



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

“MAKING COMPARISONS AS...AS”

**COMPREHENSIVE EXAM REPORT
(PRACTICAL COMPONENT)**

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF
NATIONAL AND FOREING LANGUAGES**

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ADVISOR: LCDO. CARABAJO ROMERO ÍTALO, MSC.

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2022

La Libertad, October 25th, 2022.

ADVISOR'S APPROVAL

In my role as Advisor of the comprehensive exam report and title "Making Comparisons As ... As" prepared by Pedro Darwin Tomalá Alejandro, an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed this work, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



Lcdo. Carabajo Romero Ítalo, MSc.

ADVISOR

La Libertad, October 25th, 2022.

STATEMENT OF AUTHORSHIP

I, Pedro Darwin Tomalá Alejandro with ID number 2400141848, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of this comprehensive exam report "Making Comparisons As ... As" certify that this work is of my authorship, except for the quotes and reflections used in this comprehensive exam report.



TOMALÁ ALEJANDRO PEDRO DARWIN

ID NUMBER: 2400141848

ACKNOWLEDGMENT

I would like to express my gratitude to God for the strength that he has given me, for supplying me with knowledge, and for guiding me in the correct direction and specially to my parents, Pedro Tomalá Salinas and Rocio Alejandro Villón, who have been very patient with me during this protracted process.

Thanks to everyone who has stood by my side throughout the entire academic process that I have experienced over the course of these four years, especially my circle of friends who have encouraged me and guided me when I felt like the world came down.

I would like to thank to teachers who were guiding and supporting me through this process. MSc. Eliana León Abad, MSc. Ítalo Carabajo Romero, MSc. Sara González, and MSc. Elena Niola Sanmartín.

Finally, I would like to say thanks to the person who accompanied me throughout the entire academic process, who changed my way of thinking to focus on several aspects of my life and improve them, in addition to help me forge my character and discipline.

This work is devoted to each and every one of you.

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK MY RESPONSIBILITY;

THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

A handwritten signature in blue ink, appearing to read "Pedro Tomalá", with a large, stylized flourish extending to the right.

Tomalá Alejandro Pedro Darwin

AUTHOR

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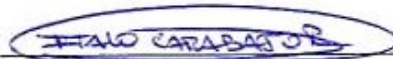
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DEDICATION

I want to dedicate this work to the only people who has ever loved me from the moment I entered this world, my parents, who have been helping me in everything they could and encouraging me not to give up never.

With love

Pedro

ABSTRACT

The demonstration classes help the future teacher to experience how to function in their future work environment, in addition to providing a clear perception of what teaching implies. The purpose of it is that the knowledge of the subjects studied are applied in a class and analyze what should be improved, so that the teaching-learning process can be developed in a harmonious environment.

The methodology implemented was Student centered/Constructivist approach, which is focused on the students and not only on the teacher. Because students are the only ones who remain actively interacting, in addition to suggesting possible topics to teach for better learning. In addition to the teacher must establish policies in order to maintain respect and order.

It should be noted that the demonstration classes help determine if the teacher has the appropriate skills to be able to teach a class properly, since he/she will be the person responsible for transferring his/her knowledge to her students.

As a result, the demonstration classes help the teachers to understand how it is their future work environment, improve in their lesson planning and application in the classroom, enhance the skills of the teachers when giving classes and not making the same mistakes.

KEY WORDS: Demonstration classes, experience, teaching-learning process, knowledge.

RESUMEN

Las clases demostrativas ayudan al futuro docente a experimentar cómo desenvolverse en su futuro entorno laboral, además de brindarle una percepción clara de lo que implica la enseñanza. La finalidad de la misma es que los conocimientos de las materias cursadas se apliquen en una clase y se analice lo que se debe mejorar, para que el proceso de enseñanza-aprendizaje se desarrolle en un ambiente armónico.

La metodología implementada fue el enfoque centrado en el alumno/constructivista, que se centra en los alumnos y no solo en el docente. Porque los estudiantes son los únicos que se mantienen interactuando activamente, además de sugerir posibles temas a enseñar para un mejor aprendizaje. Además, el docente debe establecer políticas con el fin de mantener el respeto y el orden.

