

Topic: Shop Till You Drop

Textbook used: Longman Elect JS2A

Target group: SS2 students of a Band 1 school

Background:

This set of material is designed for JS2 of a band 1 school. Most of the students are gifted and talented with reasonable level of English proficiency. The learner difference can be quite large between the strongest and weakest students though. The difference between the less-able and more-able package mainly include varying the amount of input, level of requirement of output and the amount of guidance given in the process.

Objectives:

1. To boost students' creativity
2. To promote collaboration and communication skills of students
3. To boost students' self-management

Unit Plan:

	The Stronger Version	The Weaker Version
Section 1: Comprehension [Reading+Vocabulary] (P.4-9)		
Objectives	<ul style="list-style-type: none"> ➤ Locate general and specific information in a travel guide ➤ Skim and Scan 	<ul style="list-style-type: none"> ➤ Locate general and specific information ➤ Build up vocabulary related to shopping
Learning activities	<p>Pre:</p> <ol style="list-style-type: none"> 1) “Read it FAST!” Quiz (Different version for student A and student B)—Train up students’ skills of skimming and scanning (Worksheet 9a & 9b) 2) “Information Gap” Pair Work – Student A and Student B share their answers in the previous quiz in order to get the main idea of the reading passage. <p>While:</p> <ol style="list-style-type: none"> 1) Double Entry Journal—Focus on key ideas of each section and students’ corresponding responses (Worksheet 10) 2) Students share the content in their double entry journal by writing them on paper stripes and sticking them on the blackboard. <p>Post: Reading Comprehension Exercise (P.6-7)</p> <p>Vocabulary: Types of shops (P.4) Survey (P.9) --Before doing the above two exercises, let students form groups of 4 (mixed-ability group)</p>	<p>Pre:</p> <ol style="list-style-type: none"> 1) Quiz – Are you a shopaholic? (Worksheet 1) 2) Matching Activity – Shopping Centre (Worksheet 2) <p>While: Aim – Enhancing comprehension skills by reorganizing ideas and guessing unfamiliar words. Reading Passage (P.4-5) Divide the passage into 2 (2 activities)</p> <ol style="list-style-type: none"> 1) Read a part – Guide them to guess the meanings of the difficult words. 2) Students (in group of 4) post paper stripes under certain titles on the board <p>Post: Reading Comprehension Exercise (P.6-7) Convert some Q&A questions into Matching/ MC/ T&F (Worksheet 3)</p> <p>Vocabulary: In a shopping centre (Worksheet 4a) -- Guide them to guess the meanings of the difficult words. (Worksheet 4b) Do a Survey: P.9</p>

	and finish the activities on matching the vocabulary items(pictures) with their corresponding descriptions (Worksheet 11)	
Generic skills to be developed	Communication Collaboration	Communication Collaboration
Multiple intelligences to be developed & Learner styles catered	Interpersonal: Quiz Visual: Pictures Auditory: Reading Interpersonal: Pair Work & Group Work Kinesthetic Verbal: Vocabulary Building	Intrapersonal: Quiz Visual: Pictures Auditory: Reading Interpersonal: Group Work Kinesthetic Verbal: Vocabulary Building
Section 2: Grammar (P.10-13)		
Objectives	<ul style="list-style-type: none"> ➤ Comparatives and Superlatives ➤ comparing quantities ➤ As+adj+as ➤ The same as and different from ➤ Like and alike ➤ Too many; too much; too few, too little and enough 	<ul style="list-style-type: none"> ➤ Comparatives and Superlatives ➤ as+adj+as
Learning activities	<p>Steps: <u>Activity 1:</u> Listen to the song “The Best” by Tina Turner and fill in the blanks in the song sheet (Worksheet 12) --Guide students to think about the FORM and MEANING of the comparatives and superlatives <u>Activity 2:</u> --Arrange mixed-ability group and encourage students to actively express their ideas on the survey (P.12) --Introduce more advanced form of comparatives Assessment:</p>	<p>Steps: Introduction: Introducing the use of as +adj+as (Worksheet 5) <u>Activity 1:</u> Provide some adjectives to describe the appearance and personalities of the Ss. Ask Ss to categories their classmates with them according to the adjectives. Then compare their classmates with comparatives. <u>Activity 2:</u> Based on activity 1, ask them to compare their classmates with the use of superlatives. <u>Activity 3:</u> Based on activity 1 &2, ask them to compare their classmates with the use of as + adj + as. (Worksheet 6) <u>Activity 4:</u> Give Ss a lot of examples and</p>

	Grammar exercise on P.13 and extra grammar exercise (Worksheet 13) as homework	generate some rules of forming comparatives and superlatives. (Worksheet 7) Assessment: P.11-13 Work in pairs to complete a conversation on P.13
Generic skills to be developed	Communication Collaboration	Communication Collaboration
Multiple intelligences to be developed & Learner styles catered	Auditory: Song listening Linguistic: Form and meaning analysis on comparatives and superlatives Interpersonal: Group work Intrapersonal: Individual homework	Interpersonal/ Intrapersonal: Think about their classmates and themselves Verbal/ linguistic: using comparatives and superlatives.
Section 3: Tasks [Writing] (P.14-17)		
Objectives	➤ Think, plan and organize ideas before writing	➤ Think, plan and organize ideas before writing
Learning activities	Steps: <u>Activity 1:</u> Pair work: Student A and Student B work on the cards of various parts of a sales presentation and place them onto the correct positions on a paper board. (Worksheet 14)—Guide students to pay attention to the structure of a sale presentation and its corresponding language use. <u>Activity 2:</u> Draft a sale presentation for promoting the shopping mall. Students pair up to brainstorm some ideas with the use of the mind map (Worksheet 15) <u>Activity 3:</u> Students share the content in their draft by writing them on paper stripes and sticking them on the blackboard. Students	Steps: <u>Activity 1:</u> Li Ka Shing (student A) and a project director (student B) are discussing a project on an international shopping mall. Focus on the special features of the shopping mall. Look into the world's famous shopping malls. (Reference: http://www.wafi.com/page.aspx?id=4636&tid=216 http://www.dubaicityguide.com/site/features/index.asp?id=1294) <u>Activity 2:</u> Project: Design a brochure for the shopping mall. Brainstorm some ideas with your partner with the use of the mind map on p.16. <u>Activity 3:</u> Comment other groups' work in terms of i) creativity ii) design iii) language use (Peer Assessment Form 1)

