

# COMPARISON

## 8 UNIT

### A. Introduction

**A.1** When we compare we estimate, measure or note the similarity or dissimilarity between two or more people, places, things or ideas. And we often compare them in terms of size, shape, weight, colour, quality, manner, number, quantity, grade, actions, intensity, age, looks, feelings etc.

Do you know the term used for the class of words for comparison?

In this unit, you will learn the various ways of comparing in English. You will also get some practice in using them.

#### Some basic facts about comparatives:

- Comparatives are gradable expressions we use to compare.
- Comparatives often say how things are different in quality or quantity or how something changes and becomes different over time:  
*Your house may be bigger but mine is more environment-friendly.*  
*This poem is not as good as the one you wrote yesterday.*  
*There are more girls than boys in this class.*  
*The climate is getting hotter and hotter every year.*
- Comparatives show how two things are or are not of the same quality and quantity:  
*She is as beautiful as her mother.*  
*She is not as beautiful as her mother.*  
*'There are as many stars in the sky as there are grains of sands on this beach.'*
- Comparatives single out one thing as having a unique quality or define a specific member in a set or group:

*Kolkata is the largest city in India.*

(Kolkata is the city that is larger than any other city in India.)

*India has produced many great cricketers but Sachin Tendulkar is the greatest.*

India has produced many great cricketers but Sachin Tendulkar is greater than all of them.

- Comparatives express choices and preferences:

*I will have tea rather than coffee. (I find coffee too strong.)*

- Comparatives can also express attitudes:

*Ali has as many as ten Limousines.*

(Very few people can afford to own one. Ali must be very rich!)

- Comparatives can also express an assumption.

Hyderabadi biryani is always the most delicious.

(Assumption: Biryani is delicious)

*Walking is the least expensive kind of exercise.*

(Assumption: There are many inexpensive types of exercise.)

- Some comparatives occur before the noun they describe and some after.

*India has produced many **great cricketers** but Sachin Tendulkar is **the greatest**.*

- Comparatives can be very elaborate i.e. they can consist of several words and may appear to be sentences.

The palace was not as huge as I had imagined it would be.

- Comparatives affect both adjectives and adverbs.

She is *more beautiful* than her sister. (adjective)

She sings *more beautifully* than her sister. (adverb)

**A.2 Study the table below and notice how the words of comparison are used.**

Example	Notes
<p>These mangoes are <u>sweeter than</u> those.</p> <p>Ramesh Krishnan can run <u>faster than</u> Leander.</p>	<p><u>-er</u> for adjectives and adverbs of one syllable.</p>
<p>The Hero Honda is a <u>more expensive</u> motorcycle <u>than</u> the Kawasaki Bajaj.</p> <p>White rice cooks <u>more quickly than</u> brown.</p>	<p><u>more..... than</u> for adjectives and adverbs of two or more syllables</p>
<p>The sponge soaked up the water and became <u>heavier</u>.</p> <p>Govind is <u>happier</u> than he used to be.</p> <p>The red dress is nearly <u>as good as</u> the blue.</p> <p>The President is <u>the same age</u> as the Prime Minister.</p>	<p>Adjectives of two syllables ending in <u>-y</u> take <u>-ier</u> form</p> <p>Comparison with <u>as... as</u> Expresses <u>equality (or near equality with words such as nearly, almost, about, etc.)</u></p>
<p>Kiran is not as heavy as Amber.</p> <p>Swapna is not as <u>friendly</u> as her brother.</p> <p>Travelling by bus is <u>less expensive than</u> by train.</p> <p>Geetesh works <u>less enthusiastically than</u> his brother.</p>	<p><u>We use not as + adjective or adverb and less + adjective or adverb.</u></p>
<p>Ice-cream tastes better than Lassi.</p> <p>Life in a village is worse than in a city.</p>	<p>Irregular comparative form</p>

Have you noticed that the above examples have expressions like *as...as*, *more...than*, *-er...than*, *the...-est* or *the most....*? Why? Discuss with a partner. The examples in the following

Adjective	Comparative	Superlative
tall	tall(er)	tall(est)
bright	bright(er)	brighter(est)
simple	simple(r)	simple(st)
clever	clever(er)	clever(est)
happy	happi(er)	happi(est)
busy	busi(er)	busi(est)
beautiful	more beautiful	most beautiful
dangerous	more dangerous	most dangerous
good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
old	elder/older	eldest/older
far	farther/further	farthest/furthest

Write your conclusions here:

Adjective	Comparative form	Superlative form
Single syllable adjectives		
Adjectives of two syllables		
Adjectives ending in 'y'		

Adjectives of more than two syllables		
Adjectives that do not have regular forms		

**Now write six comparative sentences. Use the information in Table A.1 that you worked out with your partner.**

Example: My partner is *taller* than me.

His family isn't *as rich* as mine.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**A.3 Work with your partner and fill in the table with information about yourselves. You may add other characteristics, if you like. When you have finished, compare the results.**

Characteristics	You (Write your name here: _____)	Your partner (Write his/her name here: _____)
• Height		
• Weight		
• Age (years and months)		
• Hair		
• Number of members in the family		
• Distance of home from school		
• ...		
• ...		