Cabe señalar que las clases demostrativas ayudan a determinar si el docente tiene las habilidades adecuadas para poder impartir una clase de manera adecuada, ya que será él quien se encargue de trasladar sus conocimientos a sus alumnos.

Como resultado, las clases demostrativas ayudan a los docentes a comprender cómo es su futuro ambiente de trabajo, mejorar en la planificación y aplicación de sus lecciones en el aula, potenciar las habilidades de los docentes al momento de dar clases y no cometer los mismos errores.

PALABRAS CLAVES: Clases demostrativas, experiencia, proceso de enseñanza-aprendizaje, conocimiento.

Certificado Sistema Anti-Plagio

En calidad de tutor del Reporte del Componente Práctico del Examen Complexivo denominado "Making Comparisons As... As" elaborado por el estudiante Tomalá Alejandro Pedro Darwin, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente informe, se encuentra con 8% de la valoración permitida, por consiguiente, se procede a emitir el informe.

Atentamente,



MSc. Carabajo Romero Ítalo Rigoberto
TUTOR

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Analyzed document	INFORME PEDRO TOMALÁ.docx (D147537200)
Submitted	2022-10-25 00:31:00
Submitted by	
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Sources included in the report

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INTRODUCTION.

A teacher is the main entity in the lives of students, since he is in charge of guiding and influencing to a large extent their performance and motivation. A good teacher must be able to devote himself fully to his work and pay due attention to the needs of his/her students, in addition to motivating them to be interested in the subject so that the teaching-learning process is effective.

A demonstrative class not only demonstrates whether the teacher is really qualified to be able to teach classes, but also demonstrates how he/she works in the course (stage presence and management of the classroom), responds to the concerns of the students, in addition to finding the appropriate method to teach the class effectively.

It should be noted that the demonstrative classes help improve the teacher's skills, training him as a quality teacher, which is of the utmost importance, since it is a key factor, which directly influences the academic performance of the students. In order for the teacher to become a quality professional, he/she must go through a process which will allow him/her to mold himself/herself to achieve excellence, which is made up of two stages: the first helps him/her prepare through prior learning, teaching tasks, lifelong learning and general training, and the second allows to function in the classroom and measure the real quality of teaching. All the knowledge obtained in the semesters studied will be applied in the demonstrative classes in order to demonstrate what skills can be used by the teacher and identify what skills should be improved.

In general, the practical part of the complex exam serves to have a clearer idea of how qualified the future teacher is to teach classes and how he can apply the knowledge obtained during the coursed semesters while giving classes.

PLANNING.

The teacher must prepare a plan according to the needs of their students, which must be balanced between the English language teaching and the correct methods for its teaching, in order for the process to be efficient and effective. Therefore, for a correct elaboration, several points must be taken into consideration, such as: objectives, resources, methodologies and all material that helps to make the teaching-learning process more effective.

The topic: _Making Comparisons As... As.

There are several ways to compare things in English. It can be used to show big or small differences. In this case, we can use as...as with an adjective/adverb to say that two things are equal, or not as...as to say that two things are unequal.

The objective: By the end of the lesson, students will be able to use “as ... as” to compare things in correct way when writing.

Methodology: Student centered / Constructivist approach.

The focus of this methodology is on the students and not only on the teacher. Students are the ones who remain actively interacting, in addition to suggesting possible topics to teach in classes for better learning since their interests are heard. To avoid any misbehavior or problem during classes, the teacher must establish policies at the beginning of the academic period in order to maintain respect and order.

The resources: PowerPoint Slides, online activities, printed documents.

- ❖ **On Screen** by Virginia Evans and Jenny Dooley, 2015 Publishing Express Publishing Pág., 122

- ❖ **Liveworksheets** – Comparatives with as ... as and not as ... as,
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Comparative with as...as/Comparatives with as...as](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Comparative%20with%20as...as/Comparatives%20with%20as...as) mr587201nc

- ❖ **Liveworksheets** – Comparatives with as ... as and not as ... as,
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Comparative with as...as/Comparatives as ... as](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Comparative%20with%20as...as/Comparatives%20as%20...%20as) Fill in the blank lr1629010zl

DEVELOPMENT

The development of the class is the teacher-student interaction, in which there must be a genuine and respectful connection in order to improve the teaching-learning process, through didactic materials, which will help to develop and put into practice the cognitive and specific skills planned for the class.

