

## Which witch?

### ACTIVITY TYPE

pairwork or small group  
information transfer

### LANGUAGE FOCUS

possessive 's  
comparative adjectives  
*big, small, clean, dirty, fat,  
thin, long, short, old, new  
book, broom, cat, hat, skirt*

### LEVEL

2

### AGE RANGE

9–10

### TIME

30 minutes

### MATERIALS

a copy of the *Which witch?*  
worksheet per pupil, scissors,  
classroom objects to practise  
comparatives: long and short  
pencils, old and new  
(different coloured) books,  
etc.

### Before class

Make a copy of the *Which witch?* worksheet for each pupil. Have two old and new (different coloured) books and pencils of varying sizes ready for comparison.

### In class

- Revise or teach the comparative forms of short adjectives, using classroom objects:
  - Show the class two different books and ask pupils to describe them, to elicit *It's old* and *It's new*. Hold up the old book and say *Listen and repeat: The (red) book is older than the (blue) book.*
  - Hold up the new book and repeat the procedure to elicit the comparative *newer*.
  - Continue with the pencils to practise the comparatives *longer* and *shorter*.
  - Write the comparative sentence on the board, underlining the *-er* ending and the conjunction *than*, for pupils to copy into their notebooks, e.g. *The blue pencil is longer than the red one.*
  - Drill by giving the adjective for pupils to say the comparative form, e.g.  
Teacher: *big*  
Pupils: *bigger*  
Do this for the adjectives *big, small, clean, dirty, fat, thin, long, short, old, new.*
  - Invite pupils to make comparative sentences about objects in the classroom, animals, etc. using the language above.
- Draw two simple figures of a boy and a girl on the board. Write their names 'Susie' and 'Jack' below them. Draw an enormous car next to Susie and a small car next to Jack. Say *Susie's car is bigger than Jack's.* Draw some more pictures to make comparisons, and ask individual pupils to say the sentences.
- Give out the worksheets and ask pupils to cut out the pictures at the bottom of the page. Check that pupils know the word *broom*.
- Ask pupils to stand in a circle around you and demonstrate how the activity works. Select a pupil and sit facing him or her. In secret, place one of each picture in either Winnie's circle or Wanda's circle. Give your partner the information by saying *Winnie's skirt's cleaner than Wanda's.* Wait for your partner to find the pictures and place them on his or her worksheet before continuing, *Wanda's cat's fatter than Winnie's,* etc.
- Arrange the class in pairs: A and B. Ask pupils to face their partners. Pupil As place their pictures in secret and make comparative sentences for Pupil Bs to place their pictures. When they have finished they can check their answers by comparing their pictures. Then they swap roles.
- Circulate to monitor and help. Do not prescribe the adjectives, but rather allow pupils to describe what they see: *bigger, fatter, darker, friendlier,* etc.

