

# NOUNS AND QUANTIFIERS

## GRAMMAR IN CONTEXT

**BEFORE YOU READ** Look at the map. Where did each journey start and end? Look at the photo of the boat. When do you think these journeys took place?



*Read this history text about a modern explorer.*

### WHO REALLY DISCOVERED AMERICA?

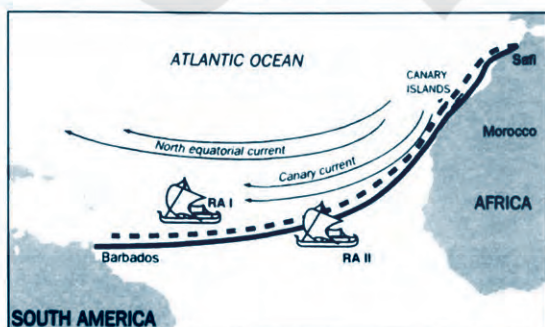
Was **Columbus** really the first **explorer** to discover the **Americas**? The great Norwegian **explorer Thor Heyerdahl** didn't think so. He believed that ancient **people** were able to build **boats** that could cross **oceans**.

To test his **ideas**, **Heyerdahl** decided to build a **copy** of the reed **boats** pictured in ancient Egyptian **paintings** and sail across the Atlantic from **North Africa** to **Barbados**. **Heyerdahl's team** also copied ancient Middle Eastern **pots** and filled them with **enough** food for their **journey**—dried fish, honey, oil, **some** eggs and nuts, and **a little** fresh fruit. **Ra**, the **expedition's** boat, carried an international



**group** including a **Norwegian**, an **Egyptian**, an **Italian**, a **Mexican**, and a **Chadian**.

On **May 25, 1969**, **Ra** left **Safi** in **Morocco** and headed across the widest **part** of the **Atlantic**. **Ra** fell apart just before it reached **Barbados**, but everyone survived and wanted to try again.



On **May 17, 1970**, **Ra II**, sailing under the **flag** of the **United Nations**, successfully crossed the **Atlantic** in **57 days**. The expedition proved that ancient **civilizations** had **enough** skill to reach the **Americas** long before **Columbus** did.

# GRAMMAR PRESENTATION

## NOUNS AND QUANTIFIERS

COUNT NOUNS		
ARTICLE / NUMBER	NOUN	VERB
A One	<b>sailor</b>	is
(The) Two	<b>sailors</b>	are

brave.

NON-COUNT NOUNS		
NOUN	VERB	
<b>Oil</b>	is	necessary.
<b>Sailing</b>		dangerous.

QUANTIFIERS AND COUNT NOUNS		
	QUANTIFIER	NOUN
I saw	<b>some enough a lot of</b>	<b>sailors. islands. ships.</b>
	<b>a few several many</b>	
I didn't see	<b>any enough a lot of many</b>	

QUANTIFIERS AND NON-COUNT NOUNS		
	QUANTIFIER	NOUN
I used	<b>some enough a lot of</b>	<b>oil. salt. honey.</b>
	<b>a little a great deal of much</b>	
I didn't use	<b>any enough a lot of much</b>	



## NOTES

1. **Proper nouns** are the names of particular people, places, or things. They are usually unique (there is only one). To the right are some categories and examples of proper nouns.

Capitalize the first letter of most proper nouns. We do not usually use an article (*a / an* or *the*) with a proper noun.

Seasons are usually not spelled with a capital letter, and they are often preceded by *the*.

## EXAMPLES

People	Heyerdahl, Chadians
Places	Bolivia, Egypt, the Atlantic
Months	September, October, Ramadan
Days	Monday, Tuesday
Holidays	Easter
Languages / Nationalities	Arabic, Italian, Norwegian
Seasons	spring, summer, fall, winter

- The ancient **Egyptians** called their sun god **Ra**.
- The ship sailed in **May**.
- I get two weeks off school at **Easter**.
- We arrived in **the spring**.

2. **Common nouns** refer to people, places, and things, but not by their individual names. For example, *explorer* is a common noun, but *Heyerdahl* is a proper noun. To the right are some categories and examples of common nouns.

