

## Chapter 9: COMPARISONS

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### General Notes on Chapter 9

- Students will learn a variety of structures to express comparison, contrast, and related ideas.
- The assumption is that students have already been introduced to simple phrases of comparison. This chapter both reviews and expands on those forms, emphasizing idiomatic usage.
- **TERMINOLOGY:** The terms “comparative” and “superlative” are used traditionally here and associated with *-er/more* and *-est/most*, respectively.

□ **EXERCISE 1, p. 247. Preview of comparisons. (Chapter 9)**

This exercise can be used as an oral introduction to the functions of comparisons, especially those using *as . . . as*, comparatives, and superlatives. Elicit sentences from the class. Preview the grammar in this chapter. Note problems your students are having. Following are some typical errors in the use of comparison structures:

- INCORRECT: *Line B is the **longer** of all.*
- INCORRECT: *Line B is the longest **from** all.*
- INCORRECT: *Line C is **shortest** than line B.*
- INCORRECT: *Line C is shorter **that** line B.*
- INCORRECT: *Line C is **more short** than line B.*
- INCORRECT: *Line C is **more shorter** than line B.*
- INCORRECT: *Line C is shorter **as** line B.*
- INCORRECT: *Line D is as short **than** line E.*
- INCORRECT: *Line D is short as line E. (omission of first as)*
- INCORRECT: *Line E is **very** shorter than line B.*

SAMPLE RESPONSES:

2. Rick looks as happy as Jim.  
Rick and Jim look happier than Mike and David.  
David looks sadder than the others.  
David looks the saddest of all.  
Mike is happier than David but not as happy as Rick or Jim.  
Jim is the happiest of the four boys.  
OR Rick looks just about as happy as Jim.  
Etc.
3. Canada is the largest of the four countries.  
Brazil is almost as large as Canada.  
Brazil is larger than Egypt and Spain put together.  
Spain is the smallest of the four countries.  
Spain is much smaller than Brazil or Canada.  
Etc.
4. The second question is the hardest of all.  
The first and fourth questions are the easiest.  
The fourth question is just as easy as the first question.  
The third question is harder than the first or fourth but easier than the second.  
Etc.
5. C is the best handwriting.  
A is the worst handwriting.  
C is better than either A or B.  
A is worse than B. B is worse than C.  
A isn't nearly as good as C.  
Etc.

## 9-1: MAKING COMPARISONS WITH AS . . . AS

- Discuss the examples. Then for reinforcement, ask the students to cover the chart and tell you about the four people in the pictures. Or use the ages of three students in your class and a child (possibly yours or a student's) to elicit the same structures as in the examples.
- The use of the modifiers *quite*, *nearly*, *almost*, and *just* may be difficult for some learners and require special teaching attention. Return to Exercise 1 and elicit comparisons that use these modifiers, or make up additional situations for oral work by using objects/people in the classroom or pictures drawn on the board. A topic that easily lends itself to comparison is people's heights (e.g., *Ali isn't quite as tall as Roberto*, etc.). If you use this situation, make sure you know your students well enough to be assured that the shortest person in the group to be compared is not sensitive about being short. Other things that could be compared are hair length, book size, or size of circles drawn on the board, to name a few. Practices in the *Workbook* also emphasize use of modifiers with *as . . . as*.
- In the negative, *so* can be used instead of the first *as* with no change in meaning: *not so . . . as* has the same meaning and use as *not as . . . as*. For example, *Line A is not so long as line B = Line A is not as long as line B*. The use of *so* in negative comparisons is no longer as common in everyday English as it once was. Many people use *not as . . . as*.

### □ EXERCISE 2, p. 249. Comparisons with AS . . . AS. (Chart 9-1)

ANSWERS:

- |                             |                             |
|-----------------------------|-----------------------------|
| 2. not nearly as            | 5. not nearly as            |
| 3. just as                  | 6. just as                  |
| 4. almost as / not quite as | 7. almost as / not quite as |

### □ EXERCISE 3, p. 249. Comparisons with AS . . . AS. (Chart 9-1)

EXPECTED COMPLETIONS: 3. A lake isn't (nearly) as . . . an ocean 4. Honey is just as . . . sugar 5. Money isn't (nearly) as . . . good health 6. Children usually aren't as . . . adults 7. A solar system isn't (nearly) as . . . a galaxy 8. People aren't (nearly) as . . . monkeys 9. reading a novel is just as / isn't nearly as . . . listening to music

### □ EXERCISE 4, p. 250. Comparisons with AS . . . AS. (Chart 9-1)

This exercise includes clause completions for *as . . . as* comparisons. The use of subjects and verbs in comparison clauses is not discussed in Chart 9-1, but will be addressed in Chart 9-4 in relation to comparatives. Some items in this exercise ask students to come up with expressions with *as . . . as* that they might have encountered before. For example, *as fast as I can* is a common expression that the students may already be familiar with.

