Unit 8

Making comparisons: summary

• Have a volunteer read the explanation and examples for comparative forms of adjectives and adverbs out loud.

• Have students number the examples from 1 to 4 and identify what or who are being compared. (1. John and Rob; 2. this movie and the last one; 3. my sister’s typing and my typing; 4. corruption now and corruption before)

• To review how comparatives are formed, ask How do you form the comparative of short adjectives or adverbs such as fast? (adjective or adverb + -er) How do you form the comparative of long adjectives or adverbs such as interesting? (more or less + adjective or adverb)

• To review irregular comparative forms, have students look at the Irregular forms note.

• To provide practice, have volunteers share sentences comparing the people in their families. Give your own example. (Possible responses: My brother drives faster than I do; My uncle’s house is much bigger than mine.)

• Have a volunteer read the explanation and examples for superlative forms of adjectives and adverbs out loud.

• Have students number the examples from 1 to 5 and identify the examples of superlative adjectives and the examples of superlative adverbs. (superlative adjectives: 1, 2, 4; superlative adverbs: 3, 5)

• To review how superlatives are formed, ask How do you form the superlative of short adjectives and adverbs such as fast? (the + adjective or adverb + -est) How do you form the superlative of long adjectives or adverbs such as beautiful? (the most / the least + adjective or adverb)

• To review irregular superlative forms, have students look at the Irregular forms note.

• To provide practice, have volunteers share sentences with superlatives. Give your own example. (Possible responses: My friend Brad is the funniest person I’ve ever met; Of all my friends, Sam is the most responsible.)

• Have a volunteer read the Be Careful! note out loud.

• On the board, write:
  1. Which is best?
  2. Which is best brand?
  3. Which is the best brand?
  4. Which brand is best?

To check comprehension, have students identify the examples that are correct. (1, 3, 4) Elicit from the class why 2 is incorrect. (You can’t omit the if the superlative is followed by a noun.)

• Have a volunteer read the explanation and examples for comparisons with as . . . as.

• Point out that just emphasizes that the things being compared are equal.

• Point out that not as . . . as shows how two things are different. For example, Tom is not as tall as George.

• Have volunteers read the last two explanations and examples out loud.

• On the board, write:
  1. The new bridge is as wide as the old one.
  2. The new bridge is almost as wide as the old one.
  3. The new bridge is three times as wide as the old one.

To check comprehension, make a statement and have students identify which sentence on the board has the same meaning. Say The old bridge was wider than the new one. (2) The new bridge is wider than the old one. (3) Both bridges have the same width. (1)

Option: To provide practice with as . . . as, have students write a statement about themselves for each of the three explanations for as . . . as. Have students discuss and correct their sentences in pairs. To review, have a few volunteers read their sentences out loud. You may want to write a few examples on the board.

A Read each quoted statement . . .

• Model the first item with the class. Ask Is one textbook better than the other? (no) Elicit the correct answer from the class.

• Have students compare answers with a partner and review as a class.

Challenge: Have pairs choose two cities they both know and write six to eight sentences comparing the cities using comparatives, superlatives, and as . . . as. Encourage students to use almost, about, not quite, twice, or (X) times with as . . . as in some of their sentences. To review, have volunteers share their sentences with the class.
Unit 8

Making comparisons: summary

Comparative forms of adjectives and adverbs show how two things are different.
John is taller than Rob (is).
This movie was less interesting than the last one (was).
My sister types a lot faster than I do.
There is less corruption in the government than there used to be.

Superlative forms of adjectives and adverbs show how one thing is different from everything else.
She was the nicest person I ever met!
That was the least entertaining movie I ever saw.
Of all the actors, she sang the most beautifully.
Among my friends, Ned and Stacey definitely have the most money.
Of all the cars we looked at, the Linkus costs the most.

Comparisons with as . . . as show how two things are alike.
Tom is just as tall as George (is).
She still sings as beautifully as she did when she was young.
My nephew now weighs as much as I do.
I have as much money in the bank as I did last year.

Use as . . . as with almost, about, and not quite to show how two things are similar, but not equal.
My nephew weighs almost as much as I do.
[It weigh a bit more.]
The movie is about as long as his last one.
[But it's a bit shorter.]
This coat isn't quite as expensive as it looks.
[It's actually cheaper.]

Use as . . . as with twice, three times, etc., to show that things are not equal at all.
A Linkus sedan is about twice as expensive as a Matsu.
My new computer is ten times as fast as my old one.