**A.4 Read this feature article in which the writer compares the treatment of boys and girls. Complete the article by filling in the spaces with ONE appropriate word from the box given below. You may have to change the form of the word you need to use and some words may have to be used more than once.**

than      much      few      less      as      many

For many parents, especially those who are poor and illiterate, a girl is a 'lesser child'. Doesn't it make you mad to know that girls aren't given an equal chance to be born? Though female infanticide was banned by law over a century ago, thousands of girls are killed before they are born or when they are babies.

Even the girls who are allowed to survive live with less of everything. \_\_\_\_\_ girls are sent to school \_\_\_\_\_ boys. They get \_\_\_\_\_ medical care, so \_\_\_\_\_ girls die. Boys get \_\_\_\_\_ nutritious food and also \_\_\_\_\_ time to play. \_\_\_\_\_ jobs are open to girls, and even if they are employed, they are not paid \_\_\_\_\_ as boys. Most of all, they get \_\_\_\_\_ respect. They are not given as \_\_\_\_\_ opportunities as boys to speak out on matters that concern them.

And yet a girl usually does twice as \_\_\_\_\_ work \_\_\_\_\_ a boy, not only in the house but also in the fields.

This discrimination and bias must end, and end now! Can we count on your support?

**A.5. Work with your partner and list the names of magazines that you know.**

Name of Magazine

**Now make as many sentences as you can from the table below to express your own opinions about the magazines you have listed. Write your sentences in your note book.**

I think	(name of a magazine)		less more fewer	information news	than	(name of another magazine)
			as much as many	pictures advertisements advice	as	
I don't think		contains		fun		

Note: You may add more information if you like

When do we use (a) less than/ as much as and

When do we use (b) fewer than/ as many as?

Create some sentences, and try to work out the "rule".

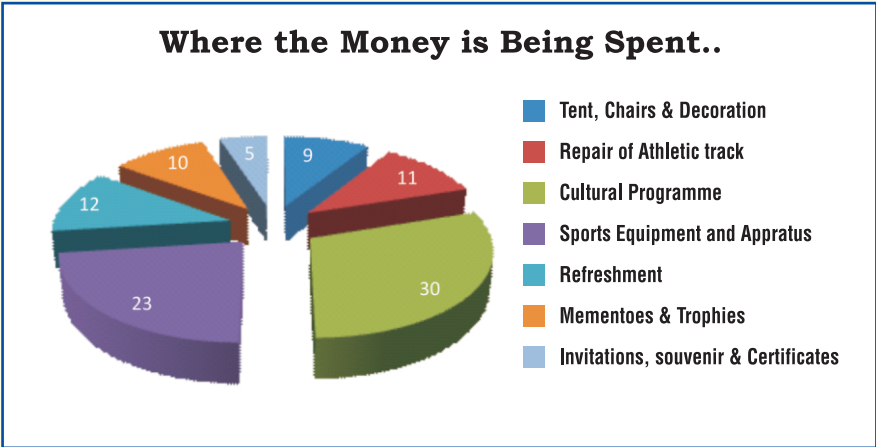
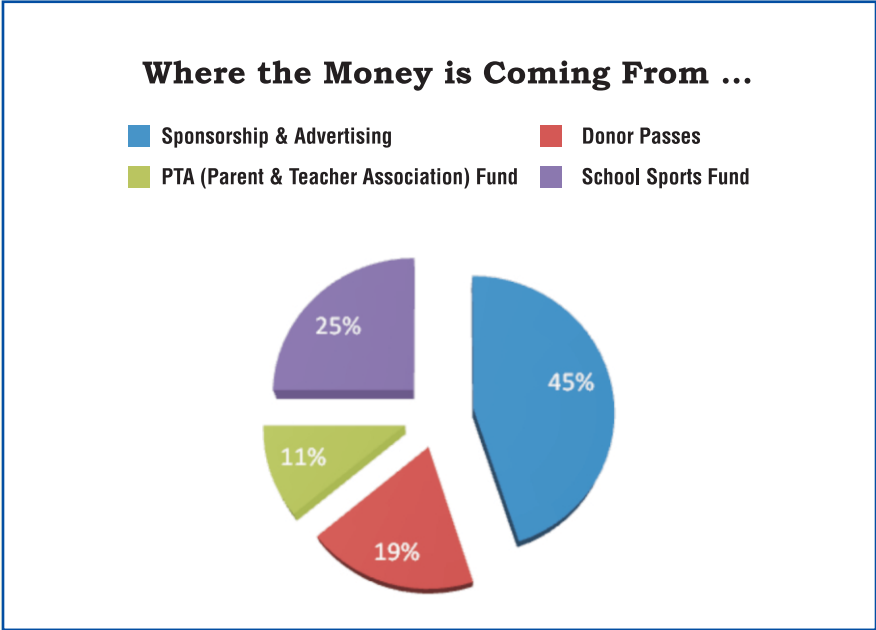
**A.6 Compare the two rockets shown below and complete the paragraph which follows.**

	Helios	Selene
Height	20 metres	25 metres
Weight	15 tonnes	18 tonnes
Diameter	1 metre	1 metre
Date of first launch	1993	1991
Payload capacity	1 tonne	1.1 tonne
Range	3000 kms	2300 kms

The Selene, first launched in 1991, is five metres \_\_\_\_\_ (height) and three tonnes. \_\_\_\_\_ (weight) \_\_\_\_\_ the Helios. The diameter of the Helios is \_\_\_\_\_ the Selene. However, the payload capacity of the Helios is 1 tonne, which is 0.1 tonne \_\_\_\_\_ the Selene. Interestingly, the Helios has a range of 3000 km, which is 700 km \_\_\_\_\_ the Selene.