POSSIBLE COMPLETIONS: 3. as fast as I can 4. as sour as a lemon 5. as wide as a river 6. as difficult as I (had) expected 7. as often/much as you can 8. as (young) as you feel 9. as easy as you might think / as easy as it looks 10. as long to drive to the airport as it takes to fly to Chicago

□ **EXERCISE 5, p. 251. Comparisons with AS . . . AS. (Chart 9-1)**

These comparisons are included mostly for fun and vocabulary development. The native speaker may find these expressions trite, but second language learners often find them entertaining. If the students learn a few of these phrases, it does not mean their writing will become trite and hackneyed. These phrases are so common that almost any native speaker can supply the traditional completion to the comparison. The ones in this exercise are only a few out of many such phrases. Some others: *proud as a peacock, easy as pie, quiet as a mouse, happy as a clam, dead as a doornail, good as gold, sly as a fox, wise as an owl, busy as a bee.*

In these traditional phrases, the first *as* is sometimes dropped: *He's strong as a bull.*

ANSWERS:

- |                 |               |
|-----------------|---------------|
| 2. a bull/an ox | 7. a cat      |
| 3. a bird       | 8. a feather  |
| 4. a mule       | 9. a kite     |
| 5. a rock       | 10. a wet hen |
| 6. the hills    |               |

□ **EXERCISE 6, p. 252. Comparisons with AS . . . AS. (Chart 9-1)**

This exercise can be oral or written. Many sentences involve ideas that are a matter of the speaker's opinion.

SAMPLE SENTENCES: 1. Clean air is . . . clean water. 2. The desks in this classroom are . . . seats in a movie theatre. 3. Accounting is . . . marine biology. 4. Apple pie is . . . blueberry pie. 5. Algebra is . . . calculus. 6. Children are . . . adults. 7. Frozen broccoli is . . . fresh broccoli. 8. People in cities are . . . people in small towns. 9. Wood is . . . stone. 10. An apple is . . . a pear. 11. I exercise . . . 12. I don't exercise . . . 13. I need to go to the bank . . . 14. Cooking is . . . 15. I speak English . . .

**9-2: COMPARATIVE AND SUPERLATIVE**

- This chart introduces the concepts and terminology of comparisons with *more/-er* and *most/-est*. A presentation of forms follows in Chart 9-3.
- Be sure that the students note that the article *the* must be part of a superlative.

□ **EXERCISE 7, p. 252. Error analysis: comparative and superlative. (Chart 9-2)**

This exercise contains some typical errors in the form of comparatives and superlatives. It serves as a preview to Chart 9-3. Discuss the meanings.

ANSWERS: 2. Alaska is **the** largest 3. Texas is ~~the~~ larger **than** France.  
4. . . . comfortable **than** new shoes. 5. I like Chinese food ~~more~~ better than French food. 6. A pillow is **softer than** a rock. 7. I am **younger** than my brother. My sister is **the youngest** person

□ **EXERCISE 8, p. 253. Comparative and superlative. (Chart 9-2)**

This exercise should open up conversation that is not limited to the specific target structures it seeks to elicit. This kind of exercise is a time for students to talk freely. The talk should center around the task at hand. The exercise anticipates that the students will have to ask each other questions (e.g., *Whose ring is that? Could you please hand me the book and the notebook so I can see which is heavier?* Etc.).

After you demonstrate how this exercise should proceed, you can form the students into groups to maximize each student's speaking opportunities. The leader of each group should make sure that both the comparative and the superlative are practiced.

**9-3: COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES AND ADVERBS**

- Discuss the chart to help the students understand how comparative and superlative forms relate to the number of syllables in the adjective or adverb.
- The text concentrates almost solely on adjectives in comparisons. You might want to give a quick overview of the basic uses of adjectives (to modify nouns) and adverbs (to modify verbs).  
Examples:

Adjective: *Mrs. Bender is a **wise** woman.*

Adverb: *Mrs. Bender acts and speaks **wisely**.*

- Students might note that the comparative and superlative forms for *good* (adjective) and *well* (adverb) are the same: *better* and *the best*. For example: In the sentence "Anna speaks good English," *good* is an adjective modifying the noun "English." In the sentence "Anna speaks English well," *well* is an adverb modifying the verb "speaks." The comparative form of the two is the same:

Adjective: *Anna speaks **better** English than I do.*

Adverb: *Anna speaks English **better** than I do.*

The basic distinction between *good* and *well* is that *good* is an adjective and *well* is an adverb. However, confusion sometimes occurs because *well* can also be an adjective meaning "healthy, not sick." In the sentence "Anna is well," *well* is an adjective describing the noun "Anna." It means that Anna is not sick; she is a well person.

