



CHAPTER 16

Making Comparisons

Overview

This chapter describes several ways to combine ideas when making comparisons. The purpose of most comparisons is to form or express a judgment that favors one thing more than another. Thus, both comparison and contrast are introduced in this chapter.

The first section introduces some adjectives with prepositions: *the same as*, *similar to*, and *different from*. Then the adjectives *like* and *alike* are explained and practiced. Next is a section on the comparative ending *-er* and the modifier *more (than)*, followed by the superlative ending *-est* and the modifier *most*. A different kind of contrast is expressed when the conjunction *but* connects two clauses.

The chapter concludes with an examination of some adverbs that are often confusing to second-language learners. These are practiced with various kinds of comparisons. By the end of the review exercises, students should have a good understanding of comparisons and contrasts and how to express them in English.

CHART 16-1: COMPARISONS: USING *THE SAME (AS)*, *SIMILAR (TO)*, AND *DIFFERENT (FROM)*

- It is recommended that you teach *the same* as a phrase so that learners always use the article *the* in this expression. The omission of *the* before *same* is a common error.
- It is also recommended that you teach the prepositions as part of each phrase so that learners think of them as a whole (e.g., *the same as*, *similar to*, *different from*).
Note that the preposition is NOT used when only the adjective follows the verb, as in the first sentence below each picture in Chart 16-1, p. 449, in the student book.
- **WORKBOOK:** For additional exercises based on Chart 16-1, see *Workbook* Practices 1–3.

□ EXERCISE 1, p. 449. Let's talk: class activity. (Chart 16-1)

This can be a teacher-led activity. Students should answer with complete sentences.

NOTE: In a conversation, the answers would probably be “Yes, they are.” or “No, they’re not.” Since this is an exercise (not a conversation), the questions are intended as prompts for using the target structures and the vocabulary.

ANSWERS: 1. Yes. Pictures A and B are the same. 2. No. Pictures A and C aren't the same.
3. Yes. Pictures A and C are similar. 4. Yes. Pictures A and C are different.
5. No. Pictures C and D aren't similar. 6. Yes. Pictures C and D are different.

□ EXERCISE 2, p. 450. Sentence practice. (Chart 16-1)

You may want to work through a few of these with your class and assign the rest as homework. Tell the class to be sure that each sentence is completed with the following: a preposition, the article *the*, and a singular or plural verb.

A, F, and G are triangles /trayæŋgəlz/ (A and F are equilateral triangles; G is a right triangle). B and D are rectangles /rektæŋgəlz/ . E is a square. (Note: a square can be considered a kind of rectangle.) C is a circle /sɪrkəl/.

ANSWERS: 3. C is different from D. 4. B is the same as D. 5. B and D are the same. 6. C and D are different. 7. A and F are the same. 8. F and G are similar. 9. F is similar to G. 10. G is similar to A and F, but different from C.

□ EXERCISE 3, p. 450. Listening. (Chart 16-1)

TEACHING SUGGESTIONS: Give students enough time to find the pictures in Exercise 2 after they hear each sentence. Make sure they understand the *spoken* letters A–G. (You may want to dictate these letters to the class as a quick review before beginning the exercise.)

ANSWERS: 1. yes 2. yes 3. no 4. yes 5. yes 6. yes 7. no

□ EXERCISE 4, p. 451. Error analysis. (Chart 16-1)

This is a short review; you may want to have students work in pairs and then correct their answers in class.

ANSWERS: 1. A rectangle is similar to a square. 2. Pablo and Rita come from the same country. 3. Girls and boys are different. Girls are different from boys. 4. My cousin is the same age as my brother. 5. Dogs are similar to wolves. 6. Jim and I started to speak at the same time.

□ EXERCISE 5, p. 451. Let's talk: class activity. (Chart 16-1)

Most students enjoy simple puzzles like these. Give them time to figure out the answers; perhaps assign them as homework.

ANSWERS: 1. Figures 1, 4, 8, and 10 are the same. Figures 3 and 5 are the same. Figures 2, 7, and 9 are the same. 2. Six is different from all the rest. 3. (Seven.) 4. Nine. 5. Eleven.

□ EXERCISE 6, p. 451. Let's talk: class activity. (Chart 16-1)

This is a teacher-led activity.

