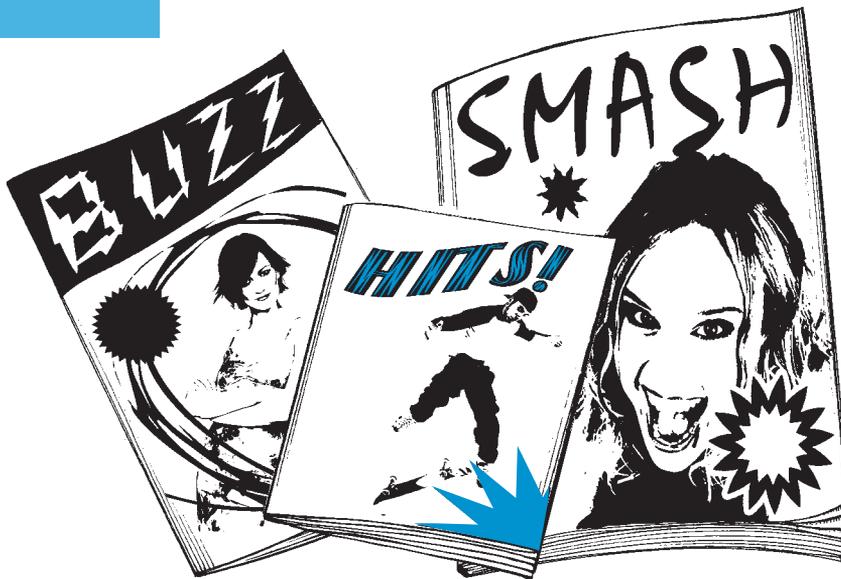


# Comparisons

comparative and superlative adjectives and adverbs; comparing nouns

## A Context listening

**A1** You are going to hear someone talking about these three magazines.



Which of the following words do you think she uses?

hairdresser   music   teenagers   homework   posters   holidays   sales  
 reviews   stadium   journalists   sport   adverts

**A2** **3** Listen and tick the words you hear.

**A3** Listen to the first part of the recording again and complete the sentences below.

- 1 *Hits!* seems more .....*colourful*..... than *Buzz*.
- 2 *Buzz* is as ..... as *Hits!*
- 3 *Hits!* is less ..... than *Buzz*.
- 4 *Hits!* is ..... than *Buzz* too.
- 5 *Buzz* isn't as ..... as *Hits!*

**A4** Listen to the second part again and tick the correct magazines.

Which magazine:	<i>Hits!</i>	<i>Buzz</i>	<i>Smash</i>
is the newest?			
has got the most reviews?			
is the most expensive?			
has the most adverts?			

**A5** Look at A3 and A4. Which exercise is about comparing two things?  
 Which exercise is about comparing more than two things?

## B Grammar

### B1 Comparative and superlative adjectives

Comparing two people or things:



Hits! is **smaller than** Buzz.

Comparing more than two people or things:



Buzz is the **most expensive** (magazine).

Hits! is the **least expensive** (magazine).

We make comparative and superlative adjectives like this:

adjective	comparative	superlative
one syllable:		
<i>long</i>	+ -er → <i>longer</i>	+ -est → <i>the longest</i>
ending in -e <i>nice</i>	+ -r → <i>nicer</i>	+ -st → <i>the nicest</i>
ending in one vowel + -b, -d, -g, -n, -p or -t <i>big</i>	double the last letter + -er → <i>bigger</i>	double the last letter + -est → <i>the biggest</i>
two syllables:		
<i>famous</i>	+ <i>more</i> → <i>more famous</i>	+ <i>the most</i> → <i>the most famous</i>
ending in -y <i>dirty</i>	-y and + -ier → <i>dirtier</i>	-y and + -iest → <i>the dirtiest</i>
three syllables:		
<i>popular</i>	+ <i>more</i> → <i>more popular</i>	+ <i>the most</i> → <i>the most popular</i>

▲ Some adjectives are irregular:

*good* → *better* → *the best*, *bad* → *worse* → *the worst*, *far* → *further* → *the furthest*

*His latest song is **better** than his last one. He's **the best** singer in the band.*

*This magazine is **worse** than that one. It's **the worst** magazine I've ever read.*

We also use (not) *as... as* and *less ... than* to compare things:

Buzz **isn't as popular as** Hits! or Buzz is **less popular than** Hits! (= Hits! is more popular than Buzz.)