As a further side note on a question that often arises, the expressions "feel well" and "feel good" are both correct, for *feel* is a linking verb and thus can be followed by an adjective; either adjective, *well* or *good*, is correct. In the sentence "I don't feel well," *well* limits the meaning to physical health, whereas the statement "I don't feel good" could refer to one's emotional state and/or to one's physical health.

□ **EXERCISE 9, p. 254. Comparative and superlative forms. (Charts 9-2 and 9-3)**

Ask students to construct sentences for some of these items. Point out the spelling of words that require a doubled consonant or a change from *y* to *i* before *-er/-est*.

ANSWERS: 2. better, the best 3. lazier, the laziest 4. hotter, the hottest  
5. neater, the neatest 6. later, the latest 7. happier, the happiest 8. more dangerous, the most dangerous 9. more slowly, the most slowly 10. more common, the most common OR commoner, the commonest 11. more friendly, the most friendly OR friendlier, the friendliest 12. more careful, the most careful  
13. worse, the worst 14. farther/further, the farthest/furthest

□ **EXERCISE 10, p. 254. Comparatives. (Charts 9-2 and 9-3)**

ANSWERS:

- |                   |             |
|-------------------|-------------|
| 2. funnier        | 6. darker   |
| 3. more dangerous | 7. prettier |
| 4. more confusing | 8. wetter   |
| 5. cleaner        |             |

*EXPANSION ACTIVITY:* Divide the class into two teams. Each team will try to score points.

- SCORING: (1) One point for the correct *meaning* of the given adjective.  
(2) One point for the correct *comparative form* of that adjective.  
(3) One point for a clear *sentence* with the comparative form.

*Example:* dependable

TEACHER: What does *dependable* mean?

TEAM: *Dependable* means “responsible, reliable, trustworthy.” For example, it describes people who do their jobs well every day.

TEACHER: Yes. That’s one point. Now, comparative form?

TEAM: *more dependable than*

TEACHER: Correct. That’s one point. And a sentence with one of those forms?

TEAM: Vegetables are more dependable than fruit.

TEACHER: What? That doesn’t make any sense. No point.

TEAM: Adults are more dependable than children.

TEACHER: Good. One point. Your total points as a team: Three.

The teams should prepare for the contest by discussing the words in the list, looking them up in the dictionary if necessary, and making up possible sentences.

List of adjectives to choose from:

<i>absent-minded</i>	<i>confusing</i>	<i>fresh</i>	<i>pleasant</i>
<i>active</i>	<i>cute</i>	<i>friendly</i>	<i>polite</i>
<i>attractive</i>	<i>dangerous</i>	<i>heavy</i>	<i>soft</i>
<i>bright</i>	<i>delightful</i>	<i>hectic</i>	<i>sour</i>
<i>calm</i>	<i>dim</i>	<i>high</i>	<i>straight</i>
<i>clever</i>	<i>easy</i>	<i>humid</i>	<i>wild</i>
<i>common</i>	<i>flexible</i>	<i>intelligent</i>	<i>wonderful</i>

□ **EXERCISE 11, p. 255. FARTHER and FURTHER. (Chart 9-3)**

Point out that *further* can mean “additional” (as in item 2), but *farther* does not.

ANSWERS: 3. farther/further 4. further 5. farther/further 6. further

□ **EXERCISE 12, p. 256. Comparatives. (Charts 9-2 and 9-3)**

This practice could be assigned for written homework. Some of the comparisons may not be immediately obvious and may require time for the student to think through. This practice could also be used in small groups.

- EXPECTED RESPONSES:* 2. A pool is shallower than a lake. 3. An elephant’s neck is thicker than a giraffe’s neck. 4. Sunlight is brighter than moonlight. 5. Iron is heavier than wood. 6. Walking is easier / more relaxing / more enjoyable than running. 7. A river is wider and deeper than a stream. 8. Rubber is more flexible than wood. 9. Nothing is more enjoyable than sitting in a garden on a quiet summer’s day. 10. A butterfly’s wing is thinner than a blade of grass.

□ **EXERCISE 13, p. 256. Comparatives. (Charts 9-2 and 9-3)**

*NOTE:* A speaker who uses *but at least* is usually looking for positive or optimistic comparisons.

*SAMPLE RESPONSES:* 1. . . . it's bigger than a cockroach. 2. . . . it's larger than a closet. 3. . . . it's more comfortable than sitting on a rock. 4. . . . it's more intelligent than a fish. 5. . . . it was easier than this one. 6. . . . it's cleaner than a dirt floor. 7. . . . it's more expensive than a pencil. 8. . . . it's heavier than this dictionary. 9. . . . it's brighter than gray. 10. . . . it's closer to X than Y (is).