Activities

- **Warm-up**

Ice Breaker Fun – Pick a box: For this game, the student must pick a box (choose a number), which was been projected. When the students pick a box, two fun options appear from which they only have to choose one and explain why they would prefer. This would help students feel more relaxed and comfortable so that they can participate in the development of activities during class.

- **Grammar explanation**

The topic will be explained through PowerPoint slides and examples.

- ❖ **Exercise #1: Worksheet**

This is an individual activity, on how to complete a printed worksheet. The teacher will give the instructions before the students start the activity. When the activity is finished, the teacher will make a brief review with the students, asking any student, who must justify their answer in order to check if everything has been clear or if something needs to be clarified.

❖ **Exercise #2: Fast Finisher Activity**

This is an activity only for those students who quickly finish the activity planned for the class. The teacher must have extra material prepared for this type of student, all this to prevent them from distracting the other students who take their time reviewing the answers on the worksheet.

Class management.

To manage classes, it is necessary for the teacher to establish disciplinary policies at the beginning of the academic period with the aim of maintaining order and respect. in order to avoid interruptions or problems during classes.

ASSESSMENT.

Nowadays, assessment plays a very important role in the instruction of students during the learning process, and that this, in turn, be meaningful. The purpose of the assessment is to determine if the results obtained are as expected or not, if the results are not satisfactory, the teacher must improve the methodology for more effective learning.

WRAP UP.

Through the wrap up, teachers encourage students to understand what they have learned. They can be direct questions to the teacher, or between classmates who will have to give their opinion so that the rest of the class listens and they can also comment on it.

Feedback

Once the activities on the printed sheets have been completed and the answers have been reviewed. Brief feedback was given about the topic explained in order to clarify the topic and help students to master it properly.

Autonomous work and assignments.

As assignment, students must write 10 sentences using as ... as comparing situations from their everyday life or experiences. The purpose of homework is to reinforce what has been learned in class. The task must be uploaded as a pdf format on the Edmodo platform.

SELF REFLECTION.

the demonstrative class has helped me put into practice everything my teachers have been teaching me. At the time of my presentation, I realized about the great responsibility that teachers carry, since they are not only going to stand in front of the students and talk about a topic, but they must present an elaborate and detailed plan, with everything the material to be used during the class.

there were many doubts During the elaboration of my lesson plan, I wondered if the material that I was going to use would be the correct one for the understanding of the students or if I would use a different methodology. Once I had the necessary resources (warm-up, PowerPoint slides, worksheets, quick learner worksheet, homework), I would be ready to give my class, only one thing was missing, the management of the classroom and how to create a comfortable environment. for the students, then I remembered how my teachers managed to create a good learning environment and I was psyched to imitate them.

I prepared myself and told myself that this was part of the experience, questioning oneself, and measuring what one is capable of, the class had to be given, which lasted 30 minutes and wait for the recommendations of the judges when the class will end. The judges were 4 of my professors, who had helped with my academic training.

In the end, I realized the reality of those who had been my teachers, and the enormous responsibility that I would have to bear when the jury deliberated that I had approved the process, thanking those present for everything, since I was just getting started as a professional in society following in the footsteps of those who were my guides for 4 years.

CONCLUSIONS.

- ❖ The demonstration classes help improving the skills of future teachers when giving classes and not making the same mistakes.
- ❖ Demonstrative class help you understand how is the real environment, which turns in the future work place for the English teachers.
- ❖ The demonstration classes help improving the future teachers when planning and applying his / her lesson planning in the classroom.

BIBLIOGRAPHY.

McLeod, S. (2019). *Simply Psychology*. Obtenido de Constructivism as a theory for teaching and learning: <https://www.simplypsychology.org/constructivism.html>

Torres, C. (2008). *edutopia*. Obtenido de Why Is Assessment Important?: <https://www.edutopia.org/assessment-guide-importance#:~:text=Assessment%20is%20an%20integral%20part,%2C%20in%20some%20cases%2C%20funding.>

ANNEXES.