TEACHING SUGGESTIONS: Lead the class through the example so they know what to do; then, in a conversational manner, continue with the other items. Help with vocabulary as necessary and adapt the items to the situation in your classroom.

CHART 16-2: COMPARISONS: USING *LIKE* AND *ALIKE*

- Some learners want to say **Your pen likes my pen*, which is nonsensical. Call their attention to the meaning of the verb *like* in Chart 5-11, p. 148, in the student book. The verb in Chart 16-2 (p. 452 in the student book) is *be*.
- The word *alike* is always the last word in the sentence in these exercises.
- The word *like* is similar to a preposition: It follows a verb and is itself followed by an object.
- **WORKBOOK:** For additional exercises based on Chart 16-2, see *Workbook* Practices 4 and 5.

EXERCISE 7, p. 452. Sentence practice. (Chart 16-2)

This exercise can be assigned as homework. Of course, other words can complete these sentences correctly, but for the purpose of this exercise students should choose either *like* or *alike*.

ANSWERS: 2. like . . . alike 3. alike 4. like 5. like 6. alike 7. alike
8. like

EXERCISE 8, p. 453. Let's talk: pairwork. (Chart 16-2)

Some imaginative students might produce unusual responses, but the expected comparisons are listed here. The interesting ideas can be in the explanations students give for their answers in the second sentence of each response.

EXPECTED RESPONSES: 1. A bush is like a tree. 2. A cup is like a glass.
3. A hill is like a mountain. 4. Honey is like sugar. 5. A monkey's hand is like a human hand.
6. An orange is like a lemon. 7. An alley is like a street.
8. A sea is like an ocean. 9. A sofa is like a chair. 10. A sports jacket is like a suit coat.
11. A butterfly is like a bird.

CHART 16-3: THE COMPARATIVE: USING *-ER* AND *MORE*

- You might have students look at the examples and the lists of adjectives to discover the rules. Ask them to explain the rules in their own words, if possible.
- **NOTE** about *farther* and *further*: Both are used to compare physical distance: *My house is farther/further away from school than Bob's house*. *Further* (but not *farther*) can also mean "additional": *I need further information*.
- **WORKBOOK:** For additional exercises based on Chart 16-3, see *Workbook* Practices 6–9.

EXERCISE 9, p. 454. Comparative practice. (Chart 16-3)

There are three purposes to this exercise: using the word *than* with a comparison, spelling the comparisons correctly, and deciding which words use *-er* and which use *more*.

TEACHING SUGGESTION: It is recommended that students learn to add the word *than* to each comparison. You could tell them to think of *more/-er . . . than* as a complete unit.

If you decide to do this exercise in class, give students enough time to think before they respond. Ask them to spell the *-er* words aloud or write them on the board.

ANSWERS: 2. smaller than 3. bigger than 4. more important than
5. easier than 6. more difficult than 7. longer than 8. heavier than
9. more expensive than 10. sweeter than 11. hotter than 12. better than
13. worse than 14. farther/further than

EXERCISE 10, p. 455. Sentence practice. (Chart 16-3)

You may want to assign this exercise as homework. Be sure to check spelling when going over the answers in class.

ANSWERS: 2. deeper than 3. more important than 4. lazier than 5. taller than
6. heavier than 7. more difficult than 8. hotter than 9. thinner than
10. warmer . . . than 11. better than 12. longer than 13. more intelligent than
14. shorter than 15. worse than 16. farther/further . . . than
17. stronger than 18. curlier than 19. more nervous . . . than

EXERCISE 11, p. 456. Let's talk: pairwork. (Chart 16-3)

TEACHING SUGGESTION: Pairs that finish early can switch roles. After students have completed the exercise, ask for volunteers for some of the answers (particularly item 5 in the left column, and items 4, 5, and 6 in the right column).

EXERCISE 12, p. 457. Let's talk: class activity. (Chart 16-3)

Students can work in pairs or as a class. Have them write some of their sentences on the board.

NOTE: You will need to bring several different books to the classroom. They should be different sizes, subjects, etc.

EXERCISE 13, p. 457. Listening. (Chart 16-3)

The comparison ending *-er* can be very hard for students to hear. Many students cannot distinguish between words like *cold* and *colder* in spoken English. You will probably need to play the audio more than once. You may want to create more exercises like this one to give students additional practice.