**9-4: COMPLETING A COMPARATIVE**

- The use of object pronouns (e.g., *me* and *him*) after *than* is common and today generally acceptable. In the sentence “Tom is older than me,” some grammatical analyses consider *than* a preposition that is correctly followed by the objective case. Some older prescriptive grammars didactically state that *than* is a conjunction that must be followed by the subjective case even when the verb is not expressed: *Tom is older than I (am)*. The text skirts the issue by calling the use of object pronouns after *than* “informal.” Guide your students according to their best interests. (There are still some traditionalists, especially in academic settings, who consider the use of object pronouns after *than* substandard and proof of a lack in one’s education.)
- If native speakers use a subject pronoun after *than*, they often also include the auxiliary verb. In other words, it’s typical for many native speakers to say “I’m older than he is” rather than “I’m older than he.” The text does not state this observation, but through example encourages the use of auxiliary verbs with subject pronouns following *than*. You might want to make special mention of this pattern to your students.

□ **EXERCISE 14, p. 257. Completing a comparative. (Chart 9-4)**

Encourage the inclusion of an auxiliary verb if a subject pronoun follows *than*.

*ANSWERS:*

- |                  |                      |
|------------------|----------------------|
| 2. she is/her    | 6. he can/him        |
| 3. they are/them | 7. mine . . . hers   |
| 4. he can/him    | 8. theirs . . . ours |
| 5. he did/him    |                      |

□ **EXERCISE 15, p. 258. Comparative and superlative forms. (Charts 9-3 and 9-4)**

The game format is intended, in general, to add an element of fun as a motivator in reviewing forms and creating contexts for the target structures. If time is limited, you can of course dispense with the game aspect. If you do divide the class into teams, it is probably best that you be the moderator and assign the points. The “rules” of the game are just complicated enough that small groups with a leader might spend unnecessary time trying to figure out the format and worrying about how to assign points.

Students have their own inventive ways of defining words; dictionary definitions are not required.

*SAMPLE DEFINITIONS:*

1. *absent-minded* = forgetful
2. *active* = busy, moving, not quiet
3. *attractive* = good-looking
4. *bright* = shining, not dark

5. *calm* = quiet, not nervous
6. *clever* = smart, intelligent
7. *common* = usual, typical
8. *confusing* = difficult to understand
9. *cute* = pretty [principally AmE]
10. *dangerous* = possibly harmful, risky
12. *dim* = not bright
13. *easy* = not hard
14. *flexible* = bends easily
15. *fresh* = new, not salty
16. *friendly* = kind, helpful
17. *heavy* = of great weight
18. *hectic* = very busy, full of hurrying and activity [Students are unlikely to be familiar with this word. Choose it only if you're looking to challenge your more advanced students.]
19. *high* = tall [*High* and *tall* are not exact synonyms. *High* is generally not used for living beings, whereas *tall* is. *High* conveys that the speaker is thinking of the distance (often a large distance) something reaches above ground: *a high mountain, a high ceiling, a nest high in a tree.* *Tall* often conveys the idea of length from top to bottom: *a tall tree, a tall person, a tall ladder.* Opposites: *high* ≠ *low*; *tall* ≠ *short*.]
20. *humid* = slightly moist
21. *intelligent* = smart, having a good mind
22. *pleasant* = nice
23. *polite* = having good manners, courteous
24. *soft* = not hard
25. *sour* = an acid taste
26. *straight* = without a bend, angle, wave, or curve
27. *wild* = not tame(d)
28. *wonderful* = unusually good, terrific

### 9-5: MODIFYING COMPARATIVES

- A fairly common error is the use of *very* with a comparative:  
INCORRECT: *My brother Raul is very older than me.*
- The use of *far* as an intensifier with comparatives may seem odd to some learners. Emphasize that in this usage, *far*, *much*, and *a lot* (not *a lot of*) have the same meaning and function.

#### EXERCISE 16, p. 259. Modifying comparatives. (Chart 9-5)

ANSWERS:

- |                       |                       |
|-----------------------|-----------------------|
| 3. very               | 6. much / a lot / far |
| 4. much / a lot / far | 7. much / a lot / far |
| 5. very               | 8. very               |



## 9-6: COMPARISONS WITH *LESS ... THAN* AND *NOT AS ... AS*

- In the use of *less*, the text fails to state one exception. The explanation should state that *less* (*not as ... as*) is used with adjectives and adverbs of more than one syllable except for two-syllable adjectives that end in -y, such as *easy*, *happy*, *hungry*.

INCORRECT: *less easy than*, *less happy than*, *less hungry than*

CORRECT: *not as easy as*, *not as happy as*, *not as hungry as*

Exceptions to this exception are *friendly* and *angry*, which can be used with either *less* or *not as ... as*.