People	explorer, sailor, builder
Places	continent, country, city
Things	pots, eggs, fish, honey

3. Common nouns can be either count or non-count. **Count nouns** (also called countable nouns) are things that you can count separately. They can be singular or plural. For example, you can say *a ship* or *three ships*. You can use *a / an* or *the* before count nouns.

- **a** sailor, **the** sailor, **two** sailors
- **an** island, **the** island, **three** islands
- **a** ship, **the** ship, **four** ships

**4. Non-count nouns** (also called uncountable or mass nouns) are things that you cannot count separately. For example, in English you can say *gold*, but you cannot say *a gold* or *two golds*. Non-count nouns usually have no plural forms. We usually do not use a / an with non-count nouns. To the right are some categories and examples of non-count nouns.

Some common non-count nouns do not fit into the above categories. You must memorize nouns such as the ones to the right.

**BE CAREFUL!** When a non-count noun is the subject of a sentence, its verb must be singular. Pronouns that refer to non-count nouns must also be singular.

**Abstract words**

**Activities**

**Fields of study**

**Foods**

**Gases**

**Liquids**

**Materials**

**Natural forces**

**Particles**

courage, education, time  
exploring, sailing, farming  
geography, history  
corn, chocolate, fish  
air, oxygen, steam  
water, milk, gasoline  
cotton, plastic, silk  
cold, electricity, weather  
dust, sand, sugar, salt

advice	homework	mail
equipment	information	money
furniture	jewelry	news
garbage	luggage	work

- **Reed is** a good material for boats.  
**It floats** in the heaviest storm.

**5.** You can use the **quantifiers** *some*, *enough*, *a lot of*, and *any* with both count and non-count nouns.

Use **any** in negative sentences and in questions.

- |  |           |           |
|--|-----------|-----------|
|  | count     | non-count |
| • We have <i>some</i> <b>eggs</b> and <i>some</i> <b>honey</b> .     |           |           |
| • Are there <i>enough</i> <b>pots</b> and <i>enough</i> <b>oil</b> ? | count     | non-count |
| • There were <i>a lot of</i> good <b>times</b> .                     | count     |           |
| • There was <i>a lot of</i> <b>danger</b> too.                       | non-count |           |
| • We didn't see <i>any</i> <b>sharks</b> .                           | count     |           |
| • Is there <i>any</i> <b>tea</b> left?                               | non-count |           |



6. You can use **a few**, **several**, and **many** with plural count nouns in affirmative sentences.

You can use **a little**, **a great deal of**, and **much** with non-count nouns in affirmative sentences.

USAGE NOTE: In affirmative sentences, **many** is more formal than *a lot of*; **much** is very formal.

- ▶ **BE CAREFUL!** Don't confuse **a few** and **a little** with *few* and *little*. *Few* and *little* usually mean "not enough."

- **A few** team **members** got sick.
- They experienced **several** large **storms**.
- **Many people** worried about them.
- They had **a little trouble** with the sail.
- They threw away **a great deal of food**.
- **Much planning** went into this.

count  
**MORE FORMAL:** **Many people** agreed.

**LESS FORMAL:** **A lot of people** agreed.

non-count  
**VERY FORMAL:** We saw **much pollution**.

**LESS FORMAL:** We saw **a lot of pollution**.

- They received **a little news** during their voyage.  
(*not a lot, but enough*)
- They received **little news** during their voyage.  
(*probably not enough news*)

7. Use **many** with count nouns and **much** with non-count nouns in questions and negative sentences.

USAGE NOTE: In questions and negative sentences **many** and **much** are appropriate for both formal and informal English.

**A: How many ships** did they see?

**B: They didn't see many.**

**A: How much water** did they carry?

**B: They didn't carry much.**

## FOCUSED PRACTICE

## 1 MAKING PLANS

Grammar Notes 2-4



Megan and Jason are planning a hiking trip. Complete their conversation with the correct form of the words in parentheses.

JASON: There 's still a lot of work to do this evening. We have to plan the food for the trip.