ANSWERS: 1. cold 2. colder 3. colder 4. happier 5. happy
6. happy 7. safer 8. safe 9. safer 10. fresh 11. funny
12. funnier

EXERCISE 14, p. 458. Sentence practice. (Chart 16-3)

This exercise can be done in class or assigned as homework.

ANSWERS: 2. sweeter than 3. colder/warmer/hotter than 4. more comfortable than
5. cheaper than 6. faster than 7. more intelligent than 8. higher than
9. brighter than 10. more expensive than 11. easier than 12. more important than

□ EXERCISE 15, p. 459. Let's talk. (Chart 16-3)

TEACHING SUGGESTIONS: Whether working as a class, in groups, or in pairs, have the leader say each cue as a sentence: “(Student’s name), compare an elephant to a mouse.” Help with new vocabulary. Be prepared for some interesting (perhaps controversial) responses that might need further discussion.

□ EXERCISE 16, p. 459. Let's talk: small groups. (Chart 16-3)

This is similar to Exercise 15, but now students must supply the items for comparison. Encourage students to use their imagination, but they should also be prepared to explain their opinions.

□ EXERCISE 17, p. 460. Let's talk: pairwork. (Chart 16-3)

TEACHING SUGGESTION: If your students don't want to tear up paper, they can simply write jumbled sentences for their classmates like this:

heavier \ yours \ bookbag \ than \ is \ my

□ EXERCISE 18, p. 460. Let's talk: pairwork. (Chart 16-3)

Lead the class through the example, and remind them to switch roles after item 8. Tell them to substitute their own words for the words in parentheses.

CHART 16-4: THE SUPERLATIVE: USING *-EST* AND *MOST*

- It is recommended that students learn the definite article *the* with the superlative as a single unit. Be sure that when you say the superlative form, you always include *the* with it.
- In everyday usage, many people use the superlative when comparing only two items, but the formal rule requires at least three items for the superlative to be used correctly.
- **WORKBOOK:** For additional exercises based on Chart 16-4, see *Workbook* Practices 10–13.

□ EXERCISE 19, p. 461. Comparative and superlative practice. (Chart 16-4)

You may want to do items 1-7 in class and assign the rest as homework. Require students to use *than* and *the* in every answer. That is the best way to help them avoid mistakes later when they use these forms in conversation or writing. Discuss irregular forms and spelling changes.

ANSWERS:	COMPARATIVE	SUPERLATIVE
	2. smaller (than)	the smallest (of all)
	3. heavier (than)	the heaviest (of all)
	4. more comfortable (than)	the most comfortable (of all)
	5. harder (than)	the hardest (of all)
	6. more difficult (than)	the most difficult (of all)
	7. easier (than)	the easiest (of all)
	8. hotter (than)	the hottest (of all)
	9. cheaper (than)	the cheapest (of all)
	10. more interesting (than)	the most interesting (of all)
	11. prettier (than)	the prettiest (of all)
	12. stronger (than)	the strongest (of all)
	13. better (than)	the best (of all)
	14. worse (than)	the worst (of all)
	15. farther/further (than)	the farthest/the furthest (of all)

□ EXERCISE 20, p. 462. Sentence practice. (Chart 16-4)

You may want to work through a few of the items in class and assign the rest as homework.

ANSWERS: 2. the longest 3. the most interesting 4. the highest
 5. the tallest 6. the biggest 7. the shortest 8. the farthest/the furthest
 9. the most beautiful 10. the worst 11. the best 12. the most comfortable
 13. fastest 14. the best 15. the largest 16. the smallest 17. the most
 expensive 18. the easiest 19. the most important 20. the most famous

□ EXERCISE 21, p. 464. Listening. (Chart 16-4)

This is a challenging exercise; students need to listen for comparative and superlative forms while thinking about the meaning. Give them enough time to process each sentence.

TEACHING SUGGESTION: Call students' attention to the pictures; they need to be aware of each character's age, height, and facial expression (happy, serious, etc.).

ANSWERS: 1. no 2. yes 3. yes 4. yes 5. yes 6. no 7. yes
 8. yes 9. no 10. yes

□ EXERCISE 22, p. 464. Sentence practice. (Chart 16-4)

Remind students to use the comparative with two items and the superlative when comparing more than two items. This exercise gives learners good practice in using comparisons in natural situations.