INCORRECT: *less easy than*, *less happy than*, *less hungry than*

CORRECT: *less friendly than*, *less angry than*

Sometimes the text may err on the side of simplification in an attempt to present basic patterns without too many exceptions.

### □ EXERCISE 17, p. 259. *LESS ... THAN* and *NOT AS ... AS*. (Chart 9-6)

ANSWERS: 3. B 4. A, B 5. B 6. A, B

### □ EXERCISE 18, p. 260. *MORE/-ER*, *LESS*, and *NOT AS ... AS*. (Charts 9-1 → 9-6)

EXPECTED RESPONSES: 4. A sidewalk isn't as wide as 5. Arithmetic isn't as difficult as / is less difficult than 6. A hill isn't as high as 7. Bottled water is clearer and cleaner than 8. ... weather isn't as pleasant as / is less pleasant than 9. ... chair is more comfortable than 10. ... path isn't as dangerous as / is less dangerous than 11. Toes aren't as long as fingers. 12. Toes aren't as useful as / are less useful than 13. Toes aren't as long or useful as 14. Fingers are longer and more useful than

### □ EXERCISE 19, p. 260. *MORE/-ER*, *LESS*, and *NOT AS ... AS*. (Charts 9-1 → 9-6)

Tell students this is a free association exercise: they should mention anything that comes to mind as points of comparison. Students may spontaneously produce sentences in which *more* is used with nouns to make comparisons: e.g., *The sun produces more energy than the moon does*.

SAMPLE RESPONSES: 1. hotter / not as hot as, larger/not as big as, more important to plants, brighter, farther away from earth, etc. 2. younger, smaller, more playful, less responsible, more independent, noisier, less knowledgeable, etc. 3. more expensive / less expensive, food is better, easier to get a reservation at, service is faster, ambience is better, etc. 4. (Comparisons depend on the two people chosen.)

## 9-7: UNCLEAR COMPARISONS

- Sometimes a verb is required after *than* in order to make a comparison clear. The intention of the text is to make students aware that sometimes confusions can occur if comparisons are not properly completed.

□ **EXERCISE 20, p. 261. Unclear comparisons. (Chart 9-7)**

ANSWERS: 2. . . . better than he likes his wife. OR . . . better than his wife does. [The latter is assumed to be what the writer meant to say. The first completion shows humorously what can happen if a comparison is not properly completed.] 3. . . . more than he helps Debra. OR . . . more than Debra does. 4. . . . more than I pay my dentist. OR . . . more than my dentist does.

**9-8: USING MORE WITH NOUNS**

- *More* is frequently used with nouns, functioning as the comparative form of the adjectives *many* and *much*. Sometimes, as in (d), it functions as a noun substitute.
- *More* is used with plural (not singular) count nouns and with noncount nouns.
- In comparatives with nouns, the opposite of *more* is either *less* or *fewer*. In formal or, one might say, educated English of the past, *fewer* is said to be used with count nouns and *less* with noncount nouns.

Examples:

*There are fewer students (count noun) in this class than in that class.*

*Mr. Black assigns less homework (noncount noun) than Mr. Green.*

In actual usage, *less* seems to be used with nearly every noun. In common usage, many native speakers would say *There are less students in this class than that class*. The use of *fewer* is becoming rarer in everyday language, but there are those, including the authors of this *Teacher's Guide*, to whom the use of *less* with count nouns does not "sound right." You may or may not choose to discuss the use of *less* vs. *fewer* with nouns; it depends upon the level and interests of your students.

□ **EXERCISE 21, p. 261. Comparatives with nouns, adjectives, and adverbs. (Charts 9-2, 9-3, and 9-8)**

Ask the students to identify nouns, adjectives, and adverbs in the list.

ANSWERS:

- |                     |                           |
|---------------------|---------------------------|
| 4. more information | 10. more responsibilities |
| 5. happier          | 11. more responsible      |
| 6. more happily     | 12. quicker               |
| 7. more happiness   | 13. more salt             |
| 8. more mistakes    | 14. more doctors          |
| 9. more responsibly |                           |

**9-9: REPEATING A COMPARATIVE**

- You might mention that repeating the comparative once is generally sufficient, but in oral story-telling traditions, a speaker might repeat a comparative several times for effect. For example: *The wolf stopped abruptly when she saw the rabbit. Had the rabbit seen her? No, she decided. Slowly the wolf crept toward the rabbit. She crept closer and closer and closer and closer. Alas, the rabbit sensed the wolf's presence too late. The wolf pounced, and that was the end of the rabbit.*

□ **EXERCISE 22, p. 262. Repeating a comparative. (Chart 9-9)**

ANSWERS: 2. bigger and bigger 3. better and better 4. louder and louder  
5. angrier and angrier / more and more angry 6. longer and longer 7. more and  
more discouraged 8. colder and colder / warmer and warmer 9. harder and harder  
. . . wetter and wetter 10. weaker and weaker

**9-10: USING DOUBLE COMPARATIVES**

- It is important to discuss the meaning of this structure. It expresses a cause-and-effect relationship.
- The idiom in (e) is for fun. The vocabulary *merry*–*merrier* will probably need to be explained. The one in (f) is very common and should be useful in the students' creative production.
- This is an infrequent pattern. It is included more in the interest of assisting reading comprehension than in expectation that the students will adopt the pattern in their own production.