1. (be) 2. (work)

MEGAN: I've been reading this book about camping. There is some good advice about food in it.

3. (be) 4. (advice)

JASON: What does it say?

MEGAN: We should bring a lot of beans and rice.

5. (bean) 6. (rice)

JASON: Potatoes are good on camping trips, too.

7. (Potato) 8. (be)

MEGAN: Fresh vegetables are too heavy to carry. Maybe we can get some when we pass through a town.

9. (vegetable) 10. (be)

JASON: Are the equipment ready? We should go over the checklist.

11. (be) 12. (equipment)

MEGAN: I did that. We need some batteries for the radio.

13. (battery)

JASON: Why do we need a radio? I thought we were running away from civilization.

MEGAN: But the news never stops. I still want to know what's happening.

14. (news) 15. (stop)

JASON: That's OK with me. By the way, do we have enough warm clothing? It gets chilly in the mountains.

16. (clothing)

MEGAN: That's true. And the cold really bothers me at night.

17. (cold) 18. (bother)

JASON: But we have warm sleeping bags.

19. (bag)





## 2 HAPPY CAMPERS

### Grammar Notes 5-7

Complete these excerpts from a book about family camping. For each paragraph, use the quantifiers in parentheses.

#### 1. (a little / a few)

**A** Try to get a little exercise before a long camping trip. It will help you feel better on the trip. good stretching exercises every day will help. walking or swimming is also useful.

#### 2. (many / a great deal of)

You will need information for a long trip. Your public library has books about family camping. The National Park Service can also provide advice.

#### 3. (a / some) (much / many)

Making a fire is skill, but it's easy to learn. You won't need practice before you can build a roaring campfire. Start with paper and leaves. Place the wood on top of these, and leave spaces for air. Don't use big pieces of wood.

#### 4. (any / enough) (How much / How many)

"There isn't milk left! Who used it all?" times have you heard this cry? To avoid this problem, plan your food in advance. sandwiches are you going to make? bread will you need? Are you planning to have popcorn and pancakes? Do you have butter for these treats and your morning toast? eggs will you need? Make sure you have food and beverages before you leave.

(continued on next page)

## 5. (few / a few) (little / a little)



On our family's first camping trip, we had \_\_\_\_\_ equipment and almost no experience, but we still had a lot of fun. It was a blast. We swam, we hiked, and we made new friends. Of course, we had \_\_\_\_\_ problems, but not many. Anyway, \_\_\_\_\_ inconvenience didn't interfere with our fun.

Today millions of people enjoy camping. In fact, \_\_\_\_\_ campsites are available in the summer without a reservation.

## 3 EDITING

Read Tina's diary entries. There are fourteen mistakes in the use of nouns and verb and pronoun agreement. Find and correct them. The first two mistakes are already corrected.

October 27. I've been on the <sup>Canary</sup>~~canary~~ Islands for three days now. I'll start home when the <sup>weather is</sup>~~weathers are~~ better. I was so surprised when I picked up my mails today. My family sent some birthday presents to me. My Birthday is the 31st. I won't open any gifts until then.

October 29. I think the weather is getting worse. I heard thunders today, but there wasn't many rain. Typhoon and I stayed in bed. I started reading a novel, brave New World.

October 30. I left the Canary Islands today—just like columbus. There's a strong wind and plenty of sunshine now. I went 250 miles.

October 31. I'm 21 today. To celebrate, I drank little coffee for breakfast and I opened my presents. I got some perfume and some pretty silver jewelries.

November 1. The electricities are very low. I'd better save them until I get near New York. I'll need the radio then. It rained today, so I collected a few waters for cooking.



## COMMUNICATION PRACTICE

### 4 LISTENING



Megan and Jason are planning to make cookies for their trip. Listen to them talk about the recipe. Then listen again and check the ingredients that they have enough of. Listen a third time and make a shopping list of ingredients that they need to buy.