**A.7 The chart below shows information on the economics of the Annual Sports Meet. Study the chart carefully.**

**The Economics of the Annual Sports Meet**



In Percentage

**The total cost estimated of the Meet will be ₹ 11, 00, 000/-**

**No of athletes:** 1250 (750 Girls + 500 Boys; Category wise: sub-junior: 350, junior: 500 and senior: 400)

**Staff on Duty:** Teachers: 95 (35 men + 60 women), Support Staff 40 (21 men + 19 women), Staff on Parking and Security duty : 25 (20 men + 5 women)

**No of events:** 100 ( 70 Track & Field events and 30 Jumps and Throws)

**Medals:** 100Gold, 100Silver & 100Bronze

**Best Athlete Trophies:** Boys: 3, Girls: 3

**Best House Trophies:** 4( 1 for each category and 1 over all)

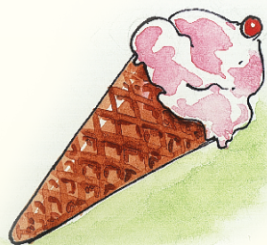
Suppose you are the Principal of the school. Taking information from the chart, prepare an oral presentation for the Management Committee of the school. Use as many expressions of comparison as you can. You have been given some examples.

More girls will participate than boys.

Twice as much money will be spent on procuring sports equipment and apparatus as on tents, chairs and decoration.

As much as a quarter of all money has been ear-marked for organising a cultural extravaganza in the opening and closing ceremonies.

**A.8. Compare the items in each picture using -er, more, less or an irregular form. Use the words under the pictures. You may write your answer in more than one way.**



**Example :** Ice-cream tastes better than yoghurt,

1.



healthy, nutritious, fattening

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2.



cheap, effective, good

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3.

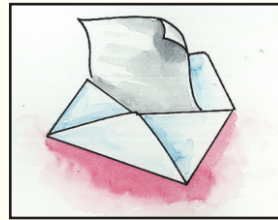


economical, safer, eco-friendly

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4.

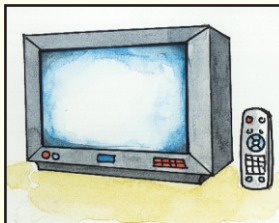


good, quick, safe

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5.



informative, entertaining, popular

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6.

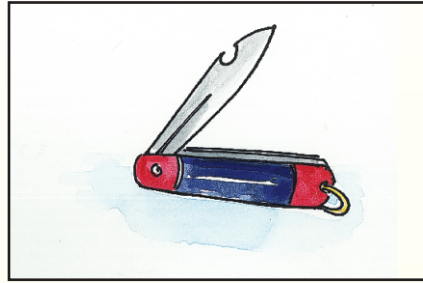
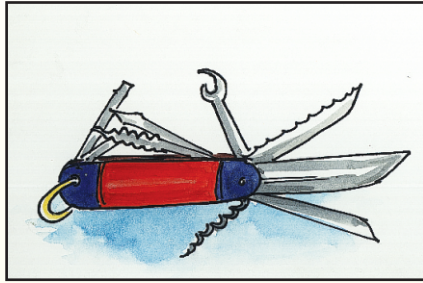


convenient, spacious, private

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7.

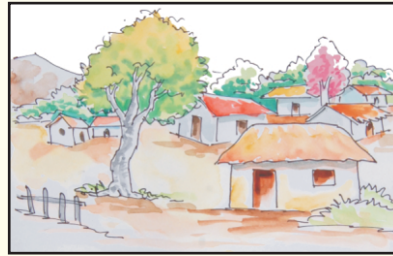


useful, easy, handy, versatile

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8.

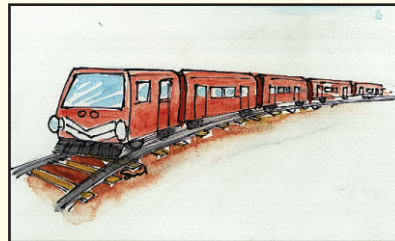
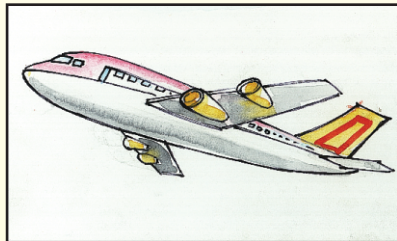


crowded, polluted, noisy

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9.



fast, expensive, comfortable

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10.