ANSWERS: 4. older than 5. older than 6. younger than 7. the oldest
 8. Alice 9. Linda 10. Karen . . . Linda . . . Alice

SAMPLE COMPLETIONS: 11. Mike is the weakest. 12. Joe is stronger than Mike.
 13. (free response) 14. (free response) 15. A car is more expensive than a bike.
 16. (free response) 17. (free response) 18. (free response) 19. Carol's test/grade
 is the best/the highest. 20. Mary's test/grade is the worst/the lowest. 21. (free
 response) 22. (free response) 23. *Love in the Spring* is more interesting than
Introduction to Psychology (to me). 24. *Murder at Night* is more boring than *Love in the
 Spring* (to me). 25. (free response) 26. (free response)

□ EXERCISE 23, p. 467. Sentence practice. (Chart 16-4)

You may want to do the first few items in class and assign the rest as homework.

NOTE: In items 9, 10, and 11, note the difference in the meaning of the prepositional phrases beginning with *in*. *In the world* is similar to *of all*, so it requires the superlative. But *in area* and *in population* indicate “some specific feature” and require the comparative.

ANSWERS: 1. longer than 2. the longest 3. larger than 4. the largest
5. the highest 6. higher than 7. bigger than 8. smaller than 9. the largest
10. bigger than 11. larger than 12. better . . . than 13. the best
14. more comfortable than . . . the most comfortable 15. easier than . . . the easiest
16. worse

□ EXERCISE 24, p. 468. Listening. (Chart 16-4)

Go slowly through this exercise. Writing the complete comparison or superlative expression can be difficult. This is the first time students have to decide if a comparative or superlative is being used and to write the expression (which may include the words *than* and *the*).

ANSWERS: 1. more expensive 2. prettier 3. short 4. the nicest
5. small 6. the biggest 7. bigger than 8. longer than 9. long
10. the cheapest

CHART 16-5: USING ONE OF + SUPERLATIVE + PLURAL NOUN

- Remind students of Chart 14-5, p. 419, in the student book, which shows that *one of* must be followed by a plural noun or pronoun.
- In example (c), remind students that the word *people* is a plural noun in English even though it does not add *-s*.
- **WORKBOOK:** For additional exercises based on Chart 16-5, see *Workbook Practices* 14–17.

□ EXERCISE 25, p. 469. Sentence practice. (Chart 16-5)

Students can use their own knowledge of the world in Exercises 25 and 26. Encourage them to make interesting answers. If this exercise is done in class, have students work in pairs or small groups.

SAMPLE SENTENCES: 4. New York is one of the biggest cities in the world. 5. The Grand Canyon is one of the most beautiful places in the world. 6. (. . .) is one of the nicest people in our class. 7. The Yangtze River is one of the longest rivers in the world. 8. (. . .) is one of the best restaurants in (*this city*). 9. The Taj Mahal is one of the most famous landmarks in the world. 10. The fall of the Roman Empire was one of the most important events in the history of the world.

□ EXERCISE 26, p. 470. Let's talk: class interview. (Chart 16-5)

TEACHING SUGGESTION: Walk around the room to make sure students are forming their questions correctly. Listen especially for the plural *-s* ending (where applicable) in questions and answers. For items 4 and 6, remind students that *people* is more common than *persons*. (See the footnote on p. 469 in the student book.)

SAMPLE SENTENCES: 1. Hong Kong is one of the largest cities in Asia. 2. Texas is one of the largest states in the United States. 3. Paris is one of the most beautiful cities in the world. 4. (...) is one of the tallest people in our class. 5. San Francisco is one of the best places to visit in the world. 6. (...) is one of the most famous people in the world. 7. Good health is one of the most important things in life. 8. (...) is one of the worst restaurants in (*this city*). 9. (...) is one of the most famous landmarks in (*name of a country*). 10. (...) is one of the tallest buildings in (*this city*). 11. Boxing is one of the most dangerous sports in the world. 12. Famine is one of the most serious problems in the world.

□ EXERCISE 27, p. 471. Let's talk. (Chart 16-5)

TEACHING SUGGESTIONS: You may choose to do the first three items as a teacher-led activity; then have students complete the rest in small groups. Encourage them to have short conversations about the items. Everyone should give an answer to at least two items. Set a time limit for completing the exercise.