When two things are the same, we say:

Buzz is **as popular as** Hits!

▶ more	Hits! <i>is more colourful than</i> Buzz.
◀ less	Buzz <i>isn't as/so colourful as</i> Hits! / Buzz <i>is less colourful than</i> Hits!
= the same	Buzz <i>is as colourful as</i> Hits!
▲ the most	Smash <i>is the most interesting</i> magazine.
▼ the least	Buzz <i>is the least interesting</i> magazine.

→ C1 and C2

## B2 Comparative and superlative adverbs

Sometimes we compare **how** we do something:

*You can read Hits! **more easily** than Buzz.*

*The Smash journalists write **better** than some national journalists.*

Adverbs ending in *-ly* form comparatives and superlatives like this:

adverb	comparative	superlative
<i>slowly</i>	<i>more slowly</i>	<i>the most slowly</i>
<i>beautifully</i>	<i>more beautifully</i>	<i>the most beautifully</i>
<i>easily</i>	<i>more easily</i>	<i>the most easily</i>

Other adverbs form comparatives and superlatives like short adjectives:

*hard → harder → hardest*

*My sister works **harder** than I do but Alex works **the hardest**.*

Some adverbs are irregular:

*well → better → the best, badly → worse → the worst*

*I play the guitar **well**. Rob plays the guitar **better** than me. Rob plays lots of instruments but he plays the guitar **the best**.*

▲ We don't use superlative adverbs very often.

→ C3

## B3 Comparing nouns

We use *more/the most* to compare both countable and uncountable nouns:

*Smash has **more** reviews than Hits!*

*Hits! has **the most** adverts.*

*Smash contains **the most** information.*

We use *fewer / the fewest* to compare countable nouns:

*There are **fewer** adverts in Smash than in Hits!*

*Hits! has **the fewest** posters.*

We use *less / the least* to compare uncountable nouns:

*There's **less** rubbish in Smash than in Buzz.*

*Smash contains **the least** rubbish.*

→ C4

## C Grammar exercises

**C1** Complete these sentences with a comparative adjective.

- 1 My teacher is friendly but my sister's teacher is *friendlier* .
- 2 My bike is big but my brother's bike is .....
- 3 This biscuit tastes nice but those cakes taste .....
- 4 Geography is interesting but history is .....
- 5 I felt nervous but my friend felt .....
- 6 Tim is rich but John is .....
- 7 This exercise is easy but the next one is .....
- 8 Madrid is hot but Bangkok is .....

**C2** Write sentences comparing these things.

- 1 Football / exciting / volleyball. *Football is more exciting than volleyball.*
- 2 Golf / safe / horse-riding. ....
- 3 Water-skiing / difficult / swimming. ....
- 4 Motorcycling / noisy / cycling. ....
- 5 Rugby balls / heavy / tennis balls. ....

Rewrite your answers above in two different ways.

- 6 *Volleyball isn't as exciting as football. Volleyball is less exciting than football.*
- 7 .....
- 8 .....
- 9 .....
- 10 .....

**C3** Change the adjective in brackets into an adverb.

- 1 She designed the clothes (*careful*) *She designed the clothes carefully.*
- 2 She coloured the drawings (*neat*) .....
- 3 She explained her designs (*good*) .....
- 4 She sewed her clothes (*beautiful*) .....