Ingredients		Shopping List	
2 cups of butter	1 cup of cornflakes	_____	_____
✓ 3 cups of brown sugar	8 eggs	_____	_____
2 cups of oatmeal (uncooked)	1 cup of raisins	_____	_____
4 cups of flour	2 cups of chocolate chips	_____	_____

### 5 DESERT ISLAND

Work with a group. Imagine that you are about to be shipwrecked near a deserted tropical island. You have room in your lifeboat for all the members of your group plus five of the things on the list that follows. Decide what to take, and give your reasons. Compare your choices with other groups' choices.

sugar	fishing equipment	telescope
flour	portable TV set	compass
pasta	radio	maps of the area
beans	batteries	a book, <i>Navigating by the Stars</i>
chocolate	ax	a book, <i>Tropical Plants You Can Eat</i>
fresh water	cooking pot	fireworks

#### EXAMPLE:

I think we should take a lot of beans. We might not find any food on the island.

## 2

# ADJECTIVES: EQUATIVES, COMPARATIVES, AND SUPERLATIVES

## GRAMMAR IN CONTEXT

**BEFORE YOU READ** What information does the box at the end of the restaurant review give you? Talk about the dessert in the photograph.



*Read this restaurant review from a neighborhood newspaper.*

### Bigger and (Often) Better

By Dana Lee

The COUNTRY INN has just reopened under new management. The new owners have done a wonderful job redecorating the inn. The dining room looks **bigger, brighter, and prettier** than the old one. The food is just **as good** as before, but, unfortunately,



Almond cake à la mode

the menu is **less varied** and **more expensive**. Good choices are the roast chicken with mashed potatoes, the lobster, and the homemade spaghetti with fresh tomatoes and olives. Be sure to leave room for the desserts. The selection keeps getting **better and better**. The homemade almond cake is **as good** as

you can get, and the chocolate soufflé is **as light** as air.

The staff is friendly but not able to handle large numbers of people—**the more crowded** the restaurant, **the slower** the service. At dinner time the lines outside this popular restaurant are getting **longer and longer**. Try lunchtime for a **quieter, more relaxed** meal.

#### The Country Inn

★★★  
(very good)

27 Waterside Place  
555-3465

Open 11:00 A.M.—11:00 P.M.

Tuesday–Sunday

Reservations not accepted

Average cost of dinner:

\$12–\$23





# GRAMMAR PRESENTATION

## ADJECTIVES: EQUATIVES, COMPARATIVES, AND SUPERLATIVES

EQUATIVES				
	(Not) As	ADJECTIVE	As	
The new restaurant is	(not) as	bright friendly good comfortable beautiful	as	the old one.

COMPARATIVES				
	COMPARATIVE ADJECTIVE FORM		THAN	
The new restaurant is	brighter friendlier better		than	the old one.
	more less	comfortable beautiful		

COMPARATIVES				
	COMPARATIVE ADJECTIVE FORM	AND	COMPARATIVE ADJECTIVE FORM	
The food is getting	better	and	better.	
	worse		worse.	
	more		more	delicious.
	less		less	interesting.

COMPARATIVES					
THE	COMPARATIVE ADJECTIVE FORM		THE	COMPARATIVE ADJECTIVE FORM	
The	more crowded	the restaurant,	the	slower	the service.

SUPERLATIVES		
	SUPERLATIVE ADJECTIVE FORM	
You are	the sweetest the funniest the best the most wonderful the least selfish	person in the world.
That's	the nicest the loveliest the worst the most amusing the least original	card I've ever received.

## NOTES

1. You can use the **equative** (**as + adjective + as**) to compare people, places, and things. Use the equative to express both similarities and differences.

Use **as + adjective + as** to compare people, places, or things that are equal in some way. Use **just** to emphasize the equality.

Use **not as + adjective + as** to compare people, places, and things that are different in some way.

**REMEMBER:** It is not always necessary to mention both parts of the comparison. Sometimes the meaning is clear from the context.

2. Use the **comparative** form of adjectives to focus on a difference between people, places, and things.

3. There is more than one way to **form the comparative of adjectives**.

- a. For one-syllable adjectives and two-syllable adjectives ending in -y, use **adjective + -er**.