	then comment on ideas shared in terms of the structure of the presentation. Assessment: Writing a sales presentation as individual homework	
Generic skills to be developed	Communication Collaboration Critical Thinking: Comment	Communication Collaboration Critical Thinking: Comment
Multiple intelligences to be developed & Learner styles catered	Interpersonal: Pair work Kinesthetic Linguistic: Structure and language use analysis	Creativity: Special features/ design Visual: Design Verbal: Inside pages Musical: Slogan
Section 4: Performing a skit [Speaking + Listening] (P.18-21)		
Objectives	Listen for information in a conversation Use appropriate stress	Listen for information in a conversation Use appropriate voice projection
Learning activities	(Listening) Pre: "Find out more about the story!" : --Divide the skits into 4 pairs and put them on cards. --Give each student a fragment of the skit. Let them walk around the classroom and form a group of 4 with the other 3 students who are holding the cards of the other 3 parts of the skit. While: Listen the whole skit and answer the questions on P.21 Post: Students share the content in their draft by writing them on paper stripes and sticking them on the blackboard.	(Listening) Pre: Play a part of the skit. Ask guiding questions about the remaining parts (Listening skill: prediction). While: Listen the whole skit and answer the questions on P.21 (Simplify the questions) Post: Draw 4 pictures to illustrate the story. (Visualize the listening content.) (Speaking) Pre:

	<p>(Speaking)</p> <p>Pre: Let students form a group of 4. Give them a speaking card and let them experience the use of stress to express different meaning (Worksheet 16)</p> <p>While: Let students fill in peer assessment form while other groups are performing the whole skit (worksheet 17)</p> <p>Post: Students then comment on each other in terms of the use of stress.</p>	<p>Say the word 'Homework' in different tones. (voice projection) (Worksheet 8)</p> <p>While: Let students fill in peer assessment form while other groups are performing the whole skit (Peer Assessment Form 2)</p> <p>Post: Students then comment on each other in terms of voice projection.</p>
Generic skills to be developed	<p>Collaboration: Performance</p> <p>Critical Thinking: Judge the main character</p>	<p>Collaboration: Performance</p> <p>Critical Thinking: Judge the main character/ Judge classmates' performance</p>
Multiple intelligences to be developed & Learner styles catered	<p>Interpersonal: Pair work</p> <p>Kinesthetic</p>	<p>Auditory: Listening/ speaking</p> <p>Visual: Drawing</p>

Less-able Package

Peer Assessment Form (1) Name: _____ Class: _____ ()

Group _____

On a scale of 1 to 5, please evaluate and comment the projects done by various groups. You have to evaluate your own group.

1- Poor 2- below average 3- average 4- above average 5- Excellent

Group No.	Creativity	Design	Language Use	Comments
Group 1				
Group 2				
Group 3				
Group 4				
Group 5				
Group 6				

Peer Assessment Form (1) Name: _____ Class: _____ ()

Group _____

On a scale of 1 to 5, please evaluate and comment the performance of your classmates. You have to evaluate yourself.

2- Poor 2- below average 3- average 4- above average 5- Excellent

Group No.	Volume	Feelings, moods and attitudes conveyed through various voice qualities	Comments
Role 1: Jenny (Played by _____)			
Role 2: Irene (Played by _____)			
Role 3: Mum (Played by _____)			
Role 4: Dad (Played by _____)			

WS 1

Module: Teenage life

Smart buying and selling

Cross-Curricular

The suffix *-aholic* is commonly used to describe someone who likes something very much and is unable to stop doing or using it, e.g. *workaholic*, *alcoholic*.
Are you a shopaholic? Take this quiz and find out!

- 1 You see a designer T-shirt in a sale. It is too big for you, but the price is just \$25. What will you do?

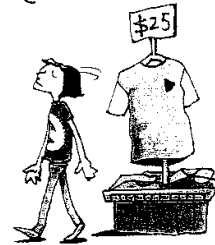
A



B



C



Quiz

Encourage students to list the last five items they bought and discuss whether they were necessary purchases in pairs.

- 2 When you see an attractive advertisement, how do you feel?

A



B



C



Your score

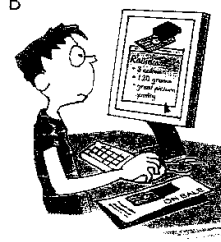
Mostly As: You may become a shopaholic soon! Be careful not to spend too much money!

- 3 The latest mobile phone is on sale. What will you do?

A



B



C



Mostly Bs: You like shopping, but you are not addicted to it. You are a sensible consumer.

Mostly Cs: You are not interested in shopping at all. When was the last time you went into a shop?