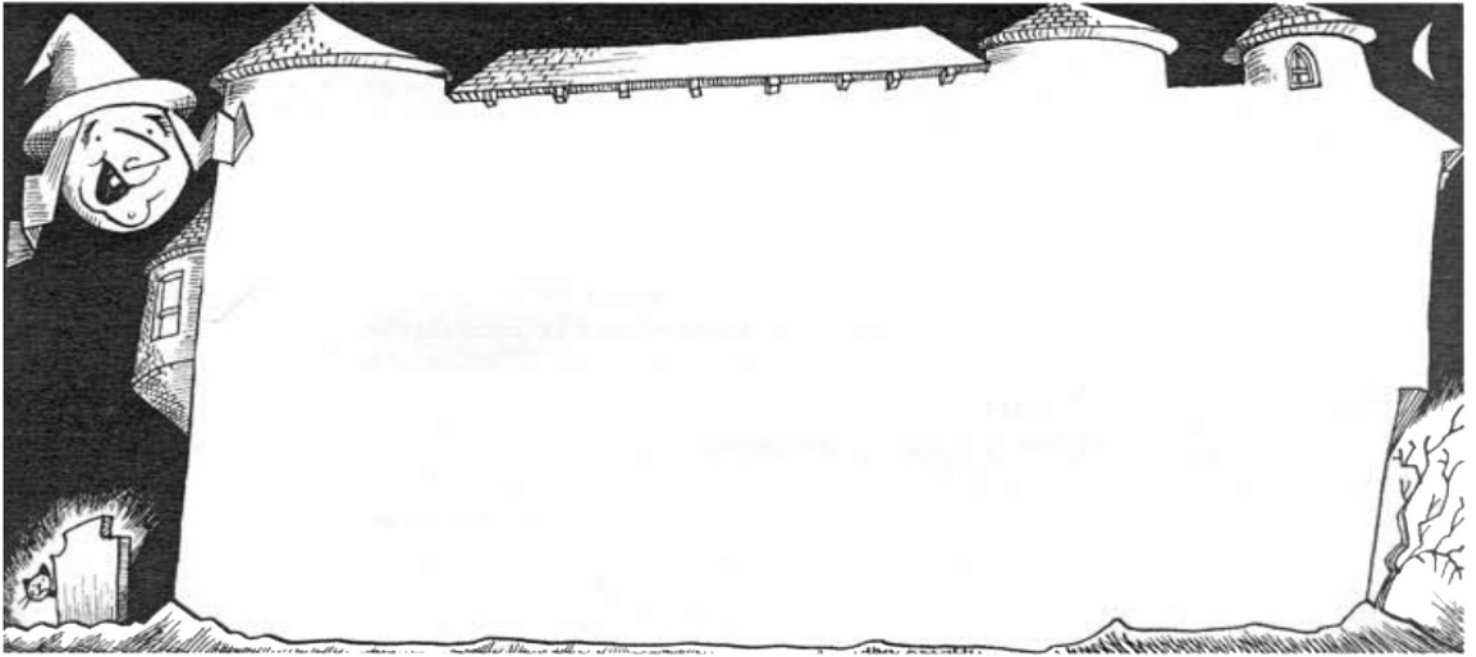
### Extension

Pupils stick the pictures of the witches and their belongings into their notebooks and write the comparative sentences.