Attachment 1: Lesson Planning

Student's name: Tomalá Alejandro Pedro Darwin	Date: April 20 th , 2022	Level B2
Venue: Universidad Estatal Península de Santa Elena	Lesson: 1	Lesson length: 30 minutes

1. Lesson context & Aims

CONTEXT:

What is the theme of context of your lesson?

- **MAKING COMPARISONS AS ... AS**

LEARNING OUTCOMES:

Circle A or B and the language System/Skill - My lesson's **main aim** is:

- A) Language (L): e.g., **Grammar**, Functions, Vocabulary.
- B) Skills: (S): e.g., Reading, Listening, Speaking, **Writing**

My lesson's **secondary aim** is:

- a) If main aim is skills, indicate the language system you will use to support the skill: **Writing**
- b) If main aim is language, indicate the language skill you will use to support the language: **Grammar**

Complete this following box and prompt:

(These should be your aims in terms of what you want the students to achieve)

Main aim:

By the end of the lesson, students will be able to use "as ... as" to compare things in correct way when writing.

Sub-aims:

- The students will be able to make sentences using "as ... as".*
- Students will be able to compare things writing short stories or experiences.*

Section 2. LEARNER'S PROFILE, RATIONALE & TIMETABLE FIT

Recent work done:

Before this lesson, the students have been reinforcing the grammar rules "comparative adjectives" with exercises that have allowed them to complete this task in the best possible way.

Profile of the learners and a description of their age and level, their linguistic and affective needs:

There are 5 students, divided by 3 women and 2 men. According to the Common European Framework of Reference (CEFR) their level is B2.

This course has an academic schedule of 30 minutes. They receive classes on Monday and Wednesday from 16:00 to 16:30 AM, which means 1 hour weekly.

Students attend regularly to class, most of them feel uncomfortable during tasks because they do not like to work during class. Other students like to work a lot because they find this class as an opportunity to practice.

RATIONALE. - How the needs of the learners relate to the main aim, stage objectives, activities, and materials in this lesson.

This topic is focused on the grammar of "comparisons as ... as" applied on writing.

First, explain the objectives of the class in which each student is going to base their tasks.

Next, the students must attend to the explanation about how to use as ... as to make comparisons to be able to complete some sentences.

Finally, the teacher will carry out exercises from a worksheet, in order to reinforce the topic taught, followed a brief review and feedback about the class. After that, the professor will give the instructions about the homework.

Section 3: Personal Aims, Problems and Solutions

PERSONAL OBJECTIVES (limit this to two or three points that you want to focus on in *this* lesson)

TIP: look at your Summary of Feedback Form from your previous TPs and focus on what the tutor advised you to improve.

<p><u>Objectives:</u></p> <p>The students at the end of the lesson will be able to:</p> <ul style="list-style-type: none">• Form sentences using the correct tense.• Solve exercises easily and simply about these tenses.	<p><u>Strategies (How are you planning to achieve these objectives?)</u></p> <ul style="list-style-type: none">• Reinforce through exercises during the class and provide feedback.• Practicing with exercises related to their daily life so that their learning is more effective.
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ASSUMPTIONS (What you assume the students to know, be familiar with, have experienced or have been taught) **Write AT LEAST 4 Assumptions, feel free to write more! (e.g. sub-skills, language systems, learner training, themes and topics, etc).**

- The students can write using a simple vocabulary.
- Students know basic grammar rules about "comparative adjectives".
- The students have been learning how to compare things.
- Students have been looking out about comparisons as...as grammar rules.

ANTICIPATED PROBLEMS AND SOLUTIONS (Classroom Management & Tasks) – you should **write at least 3 problems & solutions, but feel free to write more!**

Problem 1: The noises from outside.

Solution 1: Try to keep the room closed so that students can hear well.

Problem 2: Students are not interested in what is explained to them.

Solution 2: This can be solved asking them about topics that they would like to learn the next class.