□ **EXERCISE 23, p. 264. Double comparatives. (Chart 9-10)**

ANSWERS: 2. The closer . . . the warmer 3. The sharper . . . the easier 4. The  
noisier (*also possible*: the more noisy) . . . the angrier (*also possible*: more angry) 5. more  
shrimp . . . the pinker 6. . . faster she drove, the more nervous I became.  
7. . . more he thought about his family, the more homesick he became. 8. . . the  
darker the sky grew, the faster we ran to reach the house.

**9-11: USING SUPERLATIVES**

- A useful way to explain the superlative is to say that it compares one part of a group to all other things or people in that group.\* In (a), a city, Tokyo, is being compared to all other large cities in the world. In (b), David is being compared to all other people the speaker knows and has ever known. In (c), the group consists of three books, with one book being compared to the other two.
- The emphasis in the text is on how superlatives are completed.

□ **EXERCISE 24, p. 265. Superlatives. (Chart 9-11)**

ANSWERS: 3. the most beautiful . . . in 4. the worst . . . in 5. the  
farthest/furthest . . . in 6. the best . . . of 7. the biggest . . . in 8. the oldest . . .  
in 9. the most comfortable . . . in 10. the most exhausted of

\*The group can consist of only two things or people (especially in informal English), but usually consists of three or more. The superlative is often distinguished from the comparative by saying that the comparative compares two things or people, whereas the superlative compares three or more things or people. That explanation has a certain simplistic usefulness, but in actual (usually informal) usage, the superlative is often used when only two units are being compared: *I think both these books are good, but the red one is the best.* OR *We have two daughters. Our oldest daughter lives and works in Toronto. The youngest is still in high school.*

□ **EXERCISE 25, p. 266. Superlatives. (Chart 9-11)**

ANSWERS: 2. the cleanest air 3. The highest mountains on earth 4. the biggest bird 5. The two greatest natural dangers 6. the most popular forms of entertainment 7. The three most common street names 8. The longest river in South America

□ **EXERCISE 26, p. 266. Completing superlatives with adjective clauses. (Chart 9-11)**

ANSWERS: 2. the nicest times she's ever had taken 3. the most difficult courses I've ever taken 4. the worst mistakes I've ever made 5. the most beautiful buildings we've ever seen 6. the easiest tests I've ever taken

□ **EXERCISE 27, p. 267. Using ONE OF with superlatives. (Chart 9-11)**

Patterns with **one of** + *superlative* are common and useful but can also be a source of grammatical errors. Typical mistakes:

INCORRECT: *One of the most beautiful country in the world is Switzerland.*

INCORRECT: *One of the most beautiful countries are Switzerland.*

SAMPLE RESPONSES:

1. One of the most beautiful countries in the world is Switzerland. Switzerland is one of the most beautiful countries in the world.
2. One of the most famous people in the world is the president of the United States. The president of the United States is one of the most famous people in the world.
3. One of the best movies I've seen recently is an old favorite, *Casablanca*. *Casablanca* is one of the best movies I've seen recently. One of the worst movies I've ever seen is *Creatures from the Deep*. *Creatures from the Deep* is one of the worst movies I've ever seen.
4. One of the most exciting things I've ever done is fly a glider. Flying a glider is one of the most exciting things I've ever done.
5. One of the most wonderful people I've ever known is my friend Jane. My friend Jane is one of the most wonderful people I've ever known.
6. One of the happiest days in my life was my wedding day. My wedding day was one of the happiest days in my life.
7. One of the most interesting animals in the world is the koala bear. The koala bear is one of the most interesting animals in the world.
8. One of the most important people in the history of my country is Abraham Lincoln. Abraham Lincoln is one of the most important people in the history of my country.
9. One of the best experiences I've ever had was parasailing. Parasailing is one of the best experiences I've ever had.
10. One of the most important people in my life is my mother. My mother is one of the most important people in my life.

□ **EXERCISE 28, p. 267. Superlatives. (Chart 9-11)**

Students can write their answers as seatwork, then compare them in small groups and write the best ones on the chalkboard for discussion by the class.