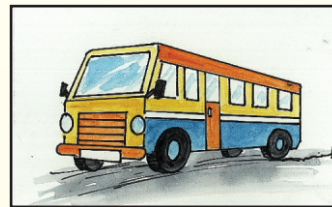
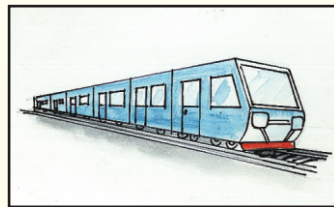


quick, hygienic, nutritious

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11.



safe, comfortable, fast

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**A.9 Complete the following paragraph by filling in the blanks with the comparative form of words given in the box below:**

expensive      cheap      good      costly      low

Goods this year are \_\_\_\_\_ last year, and next year things may be \_\_\_\_\_ they are now.

Here are some suggestions for saving money! Compare the prices of similar products. Some brands are \_\_\_\_\_ others, but the quality may not be much \_\_\_\_\_.

Before you go shopping make a list of the items that you need and buy only those things! Don't buy things that you don't need just because they are \_\_\_\_\_ the usual price, and don't buy anything just to 'keep up' with your neighbours.

## **B Avoiding Repetition**

### **B.1 The comparisons below involve some unnecessary repetition. Cross out any unnecessary word, to avoid repetition.**

I can run faster than Asha can run.

I can run faster than Asha can.

I can run faster than Asha.

1. Today, Asia has far less forest cover than Asia had in the past.
2. The questions in the Physics test weren't as easy as the questions in the Maths test.
3. The population of India is rising more quickly than the population of China.
4. Children were reading more in 1990 than they are reading now.
5. Children now spend far more time watching TV than they spend reading books.

### **B.2 Rewrite the following passage by removing the words that have been repeated. Use *that* or *those*, wherever necessary. You may have to make certain other changes, too.**

Apes are in many ways similar to humans. The skeleton of an ape resembles the skeleton of a human and it has the same number of teeth as a human has. An ape's brain is smaller than the brain of a human, but its structure is the same as the structure of a human brain. It is not surprising then, that apes behave rather like humans behave.

Of all apes, the chimpanzee is most similar to man. It is the most intelligent of all the apes and can be trained more easily than other apes. Some chimpanzees have been taught to communicate with humans through gestures like the gestures used in deaf and dumb language.

### B.3 What does this proverb mean?

*The higher you climb, the harder you fall.*

**Match the clauses from column A with those in column B to form meaningful sentences.**

A	B
1. The longer a candle burns,	a) the shorter it becomes.
2. The lower the sun is,	b) the higher it sounds.
3. The faster a guitar string vibrates,	c) the less oxygen there is.
4. The smoother an object is,	d) the redder it appears.
5. The higher we climb,	e) the less friction it creates.

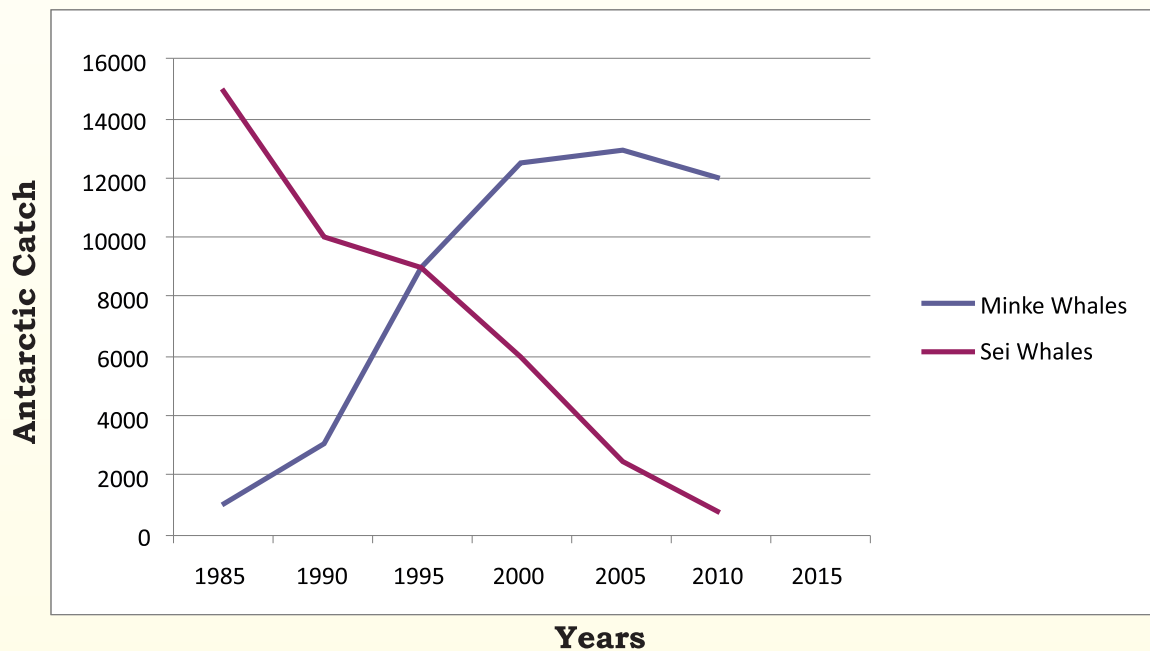
### B.4 Now complete the sentences below