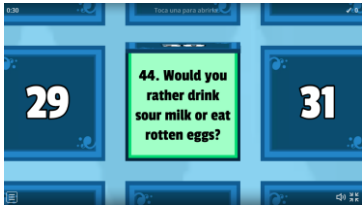
Problem 3: Students get on badly.

Solution 3: This can be solved applying dynamics about teamwork.

Section 4:

Resources and Materials
<p>On Screen by Virginia Evans and Jenny Dooley, 2015 Publishing Express Publishing Pág., 122</p> <p>https://wordwall.net/es/resource/14682466/ice-breaker/would-you-rather-ice-breaker-fun-pick-a-box</p> <p>https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Comparative with as...as/Comparatives with as...as mr587201nc</p> <p>https://es.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Comparative with as...as/Comparatives as ... as Fill in the blank lr1629010zl</p>

LESSON PLAN

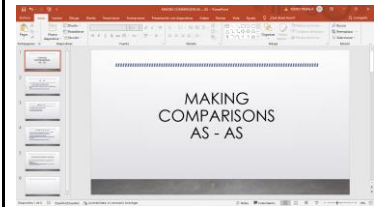
Time in Minutes	Description of Activity	Resources Needed and Other Notes
1	<ul style="list-style-type: none"> Welcome and greeting 	No needed resources
4	<p>Warm up:</p> <ul style="list-style-type: none"> Ice breaker questions: students must have pick a box and answer the question about what he/she would rather and why. 	<p>Would you rather? Ice breaker fun – Pick a box</p> <p>https://wordwall.net/es/resource/14682466/ice-breaker/would-you-rather-ice-breaker-fun-pick-a-box</p> 

15

- Grammar explanation about how to use the past continuous.
- Brief exercise about how to compare (as ... as)

- Worksheet (it will help to emphasize what they learned)

Grammar Explanation with SLIDES


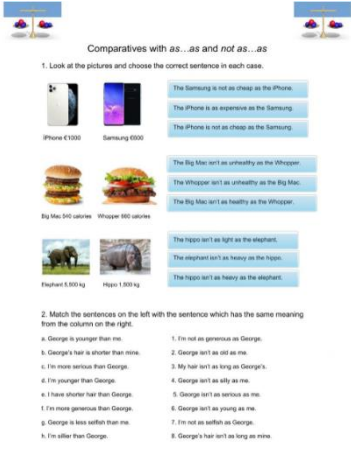



WORKSHEET

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Comparative with as...as/Comparatives with as...as mr587201nc](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Comparatives%20with%20as...as/Comparatives%20with%20as...as%20mr587201nc)

A screenshot of a worksheet titled "Comparatives with as...as and not as...as". The worksheet is divided into two main sections. Section 1, "1. Look at the pictures and choose the correct sentence in each case.", contains three rows of images and multiple-choice options. The first row shows an iPhone and a Samsung phone with three options: "The Samsung is not as cheap as the iPhone.", "The iPhone is as expensive as the Samsung.", and "The iPhone is not as cheap as the Samsung." The second row shows a Big Mac and a Whopper burger with three options: "The Big Mac isn't as unhealthy as the Whopper.", "The Whopper isn't as unhealthy as the Big Mac.", and "The Big Mac isn't as healthy as the Whopper." The third row shows a hippo and an elephant with three options: "The hippo isn't as light as the elephant.", "The elephant isn't as heavy as the hippo.", and "The hippo isn't as heavy as the elephant." Section 2, "2. Match the sentences on the left with the sentence which has the same meaning from the column on the right.", contains two columns of sentences labeled a through h. The left column includes sentences like "George is younger than me.", "George's hair is shorter than mine.", "I'm more serious than George.", "I'm younger than George.", "I have shorter hair than George.", "I'm more generous than George.", "George is less selfish than me.", and "I'm taller than George." The right column includes sentences like "I'm not as generous as George.", "George isn't as old as me.", "My hair isn't as long as George's.", "George isn't as silly as me.", "George isn't as serious as me.", "George isn't as young as me.", "I'm not as selfish as George.", and "George's hair isn't as long as mine."