NOTE: In informal spoken English, it is more common to say "...as tall as me" instead of the more formal "...as tall as I."

<table>
<thead>
<tr>
<th>Irregular forms</th>
<th>adjective</th>
<th>adverb</th>
<th>comparative</th>
<th>superlative</th>
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<tr>
<td>good</td>
<td>well</td>
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<td>the best</td>
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<td>badly</td>
<td>worse (than)</td>
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<td>a few</td>
<td>fewer (than)</td>
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<td>much / a lot of</td>
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<td>much / a lot more (than)</td>
<td>the most</td>
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A

Read each quoted statement. Then complete each sentence using a comparative, superlative, or comparison with as . . . as.

1. “The textbook we are using now is very good. The textbook we were using last year was also very good.”
   The textbook we’re using now is ___________ as good as ______ the one we were using last year.

2. “Star shampoo costs about $6.00. Ravel shampoo costs about $7.00. Sanabel shampoo costs about $5.00.”
   Among the three shampoos, Sanabel is ___________.

3. “We paid four hundred euros each for our tickets. They paid three hundred euros.”
   We paid _______ more than _______ they did.

4. “Hank has only a little experience working with children. Nancy has a lot of experience.”
   Hank has _______ less experience than _______ Nancy.

5. “John’s laptop weighs 4 kilos. Gerry’s laptop weighs 4.1 kilos.”
   John’s laptop isn’t _______ as heavy as _______ Gerry’s is.

6. “Mark knows only a little Japanese. Jonah knows a lot.”
   Mark knows _______ less Japanese than _______ Jonah does.

7. “Bart ate a lot for lunch. Susan ate a lot for lunch too.”
   Susan ate _______ as much as _______ Bart did for lunch.
Other uses of comparatives, superlatives, and comparisons with as . . . as

For emphasis
The Nile River is more than 5,500 kilometers long. [emphasizes that the river is very long]
The Dickens School now has fewer than 900 students. [emphasizes that this is a relatively small number]
A newborn Asian elephant can weigh as much as 150 kilos. [emphasizes that this is fairly heavy]
As many as 200 of these animals are killed every year. [emphasizes that this is a high number]
That was the worst movie ever. [emphasizes that this was a bad movie]
This meal was the best ever! [emphasizes that this was a great meal]

To show progression
My son is getting taller every day. [He’s growing.]
The economy is stronger now. [It’s improving.]

To show tendencies or preferences
We eat out more than in. [We tend to eat out.]
Sara likes being alone more than socializing. [She prefers to spend time alone.]

To clarify
He’s a lot friendlier than you would think. [You may think he’s not friendly, but in fact he is.]
She’s more of a singer than a dancer. [People may think she’s mainly a dancer, but in fact she’s mainly a singer.]
The movie’s more annoying than scary. [You may think this movie will be scary, but in fact it’s just annoying.]
It looks more like snow than rain. [You may think it’s going to rain, but in fact it looks like it’s going to snow.]

B Use a comparative, a superlative, or a comparison with as . . . as to complete each statement so it has a similar meaning to the information in quotes.

1. “Our meal last night was really inexpensive. It only cost 48 euros for the two of us.”
   Our meal last night cost less than 50 euros.
2. “Our reading club meetings are getting pretty big. On some nights there are thirty students.”
   Our reading club meetings sometimes have as many as thirty students.
3. “I think our teacher is really great!”
   Our teacher is the greatest ever!
4. “The garden you planted last month has become so beautiful!”
   Your garden is getting more beautiful every day!
5. “You may think snails might taste strange, but they actually taste quite good.”
   Snails taste better than you may think.
6. “You may think Kate is shy, but she’s actually very talkative.”
   Kate is less shy than you might think.

Unit 9

Say, ask, and tell: summary

Say and ask are the most common reporting verbs in direct speech. Use say for statements and ask for questions.
“I completely disagree with the president on this issue,” said the education minister.
“Who do they think is in control of this government?” asked the president.

Note the use of say, ask, and tell in indirect speech.
She said (to the press) that she completely disagreed with the president.
She asked (the press) if they disagreed with the president.
She told the press that she completely disagreed with the president.

BE CAREFUL!

DON’T SAY She said the press that she completely disagreed with the president.
DON’T SAY She told the press that she completely disagreed with the president.
DON’T SAY She told to the press that she completely disagreed with the president.