In this unit, you will:

- read a shopping guide, a leaflet and a transcript of a sales presentation
- listen to the features of some products
- talk about possible products and promotions at the school fair
- write a sales presentation script

Worksheet 2 (Sample)

F.2 Unit 1 Shop till you drop

Please label the following shopping malls in Hong Kong.

New Town Centre	Times Square	Tuen Mun New Plaza
Gala shopping Mall		

1.



2.



3.



4.



Worksheet 3 (Sample)

F.2 Unit 1 Shop till you drop Reading Comprehension

Part A Multiple Choice

1. I want to get some sports shoes for myself and my family. Where can I go?

- A) Fa Yuen Street
- B) Dundas Street
- C) Great George Street
- D) Lockhart Road

2. I want to try a kind of snack called stinky tofu. Where can I buy it?

- A) Fa Yuen Street
- B) Dundas Street
- C) Great George Street
- D) Lockhart Road

Part B True or False

- 1) Tung Choi Market is the first indoor street market in Hong Kong. (T/F/ Not given)
- 2) There are 230 shops in Times Square. (T/F/ Not given)
- 3) You can buy Japanese fashion at high prices in Trendy Zone. (T/F/ Not given)

Part C Fill in the blanks

- 1. Hong Kong is a well-known s_____ - _____.
- 2. Mong Kok is one of the best shopping areas for teenagers. Here you can find many m_____ and s_____ items.
- 3. I think Snoopy's World in New Town Plaza is too b_____ for me.

Worksheet 4 a (Sample)

F.2 Unit 1 Shop till you drop (Vocabulary- Words about selling)

Please describe the following situations with the help of the hints. You can use the words and phrases in the box.

Pay in instalments Half Price New Arrivals 20% off / 20% discount
Special Offer Bargains Lastest Model

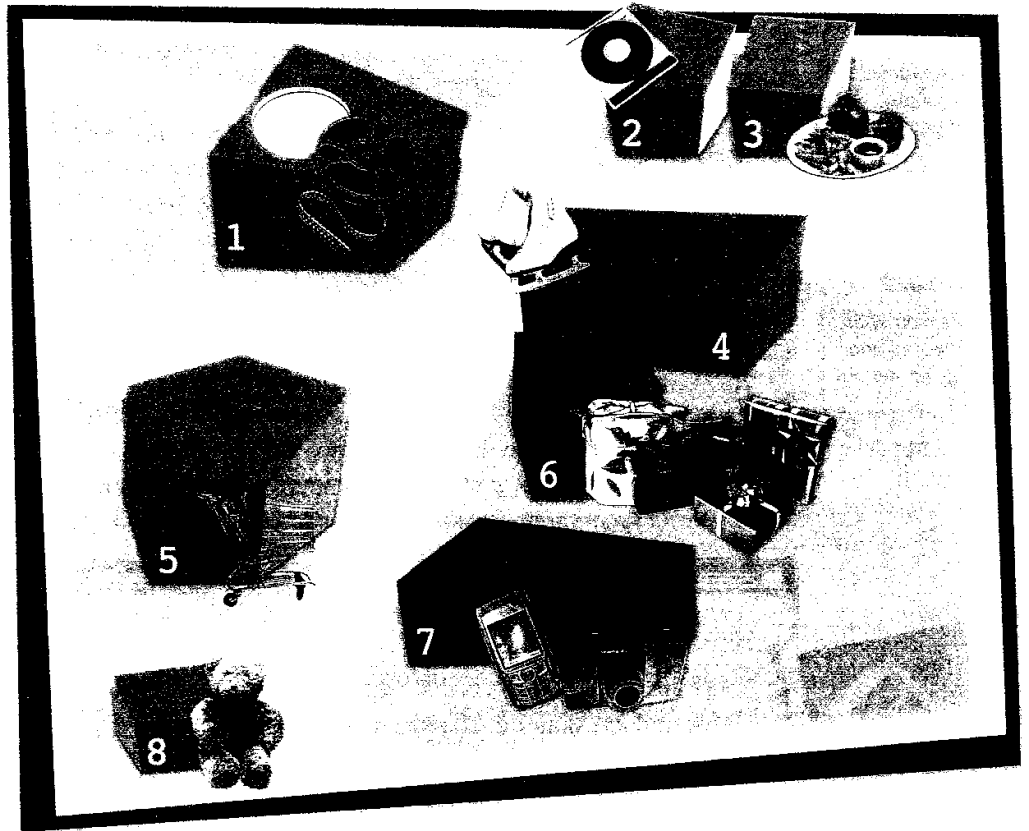
<p>1.</p>  <p>Hint: I Phone 4! Ans: <u>Lastest Model</u></p>	<p>2.</p>  <p>Hint: Original Price: \$1000 Now: \$200 Less Ans: <u>20% off / 20% discount</u></p>	<p>3.</p>  <p>Hint: Autumn is coming Ans: <u>New Arrivals</u></p>	<p>4. Hint: Price: \$8000 \$800/month</p>  <p>Ans: <u>Pay in instalments</u></p>
<p>5. Hint: Shop A: \$1000 Shop B: \$900 Shop C: \$800 Ans: <u>Bargains</u></p> 	<p>6.</p>  <p>Hint: Original Price: \$100 Now: \$78.9 Ans: <u>Special Offer</u></p>	<p>7.</p>  <p>Hint: Original Price: \$200 Now: \$100 Ans: <u>Half Price</u></p>	

WS 4(b)

In a shopping centre

B Your teacher wants to test whether you know the names of different shops and places in a shopping centre. He gives you a map of a shopping centre. Label the map.