□ EXERCISE 28, p. 471. Let's talk: small groups. (Chart 16-5)

This exercise enables learners to apply their usage of comparatives and superlatives to real-life information.

TEACHING SUGGESTIONS: First, have students take this quiz quickly by themselves (in class or at home). Then divide the class into small groups to discuss the answers. Students should make their best guesses to the questions; it doesn't matter if they choose the right answers. The goal of the exercise is to get them talking in small groups as they use the Table of Statistics to figure out the correct answers. In their discussion, students will have to spontaneously use comparatives and superlatives.

ANSWERS: 1. C 2. A 3. A 4. B 5. C 6. A 7. C 8. B
 9. (1) Asia (2) Africa (3) North America (4) (Antarctica) (5) South America (6) Europe (7) Australia 10. D 11. A 12. A 13. A
 14. A 15. A 16. B 17. A 18. A 19. A

CHART 16-6: USING BUT

- *But* is a coordinating conjunction like *and*; that is, it connects two clauses or phrases that are grammatically parallel in structure.
- **WORKBOOK:** For additional exercises based on Chart 16-6, see *Workbook* Practice 18.

□ EXERCISE 29, p. 475. Sentence practice. (Chart 16-6)

In this exercise, learners must use antonyms — words with opposite meanings. If this exercise is done in class, students can help one another with difficult items; if it is done at home, students can consult a dictionary. Be sure to go over the answers and their meanings in class. Items 4 and 5 give two different meanings of the adjective *light*.

ANSWERS: 2. cold 3. dirty 4. light 5. dark 6. comfortable
 7. wide 8. hard/difficult 9. bad 10. smart/intelligent 11. invisible
 12. wrong 13. wet 14. empty 15. clear 16. clean 17. hard

□ EXERCISE 30, p. 476. Listening. (Chart 16-6)

This exercise is similar to Exercise 29; it simply adds a listening component.

The adjectives the students hear should be familiar, but processing each sentence and then thinking of an opposite adjective (an antonym) can be challenging. If students have trouble, you may want to create more exercises like this to provide additional practice.

ANSWERS: 1. short 2. big 3. quiet 4. pretty 5. slow 6. strong
7. cheap/inexpensive 8. lazy

CHART 16-7: USING VERBS AFTER *BUT*

- Students are being asked to understand the grammar in this chart by studying the examples. There is no explanation given for verb usage in a clause following *but*. You might point out that a form of main verb *be* or an auxiliary verb is used after *but*.
- WORKBOOK: For additional exercises based on Chart 16-7, see *Workbook* Practices 19 and 20.

□ EXERCISE 31, p. 476. Sentence practice. (Chart 16-7)

Students need time to think about negative/affirmative, singular/plural, and the necessary verb. After you lead the class through about eight of the items, students could continue working with partners or complete the rest as homework.

ANSWERS:

2. is	7. can't	12. didn't	17. can
3. aren't	8. won't	13. doesn't	18. will
4. was	9. isn't	14. does	19. won't
5. weren't	10. are	15. wasn't	20. will
6. do	11. does	16. didn't	21. were

□ EXERCISE 32, p. 477. Listening. (Chart 16-7)

This exercise is similar to Exercise 31; it simply adds a listening component.

If students have trouble, you could repeat some sentences from Exercise 31 a few days after your students have done them, this time with their books closed. You may even want to create more exercises like this to provide additional practice.

ANSWERS: 1. doesn't 2. can't 3. did 4. were 5. do 6. is
7. wasn't 8. didn't 9. won't 10. will

□ EXERCISE 33, p. 478. Let's talk: class activity. (Chart 16-7)

This is a teacher-led activity. Pause after each question for one student to answer.

□ EXERCISE 34, p. 478. Let's talk: pairwork. (Chart 16-7)

This exercise should be fun for students as they try to find all the differences between the two illustrations.

TEACHING SUGGESTION: Begin with the example; then ask your class to find a second difference. For example, the fish in Picture A is in a fish tank whereas the fish in Picture B is in a chair (reading). Since humor varies widely from country to country, some students may find this amusing whereas others find it merely puzzling. Walk around the room to answer any questions that arise while students work in pairs.