FAST FINISHER ACTIVITY
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Comparative with as...as/Comparatives as ... as Fill in the blank lr1629010zl](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Comparatives%20with%20as...as/Comparatives%20with%20as...as%20lr1629010zl)

		
5	<p>Worksheet review</p> <ul style="list-style-type: none"> • Check the exercises with the partner next to you. • Class participation 	
4	<ul style="list-style-type: none"> • Feedback about the class • Explanation about the homework <ul style="list-style-type: none"> - Write 10 sentences about experiences or your daily life using as... as. 	
1	<ul style="list-style-type: none"> • Say Goodbay 	<p>No needed resources</p>

Attachment 2: PowerPoint Slides

The screenshot shows the first slide of a PowerPoint presentation. The title is "MAKING COMPARISONS AS - AS". The slide features a blue horizontal line at the top and a dark grey footer. The presentation software interface is visible, including the ribbon with tabs like "Inicio", "Insertar", "Dibujar", "Diseño", "Transiciones", "Animaciones", "Presentación con diapositivas", "Grabar", "Revisar", "Vista", and "Ayuda". The status bar at the bottom indicates "Diapositiva 1 de 5" and "Español (Ecuador)".

The screenshot shows the second slide of the PowerPoint presentation. The title is "AS ... AS". Below the title, there are three bullet points:

- We use *as + adjective/adverb + as* to make comparisons when the things we are comparing are equal in some way;
- *The world's biggest bull is as big as a small elephant.*
- *The weather this summer is as bad as last year. It hasn't stopped raining for weeks.*

The presentation software interface is visible, including the ribbon and status bar. The status bar at the bottom indicates "Diapositiva 2 de 5" and "Español (Ecuador)".

Attachment 3: Worksheet

Comparatives with *as...as* and *not as...as*

1. Look at the pictures and choose the correct sentence in each case.



iPhone €1000



Samsung €600

The Samsung is not as cheap as the iPhone.
The iPhone is as expensive as the Samsung.
The iPhone is not as cheap as the Samsung.



Big Mac 540 calories



Whopper 660 calories

The Big Mac isn't as unhealthy as the Whopper.
The Whopper isn't as unhealthy as the Big Mac.
The Big Mac isn't as healthy as the Whopper.



Elephant 5,500 kg



Hippo 1,500 kg

The hippo isn't as light as the elephant.

The elephant isn't as heavy as the hippo.

The hippo isn't as heavy as the elephant.

2. Match the sentences on the left with the sentence which has the same meaning from the column on the right.

a. George is younger than me.

1. I'm not as generous as George.

b. George's hair is shorter than mine.

2. George isn't as old as me.

c. I'm more serious than George.

3. My hair isn't as long as George's.

d. I'm younger than George.

4. George isn't as silly as me.

e. I have shorter hair than George.

5. George isn't as serious as me.

f. I'm more generous than George.

6. George isn't as young as me.

g. George is less selfish than me.

7. I'm not as selfish as George.

h. I'm sillier than George.

8. George's hair isn't as long as mine.

3. Fill in the gaps in these sentences with an appropriate adjective.

a. I am 16 years old. My brother is 14 years old. My brother isn't as _____ as me.

b. I'm not bad at tennis, but Laura is better. I'm not as _____ at tennis as Laura.

c. James is 160cm tall. Thomas is 155cm tall. James isn't as _____ as Thomas.

d. A Ferrari costs \$250,000. A Porsche costs \$150,000. A Porsche isn't as _____ as a Ferrari.

COMPARATIVES WITH AS ... AS

Fill in the blanks with the comparative forms. Look at the examples.

EXAMPLE

John is *as lazy as*

Jim. (lazy)

Ms. Jones is *not as cheerful as*

Mr. Lee (not / cheerful)

1 The red house is

the yellow one. (big)

2 This assignment is

that one. (not/bad)

3 Jacksonville is

Miami. (not / hot)

4 That oak tree is

the elm. (tall)

5 Pittsburgh is

Philadelphia (not / interesting)

6 Today was

yesterday (not/ cold)

7 The lion is

the cheetah. (not / fast)

8 I think Miss Ohio is

Miss Kentucky. (beautiful)

9 I am

you. (not / brave)

10 Jane is just

Susie. (intelligent)



BUSY as a BEE