- | | | | |
|---------|------------------|-----------|-------------|
| CD shop | electronics shop | gift shop | supermarket |
| cinema | food court | ice rink | toy shop |



- | | | | |
|---|------------|---|------------------|
| 1 | cinema | 5 | supermarket |
| 2 | CD shop | 6 | gift shop |
| 3 | food court | 7 | electronics shop |
| 4 | ice rink | 8 | toy shop |

Encourage students to talk about their favourite shop or shopping centre. For example, *My favourite shopping centre is Festival Walk because it is spacious and has a huge bookshop.*

Possible answer

Other shops or places include the customer service counter, flower shop, clothes shop and bookshop.



Can you think of any other shops or places that are usually in a shopping centre?

WS5

Using *as + adjective + as*

We use *as + adjective + as* to talk about two things that are the same in some way. The products there are just **as** trendy **as** the products at Times Square.




We use *not as + adjective + as* to talk about two things that are not the same in some way.

You may wonder why the prices of our gifts are **not as low as** those at other shops.

D You want to buy a pocket computer for your father for his birthday present. You have done some research online and are comparing three models to decide which one to buy. Read the information and complete your notes using '(not) as ... as'.

big
cheap
expensive
light
long

Encourage students to choose one of the products and give a reason for their choice. For example, *I would buy the Palm888 because it has a large screen and does not weigh too much.*

			
model:	Hi-Paq	Palm888	Revolution
weight:	120 g	120 g	165 g
screen size:	3.5 inch	5.5 inch	5.5 inch
battery life:	7 hours	10 hours	10 hours
price:	\$1,550	\$2,050	\$2,450

- The Hi-Paq weighs 120 grams. It is _____ *as light as* _____ the Palm888.
- The Palm888 has a 5.5-inch LCD screen. It is _____ *as big as* _____ the Revolution's screen.
- The Palm888 has a battery life of 10 hours. This is _____ *as long as* _____ the Revolution's.
- The Hi-Paq costs only \$1,550. It is _____ *not as expensive as* _____ the other two models.
- The Revolution costs \$2,450. It is _____ *not as cheap as* _____ the Hi-Paq.

Using *the same as* and *different from*

We use *the same as* to say that something is exactly like another thing. We use *different from* to say that things are not the same.

The Shopping Lover Card is **the same as** a loyalty card.

The price of a computer in this shop is **different from** the price in another shop.

Worksheet 6 (Sample)

F.2 Unit 1 Shop till you drop Grammar – as adjective as

You have used various adjectives to describe your classmates. Try to COMPARE your classmates and find out which classmate is the same with which classmate with the use of the following adjectives and the pattern 'as...as'

e.g. Naughty Samson David
David is **as naughty as** Samson.

Cute	silly	clever	stupid	friendly	beautiful	handsome
clumsy	unfriendly	rude	polite	confident	shy	humble

1. Paul is _____ Johnny.
2. Lily is _____.
3. _____ is _____ Vivian.
4. _____ is _____.
5. _____ is _____.
6. _____ is _____.
7. _____ is _____.
8. _____ is _____.
9. _____ is _____.
10. _____ is _____.

Worksheet 7

F.2 Unit 1 Shop till you drop Grammar

Forming Comparative and Superlative Adjectives

One-syllable adjectives.

Form the comparative and superlative forms of a one-syllable adjective by adding ____ for the comparative form and _____ for the superlative.

<u>One-Syllable Adjective</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
tall	taller	tallest
old	older	oldest
long	longer	longest

- Mary is **taller** *than* Max.
- Mary is **the tallest** *of* all the students.
- Max is _____ (old) *than* John.
- *Of* the three students, Max is **the oldest**.
- My hair is **longer** *than* your hair.
- Max's story is ____ _____ (long) *story I've ever heard*.

If the one-syllable adjective ends with an e, just add -r for the comparative form and -st for the superlative form.

<u>One-Syllable Adjective with Final ____</u>	<u>Comparative Form</u>	<u>Superlative Form</u>
large	larger	largest
wise	wiser	wisest

- Mary's car is **larger** *than* Max's car.
- Mary's house is **the tallest** *of* all the houses on the block.
- Max is _____ (wise) *than* his brother.
- Max is ____ _____ (wise) *person I know*.

If the one-syllable adjective ends with a single consonant with a vowel before it, _____ the consonant and add –er for the comparative form; and _____ the consonant and add –est for the superlative form.

One-Syllable Adjective Ending with a Single Consonant with a Single Vowel before It	Comparative Form	Superlative Form
big	bigger	biggest
thin	thinner	thinnest
fat	fatter	fattest

- My dog is **bigger** *than* your dog.
- My dog is **the biggest** *of* all the dogs in the neighborhood.
- Max is **thinner** *than* John.
- *Of* all the students in the class, Max is **the thinnest**.
- My mother is _____ (fat) *than* your mother.
- Mary is ____ _____ (fat) *person I've ever seen*.

Two-syllable adjectives.

With most two-syllable adjectives, you form the comparative with _____ and the superlative with _____.

Two-Syllable Adjective	Comparative Form	Superlative Form
peaceful	more peaceful	most peaceful
pleasant	more pleasant	most pleasant
careful	more careful	most careful
thoughtful	more thoughtful	most thoughtful

- This morning is **more peaceful** *than* yesterday morning.
- Max's house in the mountains is **the most peaceful** *in* the world.
- Max is _____ (careful) *than* Mike.
- *Of* all the taxi drivers, Jack is _____ (careful).
- Jill is _____ (thoughtful) *than* your sister.
- Mary is ____ _____ (thoughtful) *person I've ever met*.