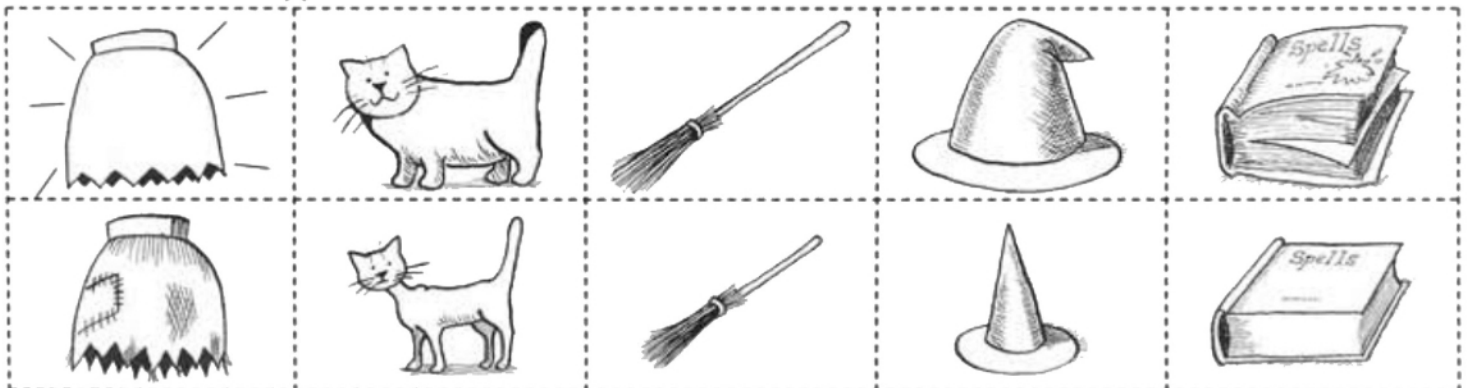
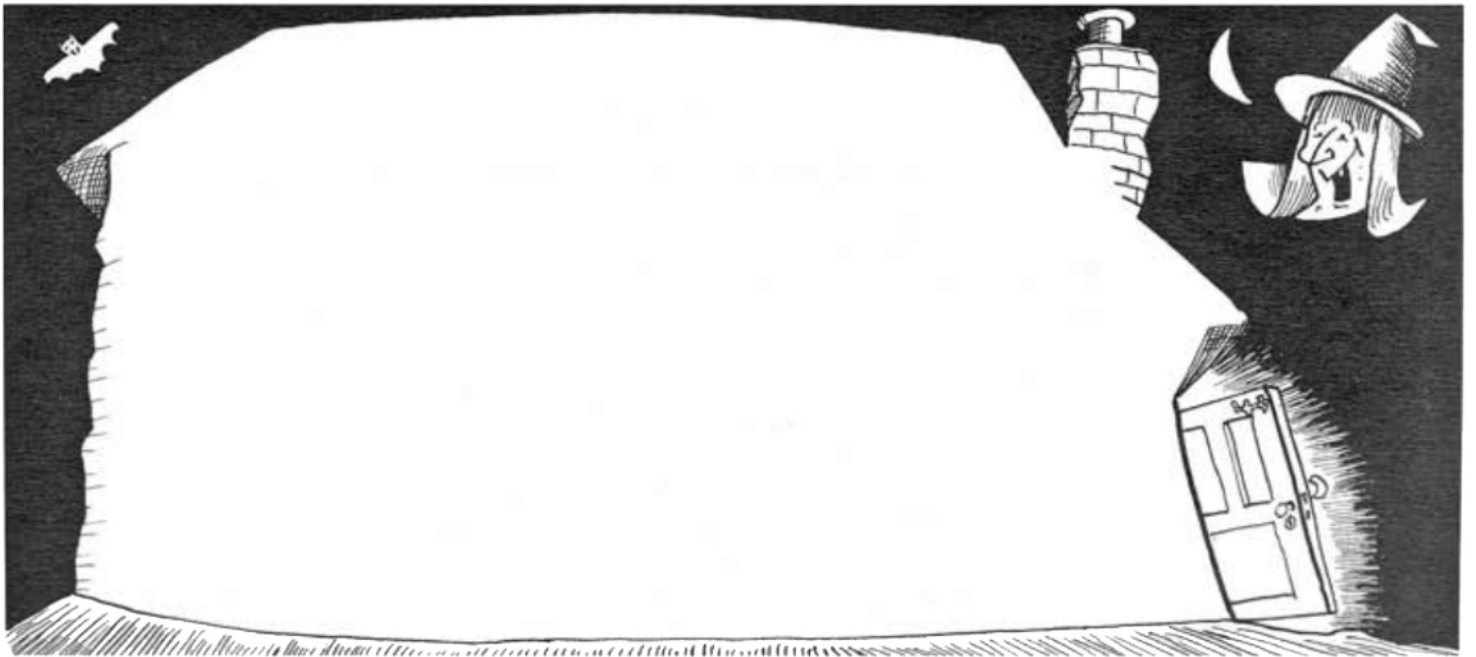
### Option

Pupils do the activity in small groups. One pupil places his or her pictures and describes the worksheet for the rest of the group. They compare pictures and another pupil takes a turn.

Winnie



Wanda



# 3 Big elephant

## Language aim

- comparatives

## Vocabulary

- elephant, cat, hippo, sun, moon, horse, teacher, grandparent, hair, tail, mouse, room, dog, shoes, car, bus, guitar, piano, cow, socks, leg, arm, crocodile, fish, rabbit, baby

## Procedure

- 1 Pre-teach any vocabulary which may cause difficulty (*loud, quiet, ugly* and *strong* may be new to classes at this level).
- 2 Give out copies of the puzzle for pupils to complete. Then go through the answers.