□ EXERCISE 35, p. 479. Writing practice. (Chart 16-7)

TEACHING SUGGESTION: You might want to tell students how many sentences they should include in each response. If this exercise is done in class, set a time limit.

CHART 16-8: MAKING COMPARISONS WITH ADVERBS

- Adverbs follow the same patterns as adjectives in the comparative and superlative. (See Chart 16-4, p. 461, in the student book.)
- Remind students to use *than* with comparatives and *the* with superlatives.
- **WORKBOOK:** For additional exercises based on Chart 16-8, see *Workbook Practices 21–23*.

□ EXERCISE 36, p. 480. Sentence practice. (Chart 16-8)

Point out that the verbs in parentheses are optional; the sentences are complete with or without them. After you lead the class through four or five items, students could continue working with partners or complete the rest as homework.

ANSWERS: 2. more quickly than 3. more beautifully than 4. the most beautifully 5. harder than 6. the hardest 7. more carefully than 8. earlier than 9. the earliest 10. better than 11. the best 12. more clearly than 13. more fluently than 14. the most fluently

□ EXERCISE 37, p. 481. Sentence practice. (Chart 16-8)

You may want to work through items 1–6 in class and assign the rest as homework.

ANSWERS: 2. more beautiful than 3. neater than 4. the neatest 5. more neatly than 6. the most neatly 7. more clearly than 8. better than 9. better than 10. the best 11. longer 12. later than 13. the most clearly 14. sharper than 15. more artistic than 16. more slowly than

□ EXERCISE 38, p. 482. Listening: review. (Chapter 16)

This exercise reviews comparisons using adjectives and adverbs. The words should be familiar, but they may be difficult in a listening format. You might find that your students still omit words like *the* and *than*. Also, make sure that students pay attention to spelling when you review the answers in class.

ANSWERS: 1. faster than 2. the fastest 3. harder than 4. the hardest 5. more dangerous than 6. more loudly than 7. more slowly than 8. heavier than 9. clearer than 10. more clearly

□ EXERCISE 39, p. 482. Review. (Chapter 16)

This exercise can be done as homework. Remind students to pay attention to prepositions and spelling.

ANSWERS: 2. B 3. C 4. B 5. A 6. D 7. B 8. A 9. D

□ EXERCISE 40, p. 483. Chapter review: error analysis. (Chapter 16)

This exercise can be done in class or assigned as homework.

TEACHING SUGGESTIONS: If done in class, divide students into small groups. Assign different sentences to each group randomly. Give them time to figure out the correct answers. Ask for group members to write the correct sentences on the board. Have the other groups check their answers for accuracy.

ANSWERS: 1. Your pen is like mine. 2. Kim's coat is similar to mine. 3. Jack's coat is the same as mine. 4. Soccer balls are different from basketballs. 5. Soccer is one of the most popular sports in the world. 6. Green sea turtles live longer than elephants. 7. My grade on the test was worse than yours. You got a ~~more~~ better grade. 8. A monkey is more intelligent than a turtle. 9. Pedro speaks English more fluently than Ernesto. 10. Professor Brown teaches full-time, but her husband doesn't. 11. Robert and Maria aren't the same age. Robert is younger than Maria. 12. A blue whale is larger than an elephant. 13. The exploding human population is the greatest threat to all forms of life on earth. 14. The Mongol Empire was the biggest land empire in the entire history of the world.

□ EXERCISE 41, p. 484. Review. (Chapter 16)

TEACHING SUGGESTIONS: When pairs are finished, ask for volunteers to give answers. Some questions may have multiple answers. Give special attention to spelling and the forms studied in this chapter. Praise your students for their successes.

□ EXERCISE 42, p. 484. Let's write or talk. (Chapter 16)

TEACHING SUGGESTION: If your class is weak in conversation skills, you could ask students to write ideas (not necessarily complete sentences) on a piece of paper. Then put them in pairs or small groups and have them discuss their comparisons.

□ EXERCISE 43, p. 485. Writing practice. (Chapter 16)

Assign this exercise for homework so students have time to organize their writing.

TEACHING SUGGESTIONS: Set limits on length and style (e.g., four to six sentences = a paragraph; pay attention to spelling and punctuation; check your verb tenses, etc.).

Ask the class to hand in their papers. Correct the errors, but don't grade them. Before you hand them back, write some of the most common errors on the board and ask students to help you correct them.