SAMPLE ANSWERS: 2. The most popular sport in my country is soccer. 3. The largest city in France is Paris. 4. The Mikado Garden is the best restaurant in this city. 5. Mr. Green is one of the most interesting people I've ever met. 6. The most valuable thing I have is my great-grandmother's wedding ring. 7. The three most important things in life are good health, family, and peace. 8. The most serious problems in the world today are war and poverty.

□ **EXERCISE 29, p. 268. Review: comparatives and superlatives. (Charts 9-1 → 9-11)**

It is hoped students will engage in informal conversation as they work through this exercise.

□ **EXERCISE 30, p. 268. Review: comparatives and superlatives. (Charts 9-1 → 9-11)**

This exercise can be done in small groups to maximize each student's opportunity to speak. It can also be assigned as written homework. Or you can lead an open discussion and have students call out any comparisons they can think of. Also possible is to assign each student or each group of students only one item and then ask for oral reports of the comparisons they create.

*POSSIBLE RESPONSES:*

1. An orange is **sweeter** than a grapefruit. A lemon is **sourer/more sour** than a grapefruit. A grapefruit is **larger** than a lemon or an orange. A grapefruit is **the largest** of the three. Etc.
2. [Perhaps ask the students to compare three of their textbooks.] That book is **thinner** than this book. This book is **fatter** than that book. This book is **more interesting** than that book. The information in this book is **more useful** than the information in that book. This book is **better** than that book. That book is **worse** than this book. It isn't **as good as** the other one. Etc.
3. A kitten is **weaker** than a cheetah or a lion. A lion is **more powerful** than a cheetah. The cheetah is **the fastest** animal in the world. [Note: But a cheetah can maintain its speed for only short distances. It can run 70mph/110kph for only a few hundred yards or meters.] A lion is just **as wild as** a cheetah. A kitten is **gentler/more gentle** than a lion or a cheetah. Etc.
4. Air and water are **more important** to human life than wood. Wood is **heavier** than air but **lighter** than water. Etc.
5. Boxing is **more dangerous** than golf. Of the three sports, golf is **the safest**. Golf is **less exciting** to watch than soccer. Soccer is **more boring** than golf for some people. Etc.
6. The food at X is **more delicious** than the food at Y. Etc.

□ **EXERCISE 31, p. 269. Review of comparatives and superlatives. (Charts 9-1 → 9-11)**

*ANSWERS:* 2. friendlier/more friendly than 3. the most famous . . . in 4. more wheels than 5. easier . . . than 6. larger than . . . darker . . . than 7. the loudest . . . in 8. The most important 9. more education than 10. the longest 11. the most delightful 12. The harder . . . the more impossible 13. the most common/commonest . . . in 14. the biggest . . . in . . . more people than 15. The greatest 16. shorter 17. The easiest 18. the highest . . . of 19. thicker than 20. more words . . . than 21. The longer . . . the more difficult 22. faster than . . . the fastest . . . of 23. larger than 24. The greatest . . . in 25. More houseplants . . . than from

## 9-12: USING *THE SAME*, *SIMILAR*, *DIFFERENT*, *LIKE*, *ALIKE*

- Typical errors in the use of *the same as*:
  - omission of *the* with *same*:  
INCORRECT: *All of the students in our class use same book.*
  - the use of *a* instead of *the*:  
INCORRECT: *Tom and Anna have a same book.*
  - the use of *like*, *from*, or *than* instead of *as*:  
INCORRECT: *Tom's book is the same like Anna's.*  
INCORRECT: *Tom's book is the same from Anna's.*  
INCORRECT: *Tom's book is the same than Anna's.*
- Typical errors in the use of *similar*:
  - INCORRECT: *My book is similar with Anna's.*
  - INCORRECT: *My book is similar from Anna's.*
- Some grammars claim that only *from* should follow *different*. Students at this level don't need to be concerned with the debate over *than* vs. *from*. In almost all the situations in which they will use *different* in their own production, *from* will be correct. It should also be noted that in British English, *to* may follow *different*: *Although they are brothers, Bob is different to Tom in many ways.*  
Just as a background note: in actual usage, both *from* and *than* have been used following *different* in American English for more than 300 years. There seems to be a clear preference for *from* when the next sentence element is a noun or pronoun: *Men are different from women.* As noted in the footnote to this chart, *than* is preferable when the next element is a clause: *Living on my own for the first time, I look at my life in a different way than I ever have (looked at it) before.* The understood subject and verb from the clause may be omitted: *I look at my life in a different way than ever before.*

### EXERCISE 32, p. 272. THE SAME, SIMILAR, DIFFERENT, LIKE, and ALIKE. (Chart 9-12)

EXPECTED RESPONSES: 5. to 6. as 7. from 8.  $\emptyset \dots \emptyset$  9. to  $\dots \emptyset \dots$   
as  $\dots$  from 10.  $\emptyset \dots$  as  $\dots \emptyset \dots$  to  $\dots$  from

### EXERCISE 33, p. 273. THE SAME, SIMILAR, DIFFERENT, LIKE, and ALIKE. (Chart 9-12)

Students could make up a similar exercise for each other by drawing their own geometric figures and asking their classmates to find the differences.