## Key

The answers to the general questions are:

- 1 yes
- 2 no
- 3 yes
- 4 no
- 9 yes (usually)
- 11 yes
- 13 it depends on the guitar
- 14 yes
- 18 a matter of opinion, but most people would say yes
- 19 yes
- 20 no

The answers to questions 5, 6, 7, 8, 10, 12, 15, 16, 17 depend on personal circumstances.

## Additional activities

### 1 Comparatives bingo

Tell the class that everybody must think of an animal, and write it down. Next everybody must write down an animal which is *smaller* than their first animal. Then everybody must write down an animal which is *bigger* than their first animal. Continue with *slower, louder, taller, quieter* and *more beautiful*.

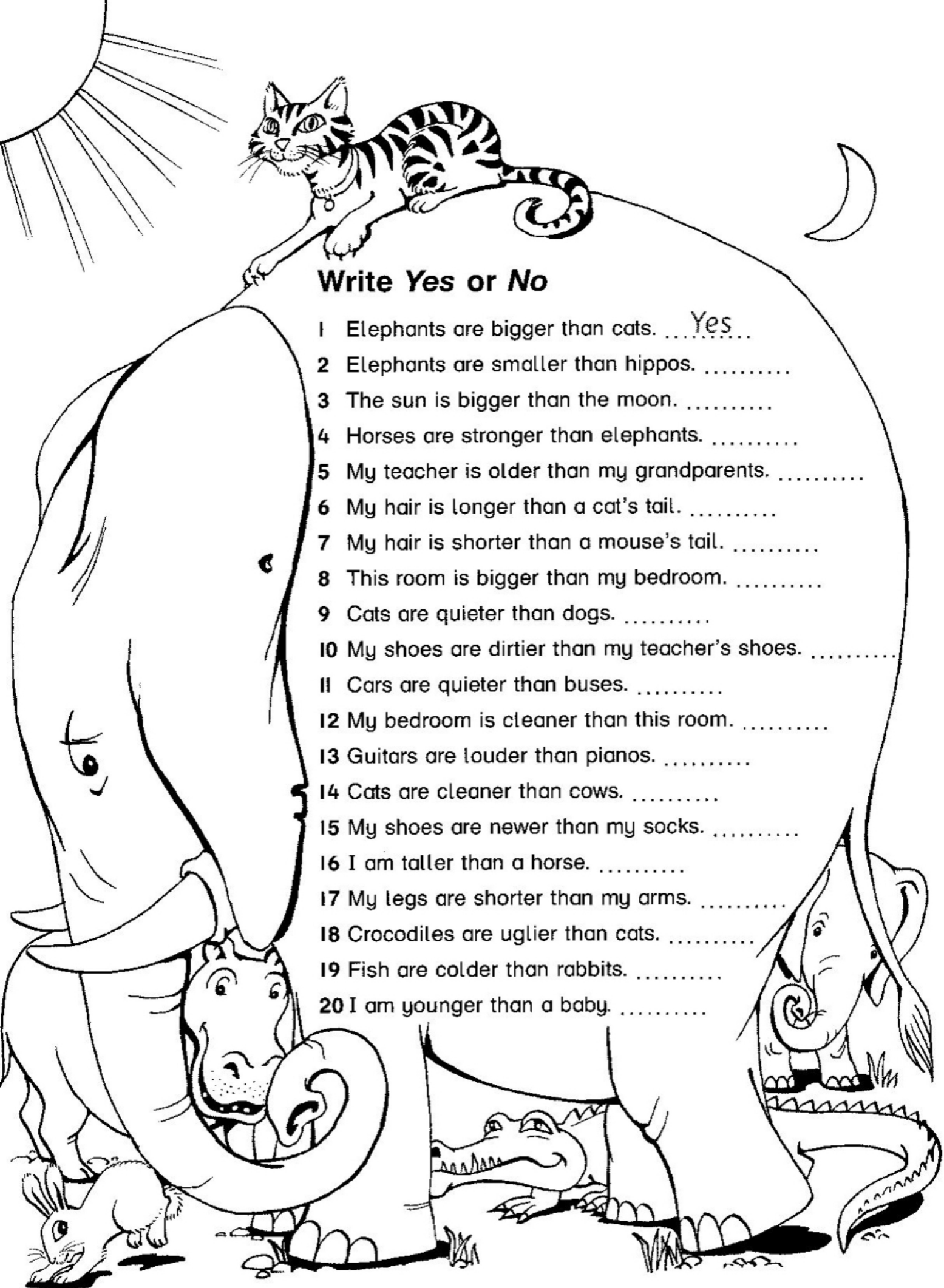
Each pupil will now have a list of seven animals. If anybody has an animal repeated in their list, they should replace it with another animal.