Here are the results of a competition for fashion students. Complete sentences 5–8 about Daisy, Jill and Paola using *more* and *the most* with the adverbs in sentences 1–4.

	Daisy	Jill	Paola
designed her clothes	★★★	★★	★
coloured her drawings	★	★★	★★★
explained her designs	★	★★★	★★
sewed her clothes	★★	★★★	★

- 5 Jill designed her clothes more carefully than Paola but Daisy designed hers the most carefully.
- 6 Jill coloured her drawings ..... than Daisy but Paola coloured hers .....
- 7 Paola explained her designs ..... than Daisy but Jill explained hers .....
- 8 Daisy sewed her clothes ..... than Paola but Jill sewed hers .....

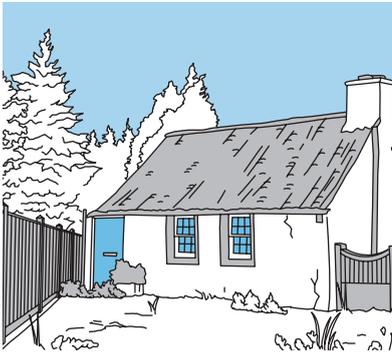
**C4** Match the words on the left with their opposites on the right.

expensive near old small tidy

big cheap far new untidy

Look at the pictures of three houses for sale and correct the sentences below.

A



Built 1887 £200,000  
Two bedrooms,  
one bathroom, sitting  
room, kitchen, 5kms  
from city centre

B



Built 2004 £155,000  
Three bedrooms, two  
bathrooms, sitting  
room, kitchen, in city  
centre



Built 1934 £325,000  
Five bedrooms, three  
bathrooms, sitting room,  
dining room, kitchen,  
2 kms from city centre

- 1 C is the smallest house. C is the biggest house .
- 2 A is the newest house. A is .....
- 3 B has the most untidy garden. B has .....
- 4 B is the most expensive house. B is .....
- 5 A is the nearest to the city centre. A is .....

Now complete these sentences about the three houses using *more*, *most*, *fewer* or *fewest*.

- 6 B has ..... rooms than A.                      9 A has the ..... bedrooms.
- 7 C has the ..... rooms.                      10 C has ..... bathrooms than B.
- 8 B has ..... bedrooms than C.

## D Additional practice

### Sentence transformation

Here are some sentences about a radio station.

For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

**Example:**

0 Radio 255 is my favourite radio station.

**I think Radio 255 is** ..... *better* ..... **than the other radio stations.**

1 Other radio stations have fewer listeners than Radio 255.

**Radio 255 has** ..... **listeners than other radio stations.**

2 Steve Wood is funnier than all the other disc jockeys.

**Steve Wood is the** ..... **disc jockey.**

3 I find the sports programmes interesting.

**I** ..... **in the sports programmes.**

4 The music programmes are less popular than the news programmes.

**The music programmes aren't** ..... **the news programmes.**

5 I entered a competition but I'm unlikely to win.

**I entered a competition but I** ..... **likely to win.**

### Grammar focus task

Sentences 0, 1, 2 and 4 test comparisons.

Can you complete each of these sentences in a different way so it still means the same?

0 Other radio stations aren't ..... Radio 255.

1 Radio 255 has the ..... listeners.

2 The other disc jockeys aren't ..... Steve Wood.

4 The news programmes are ..... than the music programmes.

# READING PART 4 - GUIDED TEST

## Focus on the instructions

- 1 Look at the exam task on pages 17 and 18.
  - a What do you have to read?
  - b What do you have to do?
  - c How many gaps are there?
  - d How many sentences are there?
  - e Do you have to use all the sentences?
- 2 Read the text quickly. What is it about?
- 3 Match the five paragraphs in the text to the following topics.
  - a The arrival of ice cream in England
  - b The development of freezers
  - c When and where ice cream was first made
  - d The appearance of ice cream cones
  - e The arrival of ice cream in Europe