1. The harder I work,  
\_\_\_\_\_
2. The older you become,  
\_\_\_\_\_
3. The more he earns,  
\_\_\_\_\_
4. The sooner she realizes her mistake,  
\_\_\_\_\_
5. The faster our team scores,  
\_\_\_\_\_

## C Comparison of Trends

### C.1 Look at the graph and the paragraph below which provides an interpretation of the data given in the graph.

Graph to show number of whales caught in Antarctic (1985-2010)



As whalers reduced catching of the large/r whales, they switched to smaller species. This is evident when we compare figures for the Antarctic catch of the larger sei whale with those for small minke whale. In 1985, fifteen times as many sei whales as minke whales were caught. By 1995, catches of both the species were virtually the same (9000). By the 2000, the situation had reversed and the number of minke whales killed more than doubled as compared to sei whales (6000). The graph shows that while the sei catch was reduced by 95% between 1985 and 2010, over the same period the minke whale catch was eight times greater. If these trends continue, the situation for the smaller species will be as bad as it used to be for the larger ones.

**Discuss with a partner:**

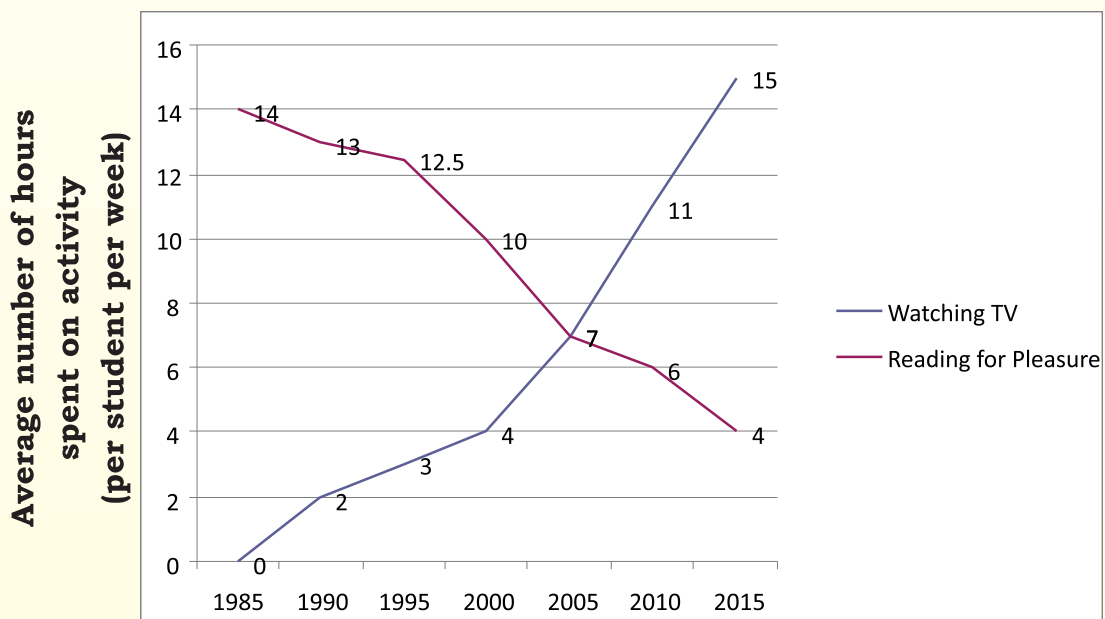
1. What expressions have been used for comparing the data? Underline them.
2. Does the analysis identify the main trends? Has any projection or guess been made based on the available data?
3. Can you spot a sentence that summarizes the data or draws a conclusion based on it?
4. Has the analysis been supported with figures from the given data?
5. Is there any unnecessary repetition?
6. How many times has the verb 'be' in its different forms been used?

**Some useful expressions:**

much many far slightly a little	more greater higher less lower further farther
half twice ten times (etc.)	as { adj. } as { adv. }
10 percent 150 percent	{ more } than { less }
almost the same _____ as	
as { adj } as { adv. }	

**C.2** The graph below describes the average number of hours spent by students aged 11-15 years on two activities (per student per week) in India between 1985 and 2010 and gives projections for 2015. Study the information carefully and then write a paragraph interpreting the data. Include the following:

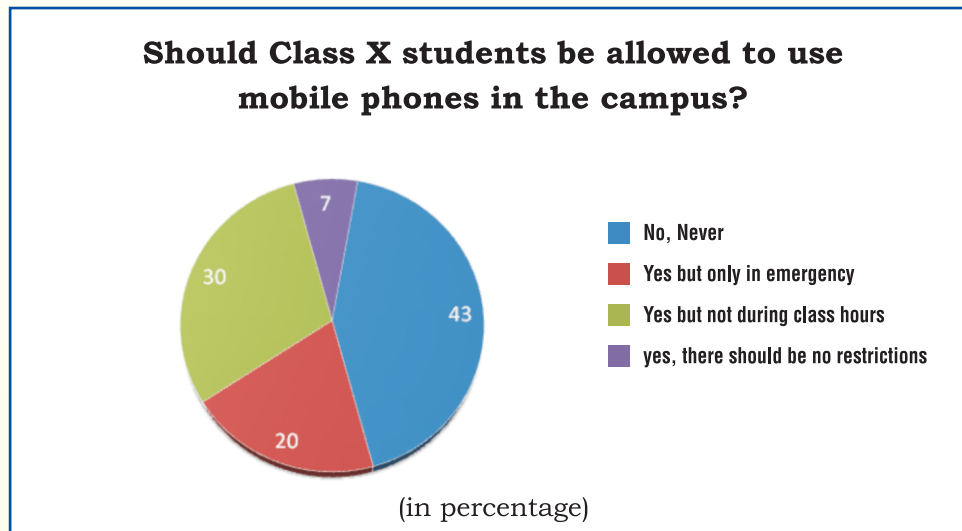
- A comparison of the trends in the two activities
- A comparison of the situation in 1985
- A comparison of the situation between 1985 and 2010
- Predictions for the future



**Graph to show time spent on reading and watching TV by students in India between 1985 and 2010.**

## D Proportion

**D.1** A survey was conducted among the teachers of New Hope High School to find out whether Class X students should be allowed to use mobile phones in the campus. The results of the survey are shown in the pie-chart below.



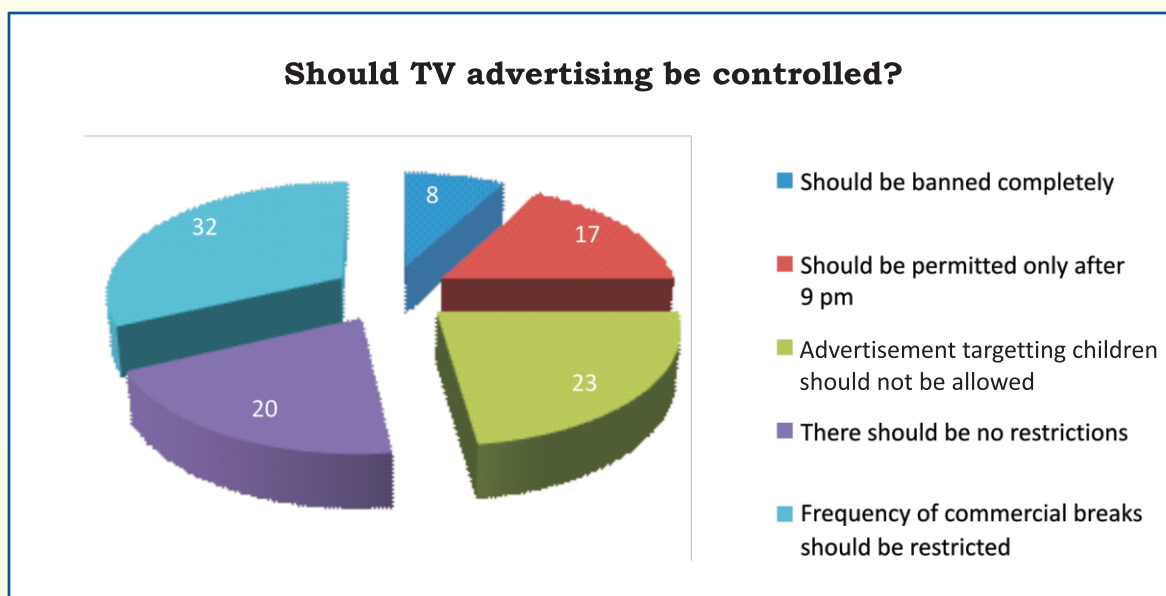
### ***Useful expressions describing proportion:***

all..	some..
almost all..	a third...
a large/vast majority...	a few...
the majority...	very few...
most ...	one or two...
many...	a small minority...
above half	almost no...
	almost none...
	no-one
just... well	half
over	a quarter
under	(etc.)
	much less
	more
	fewer
	than

**Look at the pie chart and the useful expressions above. Fill in the gaps in the following summary of results.**

As can be seen from the above pie-chart, nearly a \_\_\_\_\_ of the teachers felt that Class X students must not be allowed to use mobile phones in the school campus. However, nearly one \_\_\_\_\_ believed the phones should be permitted but not during class hours. About \_\_\_\_\_ were of the opinion that the students may be allowed to use these phones only in times of emergency while a very \_\_\_\_\_ did not favour any restrictions on their use in the campus.

**D.2 A school carried out two surveys in Class X. Look at the pie charts below and write short summaries of the results as in the model above.**



(in percentage)