- b. For most other adjectives of two or more syllables, use:

**more + adjective**

AND

**less + adjective**

- c. For some adjectives, use either **-er** or **more / less**.

(See Appendix 1, page A-1, for a list of adjectives that use both forms of the comparative.)

## EXAMPLES

- The waiter is **as polite as** the waitress, but he's **not as fast as** she is.  
(The waiter and waitress are equally polite, but they are not equally fast.)
- The new menu is **just as good as** the old menu.  
(The new menu and the old menu are equally good.)
- The new menu **isn't as expensive as** the old menu.  
(The new and old menus have different prices. The items on the new menu cost less.)
- I liked the old menu. The new one **isn't as varied**.  
(The new menu isn't as varied as the old menu.)

- The new room is **bigger than** the old room.
- The new waiters are **more experienced than** the old waiters.

bright	<b>brighter</b>
friendly	<b>friendlier</b>
comfortable	<b>more comfortable</b> <b>less comfortable</b>
expensive	<b>more expensive</b> <b>less expensive</b>

- The Inn is **pleasanter** than Joe's.
- The Inn is **more pleasant** than Joe's.
- Joe's is **less pleasant** than the Inn.



4. Use the comparative **with *than*** when you mention the things you are comparing.

Use the comparative **without *than*** when it is clear from the context which things you are comparing.

- The apple pie is **nicer *than*** the cake.
- The new desserts are **nicer**.  
(*The new desserts are nicer than the old desserts.*)

5. To talk about change—**an increase or a decrease**—use:

**comparative adjective** + *and* + **comparative adjective**

- It's getting **harder and harder** to find an inexpensive restaurant.
- It's becoming **more and more difficult**.  
(*Both sentences mean the difficulty is increasing.*)
- I'm **less and less interested** in cooking.  
(*My interest is decreasing.*)

6. To show **cause-and-effect**, use:

*the* + **comparative adjective** + *the* + **comparative adjective**

- **The more crowded** the restaurant, **the slower** the service.  
(*When the restaurant gets more crowded, the service gets slower.*)

7. **Comparatives and equatives** often **express the same meaning** in different ways.

USAGE NOTE: With **one-syllable adjectives**, we usually use ***not as . . . as***. We do not use ***less . . . than***.

- The Inn is **more expensive than** Joe's.
- Joe's **isn't as expensive as** the Inn.
- Joe's is **less expensive than** the Inn.
- Our table **isn't as big as** theirs.  
~~NOT Our table is less big than theirs.~~

8. Use the **superlative** form of adjectives to **single out one thing** from two or more things.

- You are **the nicest** person in the world.
- You are **the most wonderful** friend I've ever had.

**9. There is more than one way to form the superlative of adjectives.**

- a. For one-syllable adjectives or two-syllable adjectives ending in -y, use: **the + adjective + -est**.
- b. For most other adjectives of two or more syllables, use:  
**the most + adjective**  
OR  
**the least + adjective**
- c. For some adjectives, use either **the . . . -est** or **the most / the least**. (See Appendix 1, page A-1, for a list of more of these adjectives.)

## ADJECTIVE

bright  
friendly

## SUPERLATIVE

**the brightest**  
**the friendliest**

comfortable

expensive

**the most comfortable**  
**the least comfortable**  
**the most expensive**  
**the least expensive**

- My third trip was **the pleasantest**.
- My third trip was **the most pleasant**.
- My first trip was **the least pleasant**.

**10. The superlative is often used with expressions beginning with *in* and *of*, such as *in the world* and *of all*.**

- You're **the most wonderful** brother *in the universe*.
- He is **the smartest** one *of us all*.

**11. The superlative is sometimes followed by a clause. Often the clause uses the present perfect with *ever*.**

- That's **the nicest** card *I've ever received*.
- You have **the loveliest** smile *I've ever seen*.

**12. Some adjectives have irregular comparative and superlative forms. (See Appendix 3, page A-2 for a list of irregular adjectives.)**

## ADJECTIVE

good  
bad

## COMPARATIVE

**better**  
**worse**

## SUPERLATIVE

**the best**  
**the worst**



## FOCUSED PRACTICE

## 1 MENU

Grammar Notes 2-4

Look at the menu. Then complete the comparisons. Use **-er, more, less and than** in your comparisons.

