* and the prefix *in* can be unpacked to help understand the word *inexperienced*. Similarly: *un* (not), *predict* (say what will happen), *able* (can) means that *unpredictable* = cannot say what will happen. In other cases, the context is all that Ss have to work with, so discuss how they can identify a word's grammar and meaning by its position in the sentence.

b Ask Ss to now match the words in bold with their meanings, writing each word beside its definition. Emphasise that you do not expect them to know all the words and they should still not use dictionaries. When they finish, go through the answers as a class and discuss any items they are uncertain about. Drill the words as you check them. Point out the unusual pronunciation of *tough* /tʌf/.

Answers: **1** competitive **2** stubborn **3** confident
4 unpredictable **5** inexperienced **6** arrogant **7** reasonable
8 determined **9** tough **10** thoughtful **11** bold
12 remarkable

4  **3.4** Ask Ss to read the example and explain that they should use one of the adjectives in Ex 3b to rephrase what they hear in the recording. **Weaker classes** may need to pause after each and discuss answers.

Answers:

- 1** She sounds quite reasonable.
2 He sounds quite arrogant.
3 He sounds quite tough.
4 She sounds quite stubborn.
5 She sounds quite inexperienced.
6 He sounds quite determined.
7 He sounds quite confident.
8 She sounds quite remarkable.
9 He sounds quite unpredictable.
10 She sounds quite competitive.
11 She sounds quite thoughtful.
12 He sounds quite bold.

Audioscript 3.4

- 1 She's usually very fair and sensible.
- 2 I hate him. He thinks he's better than everyone else.
- 3 You won't win. He's strong and not afraid.
- 4 She never changes her mind. It's really frustrating.
- 5 She doesn't know what she's doing. She hasn't done this kind of work before.
- 6 You won't be able to stop him once he's made up his mind.
- 7 He believes that he's good enough to win.
- 8 You'll be surprised – amazed even – when you meet her.
- 9 You never know what he'll do next.
- 10 She always tries hard to win.
- 11 She's quite serious and quiet.
- 12 He's not usually afraid of taking risks.

VOCABULARY BANK 3B p158

Adjective suffixes *-(ic)al, -ic, -ive, -ous* and *-y*

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Put Ss in pairs to complete the table using dictionaries, guesswork or their devices. Go through the answers.

Answers: 1 ambitious 2 competitive 3 creative
4 curious 5 energetic 6 enthusiastic 7 generous
8 greedy 9 historical* 10 imaginative 11 musical
12 romantic 13 trendy 14 wealthy

(*If Ss put *historic* rather than *historical*, explain that *historical* = concerning history, but *historic* = important moment in history; this will be covered in Lesson 3C.)

2 Ask Ss to underline the correct options in the sentences, then compare in pairs. Go through the answers.

Answers:

A 1 curious 2 enthusiastic 3 creative
B 1 wealthy 2 romantic 3 generous
C 1 energetic 2 imaginative 3 competitive 4 ambitious

3 Ask Ss to choose three adjectives from Ex 1 that describe them, then tell a partner. There are no fixed answers.

Further practice

Photocopiable activities: 3B Vocabulary, p190

App: 3B Vocabulary practice 1 and 2

Grammar

Comparatives and superlatives

Optional alternative activity


Ask Ss to recall how Spassky and Fischer were different and to provide examples. Prompt them with adjectives if necessary (*stubborn, arrogant, reasonable, young*). Write their ideas on the board and if there are any problems with the basic rules for comparatives, for example with short and longer adjectives, go over them. Elicit the form, then move on to Ex 5a. This approach may be suitable for **weaker classes**.

5a Ask Ss to identify which person or team from Ex 2 is referred to in each opinion. Tell Ss to compare in pairs, then elicit the answers.

Answers: a Spassky b Fischer c Soviet team
d American team e Spassky f Fischer g American team

b Ask Ss what is similar about the sentences in Ex 5a (they all make comparisons). Tell Ss they are going to use these examples to study some grammar. Give Ss plenty of time to read the grammar box and match an example to each rule, before checking in pairs. Check answers with the class and be prepared to give further explanations/examples where necessary.

Answers: 1 d 2 e 3 a 4 g 5 b 6 f 7 c

6a  3.5 Focus attention on the sentences. Ask Ss to listen to the recording to notice how they're pronounced. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

We emphasise the extra information when we describe a big difference, stressing words such as *near* or *so*, to help the listener understand the emphasis. The greater the difference, the greater the stress. We tend to use much more exaggerated intonation when we express bigger or more surprising differences, and narrower or more hesitant intonation when we talk about smaller differences.

b Ss discuss which word gets emphasised in describing a big difference.

Answers: 1 b near 2 b so 3 b nearly

c Ask Ss to listen again and repeat, paying attention to the intonation. Drill chorally and individually if necessary.

7 This exercise practises the forms studied. Go through the first example with the class, eliciting the correct form of the adjective. Ss complete the sentences alone, then check in pairs. Check answers with the whole class. You may need to ask Ss questions to help them come up with the correct form such as: *Is it a short adjective? Is it a regular adjective? Is it positive or negative?*

Answers: 1 the best 2 as competitive as 3 much harder
4 far less stable 5 by far the tougher
6 older she got ... tougher she became
7 a bit more thoughtful 8 more of a family person
9 far more stable 10 more elegant 11 a lot more popular

Culture notes

The story of what happened between Tonya Harding and Nancy Kerrigan, as described in this short text, is explored in the award-winning 2017 film *I, Tonya*. If your Ss are interested in this story, you could watch it as a class.