## Focus on the questions

- 1 Read the text again carefully and decide which of the sentences **A–H** should fill each gap.
- 2 Now answer these questions about questions **16–20**.
  - a In question **16** the correct answer is **C**. Underline the words in the text before the gap which *it* refers to.
  - b Is either of the ingredients mentioned in sentence **C** *milk* or *cream*?
  - c In question **17** the correct answer is **H**. Does *then* in sentence **H** mean the same thing as *in the past* or *next*?
  - d Underline the words in the text before the gap which *He* in sentence **H** refers to.
  - e In question **18** the correct answer is **A**. Underline the words in the text before the gap which *he* in sentence **A** refers to.
  - f Underline the words in the text after the gap which refer to keeping a secret.
  - g In question **19** the correct answer is **F**. Does *therefore* in sentence **F** mean the same things as *after* or *as a result*?
  - h Underline the words in the text before the gap which *They* in sentence **F** refers to.
  - i In question **20** the correct answer is **D**. Underline the words in the text before the gap which *one* in sentence **D** refers to.
  - j Does the use of *also* in the sentence after the gap mean you are looking for another advantage of electric freezers or another way of keeping ice cream cold?

## Focus on the language

- 1 Read these sentences and think about the connection between them. Choose the correct option to complete the second sentence.
  - a The children were hungry after the journey and wanted to eat as soon as they arrived. *Because* / *So* it was lucky that their grandparents *cooked* / *had cooked* a big meal for them.
  - b The café where he was writing his essay was very noisy. *That's why* / *That's how* he went to the library to write it *also* / *instead*.
  - c My family gave me a camera for my birthday. *It* / *They* took me out for dinner *too* / *now*.
  - d They don't need to get up early tomorrow. *For example* / *After all*, they're *on holiday* / *at school*.
  - e There were a lot of interesting places to see on the island. *However* / *Finally*, many of *these* / *theirs* were difficult to reach by car.
  - f There are lots of useful *jobs* / *projects* that you could do when you're older. *For instance* / *As a result*, you could become a nurse or a firefighter.

## Questions 16 – 20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

### The History of Ice Cream

You might think ice cream is a modern kind of food, but actually, ice cream was probably first eaten in China over 2000 years ago. It was made from a mixture of rice and milk, and was frozen using snow. In Europe around 2000 years ago, Roman leaders also enjoyed a type of frozen dessert. **16**  It wasn't true ice cream, though, as it had no milk or cream in it.

Italian explorer Marco Polo spent a lot of time in China during the late thirteenth century. People believe that he saw ice cream being made while he was on his travels there. **17**  This was the first time true ice cream was made in Europe. Perhaps this is why Italians are considered the European masters of ice-cream making: they have had more time than other countries to practise the recipe!

In the seventeenth century, King Charles I of England was introduced to the pleasures of ice cream by his new French chef. He was so amazed by its beautiful taste that he immediately offered the chef £500 a year (worth around £100 000 in today's money!). This wasn't just for him to make Charles lots more ice cream.

**18**  No one knows if he ever told anyone!

Ice cream cones are a popular way to serve ice cream. They're a convenient way to hold ice cream while you eat it and there's no waste at all because you eat the container along with the ice cream. **19**  It's believed they were invented in 1904 in the USA.

Ice cream very quickly became even more popular in the middle of the twentieth century. At this time, the first electric freezers became available to the public.

**20**  They also allowed greater access to ice cream to those living in hot climates.

- A** It was so he kept the recipe a secret too.
- B** Although they found there was already plenty available across Europe.
- C** The simple recipe for it contained only snow and fruit.
- D** Owning one meant you could then keep ice cream at home.
- E** As it was so cold, there was no need to have a fridge to keep it in.
- F** They're therefore environmentally friendly as well as tasty.
- G** These were usually served to him in a small bowl of some sort.
- H** He then brought the recipe for it back home when he returned.