## The Golden Palace

### Take Out Menu

**Open 7 days a week**  
 Mon-Thurs: 11:00 A.M.–10:00 P.M.  
 Fri-Sat: 11:00 A.M.–11:00 P.M.  
 Sunday: 12:00 noon–10:00 P.M.

2465 Mineral Springs Rd.  
 Tel.: (401) 555-4923.

Place your order by  
 phone and it will be  
 ready when you arrive

*Broccoli with Garlic Sauce	\$6.25
Beef with Broccoli	\$7.75
*Beef with Dried Red Pepper	\$7.75
Chicken with Broccoli	\$7.25
*Chicken with Orange Sauce	\$7.25
Sweet and Sour Shrimp	\$8.25
Pork with Scallions	\$6.25
♥Steamed Mixed Vegetables	\$5.50
♥Steamed Scallops with Broccoli	\$7.75

\*Hot and Spicy

♥No sugar, salt, or oil

1. The sweet and sour shrimp is more expensive than the steamed scallops with broccoli.  
(expensive)
2. The beef with dried red pepper is \_\_\_\_\_ the beef with broccoli.  
(hot)
3. The sweet and sour shrimp is \_\_\_\_\_ the pork with scallions.  
(expensive)
4. The chicken with orange sauce is \_\_\_\_\_ the steamed scallops with broccoli.  
(spicy)
5. The steamed mixed vegetables are \_\_\_\_\_ the pork with scallions.  
(salty)
6. The chicken with broccoli is \_\_\_\_\_ the chicken with orange sauce.  
(mild)
7. The steamed mixed vegetables are \_\_\_\_\_ the beef with dried red pepper.  
(healthy)
8. The broccoli with garlic sauce is \_\_\_\_\_ the chicken with broccoli.  
(cheap)
9. The pork with scallions is \_\_\_\_\_ the steamed mixed vegetables.  
(oily)
10. The scallop dish is \_\_\_\_\_ the shrimp dish.  
(sweet)
11. The restaurant's business hours on Sunday are \_\_\_\_\_ they are on Saturday.  
(short)

## 2 THE MORE THE MERRIER

### Grammar Note 6

Complete these comments about a restaurant. Use the comparative forms of the words in parentheses to show cause and effect.

1. **A:** I can't believe the size of this menu. It's going to take me forever to make up my mind.

**B:** I know what you mean. The longer the menu,  
the more difficult the choice.  
 (long) (difficult)

2. **A:** People say the food here is getting better and better.

**B:** And the food, the prices.  
 (good) (high)

3. **A:** The cigarette smoke in here is really bothering me.

**B:** Me, too. And I have a cold. Our table is too close to the smoking section.  
the room, my cough gets.  
 (smoky) (bad)

4. **A:** It's pretty loud in here. I can hardly hear myself think.

**B:** That can happen when a restaurant becomes popular. the restaurant, the room.  
 (crowded) (noisy)

5. **A:** Why do they have to put so much salt in the soup?

**B:** Well, the food, it tastes.  
 (salty) (good)

**A:** Oh, I don't agree. Besides, you can always add your own salt.

6. **A:** They certainly give you a lot of food. I can't eat another bite.

**B:** the portions, it is to finish.  
 (big) (hard)



### 3 MORE AND MORE

#### Grammar Note 5

Look at these statistics for food in the United States. Read the statements. Write **That's right** or **That's wrong**. Then write a true statement. Use **get**, plus the words in parentheses and the comparative form, to talk about change.

FOOD IN THE UNITED STATES	1992	1993	1994	1995
1. Cost of food per year (family of three)	\$4,273	\$4,399	\$4,411	\$4,691
2. Cost of a slice of pizza	\$1.50	\$1.55	\$1.60	\$1.65
3. Sales (in millions of \$) of frozen pizza	\$1,289	\$1,360	\$1,529	\$1,547
4. Consumption* of cheese	26.0 lbs.	26.3 lbs.	26.8 lbs.	27.3 lbs.
5. Consumption of ice cream	16.3 lbs.	16.1 lbs.	16.1 lbs.	15.7 lbs.
6. Consumption of candy	21.5 lbs.	21.9 lbs.	22.5 lbs.	23.4 lbs.