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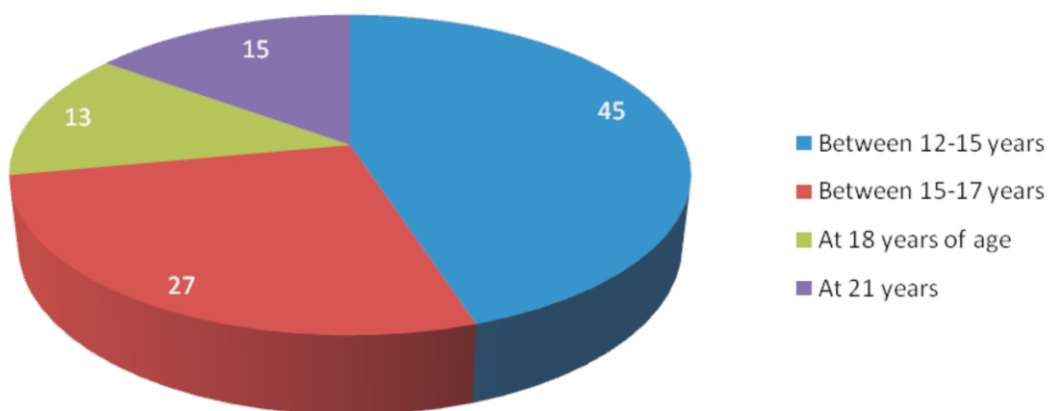
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**At what age should young people be considered to be independent?**



(in percentage)



4. Leh \_\_\_\_\_
5. The Taj Mahal \_\_\_\_\_
6. Kolkata \_\_\_\_\_
7. Jupiter \_\_\_\_\_
8. The elephant \_\_\_\_\_
9. Mt. Everest \_\_\_\_\_
10. Russia \_\_\_\_\_

**E.2 Which of the following do you like most? Write one or two sentences comparing your choice as shown in the example.**

*Comics, short stories, novels*

I like comics most because they have the most colourful pictures. They are also the funniest.

I like short stories most because they don't take much time to read.

I like novels most because they make the most interesting reading.

1. Cricket, football, hockey

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2. Fruit, chocolate, ice-cream

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3. Theatre, TV, Cinema

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4. Cartoon films, Sci-fi (Science Fiction) films, comedy films

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5. (Think of three items of your own)

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**F Error Correction**

**Each sentence below contains an error. Identify and remove the error and rewrite the sentence correctly. One example has been given below.**

\*The population of China is greater than India.

The population of China is greater than that of India.

(Explanation: China's population is not greater than India, but India's population)

1. \*Saeed runs quicker than Johnson.

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2. \*The faster land animal in the world is the cheetah.

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3. \*Our house is bigger than your.

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4. \*On an average, people in cities earn more money than that living in villages.

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5. \*His grade is the same than mine.

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6. \*Ranvir is slightly taller as Javed.

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7. \*Developed countries consume twice more resources as developing countries.

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8. \*The clock tower is most prominent landmark in this area.

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## Integrated Grammar Practice

# 4

1. **Given below are Reena's notes from her trip to Fatehpur Sikri. Use this information to complete the paragraph by choosing the correct options.**

Imperial city of Mughal empire between 1571-1584-built by Mughal emperor Akbar-buildings blend of Islamic and Hindu styles-general layout and concept: Islamic-actual buildings show Hindu influence especially Gujarat and Rajasthan

Fatehpur Sikri (a) \_\_\_\_\_ Mughal dynasty between 1571 and 1584. It (b) \_\_\_\_\_ Akbar, and is one of a kind. The buildings within Fatehpur Sikri (c) \_\_\_\_\_ architectural traditions. Though the general layout of the buildings (d) \_\_\_\_\_, the actual buildings (mainly palaces), their ornate columns, arches, carving style, etc. (e) \_\_\_\_\_ Gujarat and Rajasthan.

- (a) (i) was the Imperial city of the                      (ii) is the Imperial city of the  
(iii) was an Imperial city of                      (iv) has been an Imperial city of the
- (b) (i) was being built by the                      (ii) has been built by  
(iii) got built by the                      (iv) was built by
- (c) (i) are a blend of Islamic and Hindu                      (ii) are blended with Islamic and Hindu  
(iii) is blended of Islamic and Hindu                      (iv) is a blend of Islamic and Hindu

- (d) (i) is conforming to the Islamic styles of architecture  
(ii) conforms to the Islamic style of architecture  
(iii) in conforming to the Islamic style of architecture  
(iv) are conforming to the Islamic style of architecture
- (e) (i) show a Hindu influence specially that of  
(ii) shows an Hindu influence specially from  
(iii) showed the Hindu influence of  
(iv) show a particular Hindu influence of

**2. Complete the passage by choosing the correct options from those given below.**

Legends will tell you that flamingoes are (a) \_\_\_\_\_ ordinary visitors to Kutch. They were the honoured guests of King Lakho and he (b) \_\_\_\_\_ the hunting of flamingoes that (c) \_\_\_\_\_ to Kutch from various parts of the world every year to breed. For centuries the region (d) \_\_\_\_\_ a haven for this migratory bird. Flamingo City, an island in the middle of the Rann of Kutch, (e) \_\_\_\_\_ the world over as one of the biggest breeding grounds of the Greater Flamingo, (f) \_\_\_\_\_ with bodies of hundreds of flamingo chicks. The parents of these chicks (g) \_\_\_\_\_ the island due to lack of food.