EXPECTED RESPONSES:

- |                   |                   |
|-------------------|-------------------|
| 2. different from | 5. different from |
| 3. different      | 6. the same as    |
| 4. the same/alike | 7. the same as    |

### EXERCISE 34, p. 273. THE SAME, SIMILAR, DIFFERENT, LIKE, and ALIKE. (Chart 9-12)

NOTE: The differences lie in the eyes and the eyebrows.

EXPECTED RESPONSES:

- |  |  |
|--|--|
| All the figures are similar.               | Figure C is the same as Figures D and E. |
| Figures B and F are the same/alike.        | Figure A is different from Figure B.     |
| Figure A is different from all the others. | Figure C is different from Figure F.     |
| Figures C, D, and E are the same.          | Figures E and F are similar.             |

□ **EXERCISE 35, p. 274. THE SAME, SIMILAR, DIFFERENT, LIKE, and ALIKE. (Chart 9-12)**

POSSIBLE COMPLETIONS:

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| 3. different from / not the same as | 10. different from / similar to  |
| 4. the same                         | 11. the same . . . as            |
| 5. like/similar to                  | 12. different from / the same as |
| 6. like . . . alike                 | 13. like                         |
| 7. the same . . . as                | 14. similar                      |
| 8. like                             | 15. like . . . like . . . like   |
| 9. the same                         |                                  |

□ **EXERCISE 36, p. 275. Making comparisons. (Chapter 9)**

The emphasis in this exercise is on acquainting the students with some common English proverbs as a focus for conversation. In addition, the students are likely to use the target structures as they compare proverbs in their own languages to the ones given here.

These proverbs need to be explained and the vocabulary discussed.

□ **EXERCISE 37, p. 275. Making comparisons. (Chapter 9)**

The topics are intended for a written composition. In English rhetoric, the ways of organizing comparison and contrast compositions are somewhat complex. The text intends the topics to be only prompts for the expression of casual opinions in a conversational tone. It is hoped that the writers will correctly use many of the comparison structures they have been working with in this chapter.

*EXPANSION ACTIVITY:* Following is a summary review exercise for Chapter 9 that combines both speaking and writing.

*Directions:* Ask three (or more) classmates four (or more) questions.

1. First, decide what you want to ask your classmates. Below are some suggestions.
2. Next, fill out the chart with the subjects of the questions.
3. Then, write in the names of the classmates you talk to and ask them the questions.
4. After you have all of your information, compare the answers using *same*, *different*, *similar*, *like*, *alike*, *as . . . as*, *more/-er*, and *most/-est*.

*Example:*

<b>Student</b>	<b>Eye color</b>	<b>Favorite sport</b>	<b>Length of time at this school</b>	<b>Educational goals</b>	<b>Size of family</b>
Hamid	brown	soccer	3 mo.	engineering degree	5
Po	brown	baseball	3 mo.	business degree	4
Maria	brown	baseball	4 mo.	journalism degree	7

*Possible comparisons:*

I'm comparing three people: Hamid, Po, and Maria.

- All three have **the same** eye color.
- Po and Maria like **the same** sport, baseball. Hamid's favorite sport is **different from** theirs. He likes soccer.
- Maria has been at this school **longer than** Hamid and Po.
- Their educational goals are **similar**. All of them want to get university degrees.
- Maria has **the largest** family. Po's immediate family is **the smallest**.

*Suggestions for questions to ask your classmates:*

1. How long have you been at this school?
2. What color are your eyes?
3. What is your favorite kind of music?
4. What is your favorite sport?
5. What do you usually like to wear to class?
6. What are your educational goals?
7. How many people are there in your immediate family?\*
8. How big is your hometown?
9. What kind of books do you like to read?
10. What kind of movies do you prefer?
11. What country would you most like to visit?
12. What is your favorite food?
13. When did you last visit home?
14. What kind of vacation do you prefer?
15. How tall are you?

Use this chart to record your information. Write in the topics of your questions, the names of the people you interview, and then their answers.

<i>Student</i>	<i>Eye color</i>	<i>Favorite sport</i>	<i>Length of time at this school</i>	<i>Educational goals</i>	<i>Size of family</i>

\**Immediate family* = mother, father, and children (but not cousins, aunts, uncles, grandparents, etc.)