If the two-syllable adjectives ends with –y, change the y to i and add –er for the comparative form. For the superlative form change the y to i and add –est.

Two-Syllable Adjective Ending with	Comparative Form	Superlative Form
happy	happier	happiest

Two-Syllable Adjective Ending with	Comparative Form	Superlative Form
angry	angrier	angriest
busy	busier	busiest

- John is **happier** today *than* he was yesterday.
- John is **the happiest** boy *in* the world.
- Max is _____ (angry) *than* Mary.
- *Of* all of John's victims, Max is _____ (angry).
- Mary is _____ (busy) *than* Max.
- Mary is _____ (busy) *person I've ever met*.

Two-syllable adjectives ending in –er, -le, or –ow take –er and –est to form the comparative and superlative forms.

Two-Syllable Adjective Ending with -er, _____, or _____	Comparative Form	Superlative Form
narrow	narrower	narrowest
gentle	gentler	gentlest

- The roads in this town are **narrower** *than* the roads in the city.
- This road is the **narrowest** *of* all the roads in California.
- Big dogs are **gentler** *than* small dogs.
- *Of* all the dogs in the world, English Mastiffs are **the gentlest**.

Adjectives with three or more syllables.

For adjectives with three syllables or more, you form the comparative with _____ and the superlative with _____.

Adjective with Three or More Syllables	Comparative Form	Superlative Form
generous	more generous	most generous
important	more important	most important
intelligent	more intelligent	most intelligent

- John is **more generous** *than* Jack.
- John is **the most generous** *of* all the people I know.
- Health is **more important** *than* money.
- *Of* all the people I know, Max is **the most important**.
- Women are _____ (intelligent) *than* men.
- Mary is _____ (intelligent) *person I've ever met*.

Exceptions.



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Irregular adjectives.

Irregular Adjective	Comparative Form	Superlative Form
good	better	best
bad	worse	worst
far	farther	farthest
little	less	least
many	more	most

- Italian food is **better** *than* American food.
- My dog is **the best** dog *in* the world.
- My mother's cooking is **worse** *than* your mother's cooking.
- *Of* all the students in the class, Max is **the worst**.

Two-syllable adjectives that follow two rules. These adjectives can be used with _____ and _____ and with more and most.

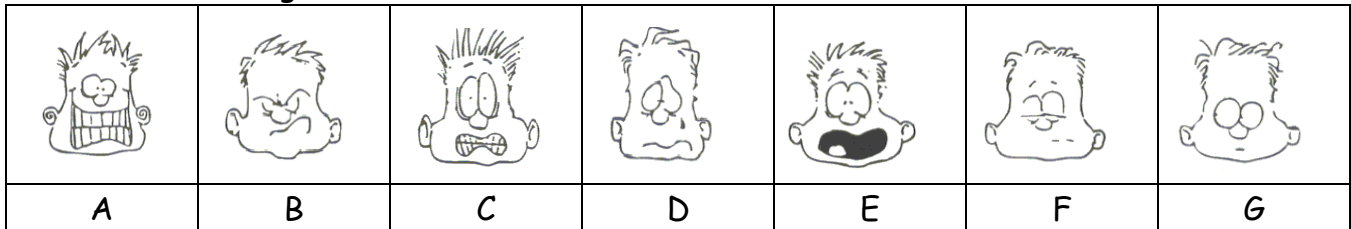
Two-Syllable Adjective	Comparative Form	Superlative Form
clever	cleverer	cleverest
clever	more clever	most clever
gentle	gentler	gentlest
gentle	more gentle	most gentle
friendly	friendlier	friendliest
friendly	more friendly	most friendly
quiet	quieter	quietest
quiet	more quiet	most quiet
simple	simpler	simplest
simple	more simple	most simple

- Big dogs are **gentler** *than* small dogs.
- *Of* all the dogs in the world, English Mastiffs are **the gentlest**.
- Big dogs are **more gentle** *than* small dogs.
- *Of* all the dogs in the world, English Mastiffs are **the most gentle**.

Worksheet 8

Using expression in speech

What feelings do these faces show? Match the faces with the words



<input type="checkbox"/> bored	<input type="checkbox"/> angry
<input type="checkbox"/> frightened	<input type="checkbox"/> happy
<input type="checkbox"/> sad	<input type="checkbox"/> interested
<input type="checkbox"/> surprised	

Now listen to the tape. Which feeling can you hear in the speaker's voice? Write the correct word from the list above.

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	

In the dialogue below, person B only says "Oh!", but he/she has to say it in many different ways.

1. Look through the dialogue and decide what feeling B should show each time
2. Practise reading the dialogue with a partner
3. When you have read it once, change roles and read it again

A: My grandma died on Sunday

B: Oh!

A: She was 100 years old.

B: Oh!

A: I didn't know her very well

B: Oh

A: But she gave me ten million dollars!

B: Oh!

A: I'm going to spend it on a holiday.

B: Oh!

A: I'm thinking about who to take with me.

B: Oh!

A: I was going to ask you.

B: Oh!

A: But I think I'll take my Mum

B: Oh!

More-able Package

Peer Assessment Form 3 Name: _____ Class: _____ () Group _____

On a scale of 1 to 5, please evaluate and comment the performance of your classmates. You have to evaluate yourself.