- |                       |                 |                 |                    |
|-----------------------|-----------------|-----------------|--------------------|
| (a) (i) no            | (ii) not        | (iii) just      | (iv) an            |
| (b) (i) has forbidden | (ii) forbade    | (iii) forbidden | (iv) had forbidden |
| (c) (i) comes         | (ii) are coming | (iii) came      | (iv) come          |
| (d) (i) has been      | (ii) was        | (iii) have been | (iv) is            |
| (e) (i) knows         | (ii) was known  | (iii) are knows | (iv) known         |
| (f) (i) is strewn     | (ii) are strewn | (iii) strewn    | (iv) has strewn    |
| (g) (i) fled          | (ii) have fled  | (iii) has fled  | (iv) are fled      |

**3. Rearrange the following words and phrases to form meaningful sentences as shown.**

spent/ trying / years/ to perfect/ Elias Howe/ a sewing machine

Elias Howe spent years trying to perfect a sewing machine.

- he/ that/ had been/ by / captured/ one night/ a tribe/ dreamed/ he

1. \_\_\_\_\_  
\_\_\_\_\_

- told/ would have to/ he/ he/ to produce/ was/ in a day/ the sewing machine

2. \_\_\_\_\_  
\_\_\_\_\_

- speared/ could not/ if/ he/ would be/ he/ by/ the tribe

3. \_\_\_\_\_

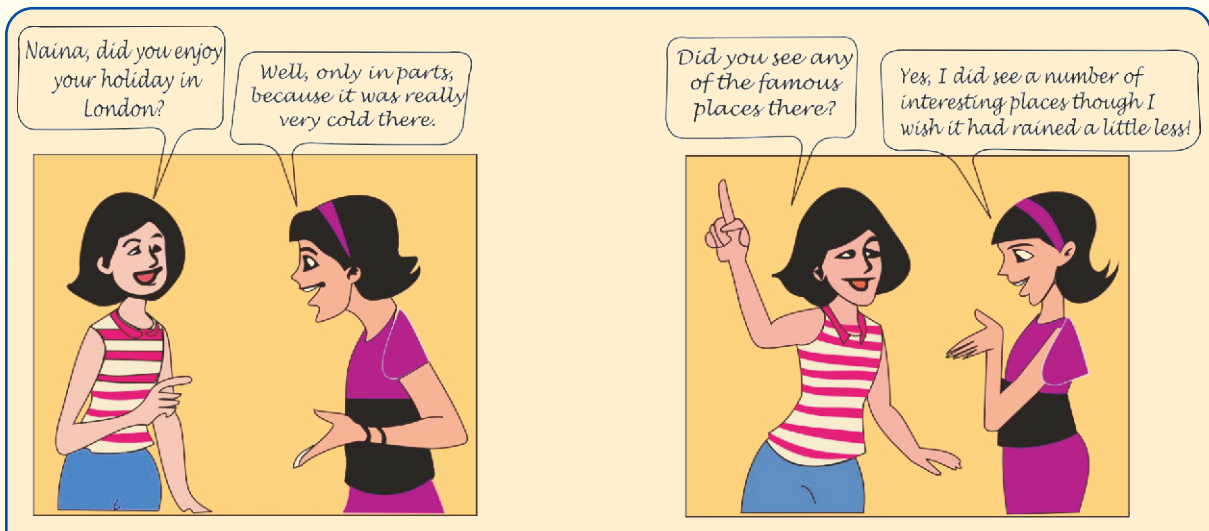
\_\_\_\_\_

● suddenly/ he/ Howe/ as/ woke up/ to/ the solution/ saw/ his/ problem

4. \_\_\_\_\_

\_\_\_\_\_

**4. Read the comic strip and complete the passage given below.**



Neha asked Naina (a) \_\_\_\_\_ London. Naina replied that she had enjoyed herself only in parts as (b) \_\_\_\_\_ there. Then Neha wanted to know (c) \_\_\_\_\_. To this Naina replied that (d) \_\_\_\_\_ although (e) \_\_\_\_\_ it had rained a little less there.

**5. Given below is a set of rules from the Rule Book of APM School, Jodhpur. Purnima, Head Girl of the school writes a set of instructions for the school notice board using these. Write the instructions for Purnima in Passive Voice in the space provided.**

- Do not bring motorised vehicles to school
- Do not park your cycles at the entrance
- Return the library books within a week
- Do not walk in the front lawns
- Senior students should not go to the Primary Wing without permission

Students are hereby informed that they (a) \_\_\_\_\_ as they do not have valid licences for driving as yet. They are also (b) \_\_\_\_\_ at the front entrance but must go to the cycle stand. The library books (c) \_\_\_\_\_ within a week of issue as other students may also require them. No student (d) \_\_\_\_\_ to walk about or run in the front lawn. Senior students (e) \_\_\_\_\_ to go to the Primary Wing without permission.

**6. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.**

Two teenagers broke into grocery shop (a) \_\_\_\_\_

In 1984. The two boys located what they thought the (b) \_\_\_\_\_

cash box, dragged it from the wall, ran off. (c) \_\_\_\_\_

When the box started ringing loudly, tried (d) \_\_\_\_\_

hitting it a heavy iron bar. Despite their ( e )

\_\_\_\_\_

attempts to stop noise they had to throw ( f )

\_\_\_\_\_

the box away. They stole the burglar alarm. ( g )

\_\_\_\_\_

Now they are police custody. (h) \_\_\_\_\_