\*Consumption numbers = average number of pounds that a person eats (consumes) each year

1. The cost of food is rising.

That's right. It's getting higher and higher.

(high)

2. The cost of a slice of pizza is decreasing.

(expensive)

3. The frozen pizza industry is growing.

(big)

4. The consumption of cheese is increasing.

(high)

5. The consumption of ice cream is rising.

(low)

6. Candy is increasing in popularity.

(popular)

## 4

## COMPARISONS WITH AS . . .

## Grammar Note 1

Read the facts about Los Angeles and New York City. Complete the sentences. Use the words in parentheses with **as . . . as** or **not as . . . as**.



	Los Angeles	New York City
<b>Total population</b>	3,555,638	7,380,906
<b>Population per square mile</b>	7,572	23,894
<b>Land area</b>	469.3 square miles	308.9 square miles
<b>Average temperature</b>	57.2°F (January) 74.1°F (July)	31.8°F (January) 76.7°F (July)
<b>Sunny days</b>	143	107
<b>Annual rainfall</b>	12"	40"
<b>Average wind speed</b>	7.4 mph	9.4 mph

1. In population, Los Angeles is not as big as New York.  
(big)
2. Los Angeles is (crowded) New York.
3. In land area, New York is (big) Los Angeles.
4. In the winter, Los Angeles is (cold) New York.
5. In the summer, Los Angeles is almost (hot) New York.
6. Los Angeles is (wet) New York.
7. Los Angeles is (windy) New York.
8. New York is (sunny) Los Angeles.



## 5 EDITING

Read this student's essay. Find and correct nine mistakes in the use of comparisons. The first mistake is already corrected.



When I was a teenager in the Philippines, I was an expert on snacks and fast foods. I was growing fast, so the more I ate, the <sup>hungrier</sup> hungry I felt. The street vendors in our town had the better snacks than anyone else. In the morning, I used to buy puto (rice muffins) on the way to school. Putos are much sweeter that American muffins. After school, I ate fish balls on a stick or adidas (chicken feet). Snacks on a stick are small than American hot dogs and burgers, but they are much varied. My friend thought banana-cue (banana on a stick) was really great. However, they weren't as sweet from kamote-cue (fried sweet potatoes and brown sugar), my favorite snack.

When I came to the United States, I didn't like American fast food at first. To me, it was interesting than my native food and less tastier too. Now I'm getting used to it, and it seems deliciouser and deliciouser. Does anyone want to go out for a pizza?

## COMMUNICATION PRACTICE

## 6 LISTENING



Timothy is trying to pick a gift for his wife. Listen to the conversation. Then listen again and check the appropriate column.

	Bracelet	Winter Coat	Picture Frame	Soap and Bubble Bath	Star
1. most practical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. sweetest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. least expensive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. most romantic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. silliest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7 WHAT ABOUT YOU?**

Grammar Notes 8, 9, 11

Write questions. Use the words in parentheses with the superlative and the present perfect with **ever**.

1. What's the strangest gift you've ever received?  
(What / strange / gift / you / receive?)
2. \_\_\_\_\_  
(What / funny / thing / you / do?)
3. \_\_\_\_\_  
(Who / smart / person / you / know?)
4. \_\_\_\_\_  
(What / nice / place / you / see?)
5. \_\_\_\_\_  
(Where / hot / place / you / be?)
6. \_\_\_\_\_  
(What / bad / experience / you / have?)
7. \_\_\_\_\_  
(What / silly thing / you / say?)
8. \_\_\_\_\_  
(What / long / book / you / read?)
9. \_\_\_\_\_  
(What / valuable / lesson / you / learn?)
10. \_\_\_\_\_  
(What / difficult / thing / you / do?)
11. \_\_\_\_\_  
(What / enjoyable / thing / you / do?)