3- Poor 2- below average 3- average 4- above average 5- Excellent

Group No.	Volume	Feelings, moods and attitudes conveyed through stress variation	Comments
Role 1: Jenny (Played by _____)			
Role 2: Irene (Played by _____)			
Role 3: Mum (Played by _____)			
Role4: Dad (Played by _____)			

Worksheet 8a

Read P.4 of the textbook and answer the following questions. You have to finish this within 1 minutes. Read it QUICK!

1. What are the two places introduced in this page?

2. What is the largest shopping centre in Causeway Bay?

3. What is the characteristics of the products found in Great George Street?

Worksheet 8b

Read P.5 of the textbook and answer the following questions. You have to finish this within 1 minutes. Read it QUICK!

1. Who are the two students interviewed on this page?

2. What is the favorite shopping mall of the female student?

3. What is the green box at the bottom of the page?

4. What is the characteristic of the shopping mall mentioned in the green box?

Worksheet 10

Read the passage on P.4 and 5 of the textbook. Quote 10 sentences from the passage and write down your corresponding feeling towards that particular quotation.

Quote from Passage	My Thought
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Worksheet 11

Pictures of Vocabulary items involved:



bakery



boutique



convenience store



chemist



department store

Definition of Vocabulary items involved:

A small shop that sells fashionable clothes, shoes, jewellery etc.	A large shop divided into several different parts, each of which sells different things
A person who studies chemistry, or a scientist who works with chemicals or studies their reactions	A place where bread and cakes are made and sometimes sold
A shop that sells food, drinks, etc. and is usually open until late	

Worksheet 12

The Best Tina Turner

I call you when I need _____
And my _____ on fire
You come to me, come to me
Wild and _____
You come to me, give me _____ I need

You bring a lifetime of _____
And a world of _____
You speak the language of love
Like you know _____ it means
And it can't be wrong
Take my _____ and make it _____

Cause you're simply the _____
_____ than all the rest
_____ than anyone
Anyone I ever met
I'm stuck on your _____
I hang on every word you say
Tear us _____
Baby I would rather be _____

Deep in your _____
I see the _____
Of every night and every day
And in your eyes I get _____
I get washed away
Just as I _____ as I'm here in your arms

I could be in no better _____

Cause you're simply the _____

The Best Tina Turner

I call you when I need you
And my heart's on fire
You come to me, come to me
Wild and wire
You come to me, give me everything I need

You bring a lifetime of promises
And a world of dreams
You speak the language of love
Like you know what it means
And it can't be wrong
Take my heart and make it strong

Cause you're simply the **best**
Better than all the rest
Better than anyone
Anyone I ever met
I'm stuck on your heart
I hang on every word you say
Tear us apart
Baby I would rather be dead

Deep in your heart
I see the star
Of every night and every day
And in your eyes I get lost
I get washed away
Just as long as I'm here in your arms
I could be in no better place
Cause you're simply the best...

Grammar

WS 13 (a)

Grammar

Comparative adjectives



When comparing two things, always use *than* after the comparative adjective.

When we want to compare two people or things, we use **comparative adjectives**.

Ultra-light silver is **lighter than** ordinary silver.

The Wonder Heat Pad is **more effective than** a hot bath!

We form **comparative adjectives** like this:

Adjective	You should ...	Example
Most short adjectives	+ er	light → lighter
Short adjectives ending in e	+ r	brave → braver
Short adjectives ending in a consonant letter + y	y + ier	pretty → prettier
Short adjectives ending in a vowel letter and a consonant letter	double the consonant letter + er	big → bigger
Long adjectives with three or more syllables	+ more ...	effective → more effective
Irregular adjectives	change the word	good → better bad → worse

A You are reading an interesting article about shop prices. You want to share it with your classmates. Complete your summary using the correct form of the words in brackets.

Why is it (1) easier (easy) to sell a product for \$9.90 than \$10.00?

As shoppers, we think that a lower price is (2) better than (good) a higher price. We see \$9.90 and we think 'nine'. We see \$10.00 and we think 'ten'. We automatically think that something selling for \$10.00 is a lot (3) more expensive than (expensive) something selling for \$9.90. So, of course, we are more willing to pay \$9.90 for the same product.

Everyone likes discounts. Since a 25% discount is (4) bigger than (big) a 20% discount, you think the products are much cheaper. In fact, when you do the sums, the discount in dollars is often (5) smaller than (small) you think.

In Hong Kong, we have lucky numbers. As \$8.80 is (6) luckier than (lucky) \$9.00, and it is also (7) cheaper than (cheap) \$9.00, we are happy to pay \$8.80.

The differences in price may be small, but their effect is (8) larger than (large) you think!

WS 13 (b)

Unit 1

Comparative **Superlative adjectives**

When we want to compare more than two people or things, we use superlative adjectives.

The healing crystals can relieve **the greatest** pain.

You can find **the most wonderful** gifts for your family and friends here.

We form superlative adjectives like this:

Adjective	You should	Example
Most short adjectives	+ est	light → lightest
Short adjectives ending in e	+ st	brave → bravest
Short adjectives ending in a consonant letter + y	y + iest	pretty → prettiest
Short adjectives ending in a vowel letter and a consonant letter	double the consonant letter + est	big → biggest
Long adjectives with three or more syllables	+ most ...	effective → most effective
Irregular adjectives	change the word	good → best bad → worst

B After reading the article about shop prices, you want to find out what makes your classmates decide to buy something. Complete your notes using the superlative form of the words from the box.

big
 expensive
 food
 low
 pretty
 rich

Remember to put the core superlative adjectives.

My classmates consider different things before they decide to buy something.