8 Write the example prompt on the board and provide a possible continuation yourself, using a friend or family member. Ask Ss to work alone to think of statements. Point out that they will share these, so they need to be sensitive to other people in the class. There is no need for feedback as Ss will all have different answers but when they finish, ask Ss to tell a partner and give reasons where they can.



LANGUAGE BANK 3B pp.140–141

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

- 1 1 My twin sister was always *a lot more confident than me*.
- 2 At school, she was *by far the most popular girl in the class* or *the most popular girl in the class by far*.
- 3 It seemed that *the more popular she got, the less confident I became*.
- 4 In class, she always worked *a lot more quickly than me*.
- 5 But she was never *as hardworking as me*, and my results were always *far better than hers*.
- 6 It was *less of a rivalry* and *more of a constant battle*.
- 2 1 among 2 slightly 3 hungrier/more hungry
4 as competitive as 5 better and better 6 greater

Further practice

Photocopiable activities: 3B Grammar 1, p188;
3B Grammar 2, p189
App: 3B Grammar practice 1 and 2

Speaking**Prepare**

9a Explain that Ss are going to read about two different inventors. Put Ss in pairs and name them A and B, then ask them to turn to the relevant pages and read.

b Ask AB pairs to tell each other about their inventor and say why the one they read about was better. **Fast finishers** can read each other's information and then decide which one was the best.

10a Work as a class to name famous rivals. You can prompt with the ones from the warm-up stage and elicit others that Ss are aware of in the categories mentioned. Make a list on the board.

b Ask Ss to choose one set of rivals and make notes about them in the areas given.

Teaching tip

For an activity to be successful, Ss benefit from having plenty of information to work with, especially **weaker classes**. Ss also benefit from discussing and preparing with others before speaking in pairs. This kind of preparation is particularly useful as it's a speaking task in itself. If you have time, it is worth extending this task to a research one, where a pair research one of the rivals each and practise what they are going to say before they share the information. The 'prepare and rehearse' stage helps them gain confidence.

Speak

11 Put Ss in pairs to tell each other. Encourage them to ask follow-up questions. When Ss finish, ask them to discuss and decide which pair of rivals was the most interesting and why.

Optional extra activity

Ss write a biographical text or magazine article describing the rivals they talked about. Encourage them to add pictures. These can be used for a wall display or online class magazine.

Reflection on learning

Write the following questions on the board:

What can you do better after this lesson?

What part of the lesson was most fun for you? Why?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 3B Ex 1–2, pp.140–141

Workbook: Ex 1–5, p21

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3C

Extended route: go to p88 for Develop your listening

3B**WORKBOOK ANSWER KEY****1**

1 arrogant 2 inexperienced 3 thoughtful 4 remarkable 5 tough
6 unpredictable 7 confident 8 determined

2

1 stubborn 2 bold 3 competitive 4 thoughtful 5 reasonable
6 determined 7 remarkable 8 arrogant

3

1 a lot 2 more 3 as 4 by far 5 as warm 6 less 7 least 8
much more

4

1 far 2 than 3 the 4 more 5 a 6 much 7 The 8 as

5

1 as good/as 2 was more/than 3 far the fastest 4 isn't as nice as
5 lot less/than 6 The more tired/the less 7 too tired
8 play as well as



3B

Grammar 1 Comparatives and superlatives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss the questions in Ex 1 and then ask them to share some of their ideas with the class.

For Ex 2, ask Ss to read the title and the first sentence of the article, then elicit the answer to item 1 as an example. Tell Ss to complete the remaining gaps individually, referring to the grammar box in the Students' Book as required. Put Ss in pairs to compare their answers, then check the answers as a class.

Put Ss in pairs or groups of three. Tell Ss to discuss the questions in Ex 3. Elicit some ideas.

Answer key:

2

1 by far 2 much more 3 the more 4 slightly 5 far more
6 as 7 bit 8 a much 9 the most 10 more of a 11 the
12 as 13 than 14 close as 15 less

Grammar 2 Comparatives and superlatives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, ask Ss to read the statements and circle the appropriate number next to each one to show how much they agree or disagree with the statement. Then, for Ex 2, tell Ss to amend or rewrite the statements in line with their opinions, modifying the comparatives or content appropriately. Monitor and help where necessary.

When Ss have finished, put them in groups of three or four and, for Ex 3, ask them to discuss each statement, giving their opinion and using as many modified comparatives and superlatives as possible. Elicit feedback from Ss in open class and correct any errors you heard while monitoring.

Vocabulary Character adjectives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, explain that Ss need to write the missing letters to form the adjectives of character from the lesson. This could be done in pairs, individually or for homework.

For Ex 2, put Ss in groups to check their answers, then check answers with the class. Then ask Ss to discuss the questions in Ex 1. Encourage Ss to use the adjectives of character as much as possible in their discussion. To finish, ask each group to choose one of the questions and share their ideas with the class.

Answer key:

1

1 competitive 2 thoughtful 3 determined
4 confident, arrogant 5 inexperienced, unpredictable
6 stubborn 7 bold 8 tough 9 reasonable 10 remarkable