Michael is careful about money. He will only buy from shops with (1) the lowest price. But he also worries about safety and he may buy (2) the most expensive thing in a shop if it is (3) the safest and of (4) the best quality.

Carol likes beautiful things. She is always looking for (5) the prettiest product in a shopping centre. There are lots of lovely things at her house. Luckily, she has (6) the biggest room among all our classmates!

Grammar

WS13 C

Comparing quantities

We compare quantities of things we can count using *more ... than* and *fewer ... than*.

ElectroMassager 501 has **more** functions **than** ElectroMassager 500.

The Vibro Head Massager has **fewer** buttons **than** other massagers.

We compare quantities of things we cannot count using *more ... than* and *less ... than*.

ElectroMassager 501 provides **more** comfort **than** ElectroMassager 500.

Do you want to spend **less** time exercising **than** your friends?

When we compare more than two things, we use *the most*, *the fewest* or *the least* like this:

	The largest quantity	The smallest quantity
Countable noun	the most	the fewest
Uncountable noun	the most	the least

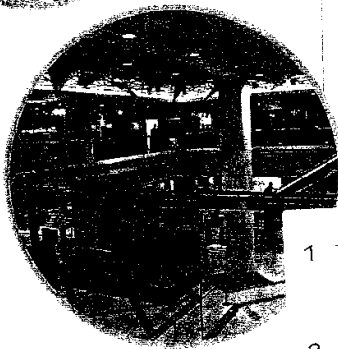
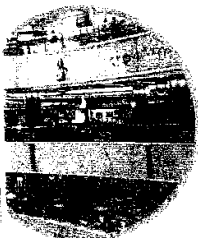
It has **the most** healing properties among similar products.

He has **the most** energy among his friends.

For the best results, **the fewest** number of crystals recommended is 10.

Spend **the least** money for the quickest results!

C You want to go shopping with your friends, but are not sure which shopping centre to go to. Read the online shopping guide and make notes. Use 'more ... than', 'fewer ... than', 'less ... than', 'the most', 'the fewest' and 'the least'.



Shopping Centre		
	No. of shops	No. of restaurants
Parker's Shopping Centre	12	15
Olivia's Shopping Centre	10	12
All Well Shopping Centre	8	10

- There are more shops in Parker's Shopping Centre than in Olivia's Shopping Centre, and All Well Shopping Centre has the fewest shops.
- There are fewer restaurants in Parker's Shopping Centre than in All Well Shopping Centre, and we can find the most restaurants in Olivia's Shopping Centre.
- From Mong Kok Station, we spend less time travelling to Olivia's Shopping Centre than to All Well Shopping Centre. We spend the least time travelling to Parker's Shopping Centre.

WS 13 d

Using *as* + adjective + *as*

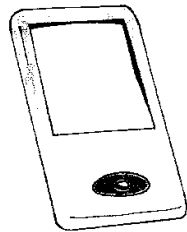
We use *as* + adjective + *as* to talk about two things that are similar in some way.

The Posture Shoes are **as** light **as** a feather.

We use *not as* + adjective + *as* to talk about two things that are not similar in some way.

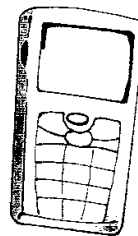
The Vibro Head Massager is **not as** heavy **as** this head massager.

D You want to buy a new mobile phone. Compare the three models to decide which one to buy. Read the leaflet and complete your notes using '(not) as ... as'.



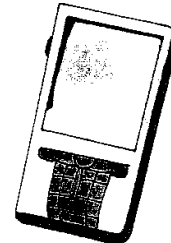
Taurus EZPhone

90 g
3.2-inch screen
\$1,888



Handy888

90 g
2-inch screen
\$650



Connector

120 g
3.2-inch screen
\$1,888

Remind students that they may need to use *not* in their answers.

big
cheap
expensive
heavy
light

- 1 The Taurus EZPhone weighs 90 grams. It is as heavy as/as light as the Handy888.
- 2 The Connector weighs 120 grams. It is not as light as the Taurus EZPhone.
- 3 The Connector's screen measures 3.2 inches. It is as big as the Taurus EZPhone's screen.
- 4 The Handy888 costs \$650. It is not as expensive as the Taurus EZPhone.
- 5 The Connector costs \$1,888. It is not as cheap as the Handy888.

Using *the same as* and *different from*

We use *the same as* to say that something is exactly like another thing. We use *different from* to say that things are not the same.

Our special discount is **the same as** last year: 25% off!

This bangle is **different from** ordinary jewellery.

Grammar

WS 13 e

Using *like* and *alike*

We use *like* and *alike* to say that people or things are similar. We put *like* before a noun, but we do not use a noun after *alike*.

ElectroMassager 501 is **like** ElectroMassager 500.

Each bangle is unique — no two are **alike**!

- E** Your classmate is writing an article about different kinds of consumers for a General Studies project. She is not sure about some words. Help her complete the article by underlining the correct words.



What kind of consumer are you?

We are all different — one consumer is (1) (the same as/different from) another. Here are two kinds of consumers. Are you (2) (like/alike) either of them?

The explorer The explorer believes that going shopping is like having an adventure. Of course, the consumer explorer is not (3) (the same as/different from) a real explorer. Instead of going to a jungle and exploring among plants and wildlife, the consumer explorer goes to an air-conditioned shopping centre and visits the shops, cafes and cinemas. So you could say they are not really that (4) (like/alike)!

The rebel This kind of consumer has a unique identity; he/she doesn't want to be (5) (like/alike) everyone else. The rebel consumer will hunt for unusual items. Then, he/she will change them in some way, to make them personal and unique. No two rebel possessions are ever (6) (like/alike).

Using *too many*, *too much*, *too few*, *too little* and *enough* to talk about quantities

We can use *too many*, *too much*, *too few*, *too little* and *enough* with nouns to talk about quantities that are:

Use	Example	
	with countable nouns	with uncountable nouns
1 more than enough	I don't know which mobile phone I should buy. There are too many choices.	Don't spend too much time hanging out at the shopping centre. You will see things you do not need and want buy them.
2 not enough	There are too few books about smart shopping.	People have too little time for sleep nowadays.
3 just right	You have enough stamps for a free gift.	Are you not getting enough sleep?

WS 13 f

Unit 1

F You are writing a report about sales and advertising for the General Studies project. Complete the report using 'too much', 'too many', 'too little', 'too few' and 'enough'.

- 1 To keep customers happy, a company should provide enough choices for them, and should not ask them for too much money.
- 2 Too few salespeople know that customers like confident salespeople. They spend too much time talking in a soft voice.
- 3 Having too many customers can actually be a bad thing for a shop, especially when there are too few members of staff to serve them.
- 4 A company should make sure they spend enough money on advertising — if they spend too little money on advertising, no one will know about their products or services.

Grammar consolidation

G Your classmate is writing an article about advertisements and shopping behaviour for the General Studies project. He is not sure about some words. Help him complete the article by underlining the correct words.

Advertisements and shopping behaviours

In Hong Kong, we see advertisements everywhere. What is the point of all these adverts?

Simply put, the purpose of an advert is to encourage people to buy something. Advertisers want us to think that their product is (1) (good/better) or (2) (more/most) attractive than another product. People will be willing to pay more money for the (3) (good/best) product, even if it is really just (4) (like/alike) another product that is much cheaper.

Adverts appear in different media. The most common are handbills (these are (5) (alike/the same as) leaflets or flyers), radio, films, TV, web banners, magazines, newspapers and videos. Not all adverts are successful though. An advert on an

early-morning radio show will not be as (6) (success/successful) as an advert on TV at prime time. This is why TV adverts during popular programmes cost the (7) (most/fewest) money.

Some people say that Hong Kong is one of the (8) (most/fewest) materialistic societies in the world. Adverts often portray shopping as a lifestyle, promoting brand names and trends, urging viewers to buy the (9) (most/more) expensive or the (10) (trendy/trendiest) products. For some people, even though they do not have (11) (enough/too little) money, they cannot help but buy things after seeing (12) (too many/too much) adverts. We call these people 'shopaholics'.

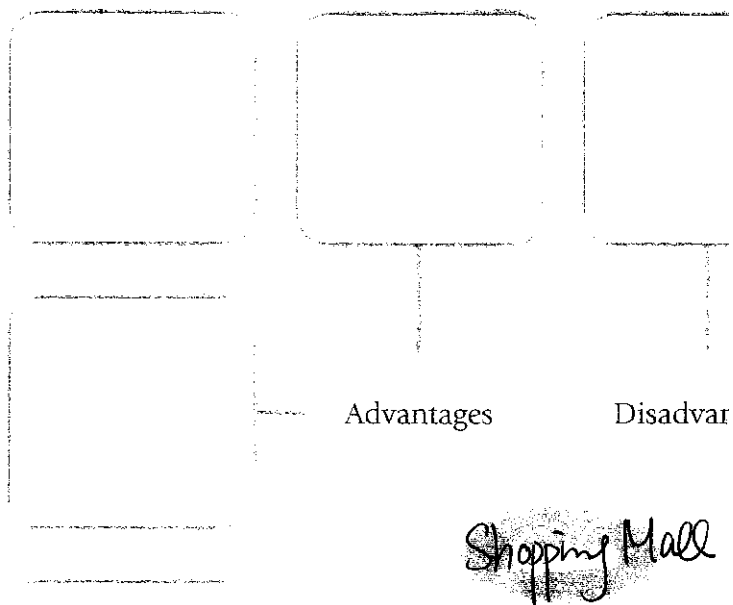
materialistic = caring more about money and possessions than anything else

Worksheet 14

The model sales presentation to be cut into cards:

Good morning, everyone. Welcome to this sales presentation. My name is Ricky Lee.
Today, I'm going to speak to you about the relaxation voucher, which we are selling at the school fair. I think you'll agree that it's a wonderful product.
Do you often feel tired? Do you suffer aches and pains? Is school or work making you feel stressed? If so, you should get a relaxation voucher. It's the answer to your problems. Many of us lead busy lives with no time to relax and enjoy ourselves.
Life can seem like one long chore. We think it's important to forget your responsibilities occasionally and just take it easy. We've designed the relaxation voucher for people just like you. It's perfect for a gift too, because it's so attractive. Have a look---it's big and bright red, very soothing.
The relaxation voucher gives you the opportunity to try a professional one-hour massage for just \$88! But that's not all. While enjoying your massage, you can choose music to listen to from a wide range of genres.
There's classical music from Europe, folk music from South America and jazz from America. You're sure to find something you like. But today and you'll get a free CD of jungle sounds. Thanks for listening.

WS 15



Worksheet 16

Read the following sentences with stress placed on the underlined word. Can you sense the difference in meaning among them?

1. **I** want you to do the homework now.
2. I want **you** to do the homework now.
3. I want you to **do** the homework now.
4. I want you to do the **homework** now.
5. I want you to do the homework **now**.