Then play bingo. Pupil A calls out an animal from his/her list and crosses it off. Any other pupils who have that animal in their list can also cross it off. Then it is pupil B's turn and so on. The first pupil to cross off all the animals in their list is the winner.

### 2 Comparatives tennis

Organise the class into two teams. The first member of team A says an object. The first member of team B must think of something which is bigger. The second member of team A must then think of something bigger still, and so on. When a team member can't think of an object to continue with, the rest of the team can help. If the team can't think of an object, the opposing team gets a point.

Continue the game with *older, smaller, colder, uglier*. Don't give the adjective until the first object of each round has been given. If suitable first objects are given, you may also be able to use *longer, shorter, louder, quieter, newer* and other comparative adjectives.



### Write Yes or No

- 1 Elephants are bigger than cats. .... Yes
- 2 Elephants are smaller than hippos. ....
- 3 The sun is bigger than the moon. ....
- 4 Horses are stronger than elephants. ....
- 5 My teacher is older than my grandparents. ....
- 6 My hair is longer than a cat's tail. ....
- 7 My hair is shorter than a mouse's tail. ....
- 8 This room is bigger than my bedroom. ....
- 9 Cats are quieter than dogs. ....
- 10 My shoes are dirtier than my teacher's shoes. ....
- 11 Cars are quieter than buses. ....
- 12 My bedroom is cleaner than this room. ....
- 13 Guitars are louder than pianos. ....
- 14 Cats are cleaner than cows. ....
- 15 My shoes are newer than my socks. ....
- 16 I am taller than a horse. ....
- 17 My legs are shorter than my arms. ....
- 18 Crocodiles are uglier than cats. ....
- 19 Fish are colder than rabbits. ....
- 20 I am younger than a baby. ....

## 4

## Cats, frogs and snakes

**Language aim**

- superlatives

**Vocabulary**

- *biggest, fattest, shortest, smallest, oldest, cleanest, dirtiest, saddest, happiest, thinnest, ugliest, tallest, youngest, longest, frog, cat, snake, green, orange, yellow, red, brown, blue, grey*

**Movers**

Colouring instructions similar to the ones in the puzzle occur in Part 5 of the Listening paper.

**Procedure**

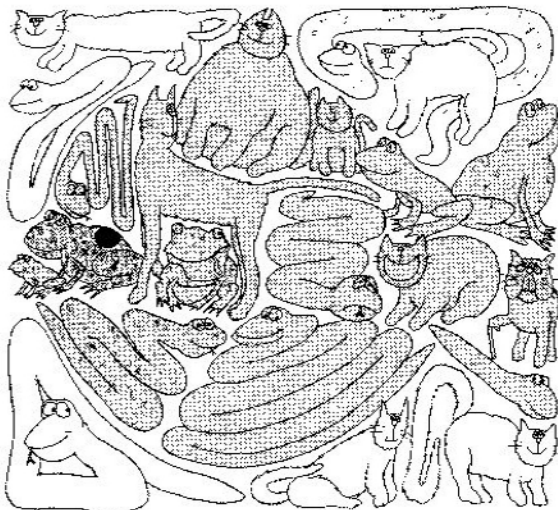
- 1 Pre-teach any words which you think may cause difficulty.
- 2 Hand out copies of the puzzle. Pupils complete it by reading the instructions and colouring the relevant animals.

**Alternative method**

When copying the puzzle, mask the written instructions. Proceed as above, but the class listen as you read out the instructions.

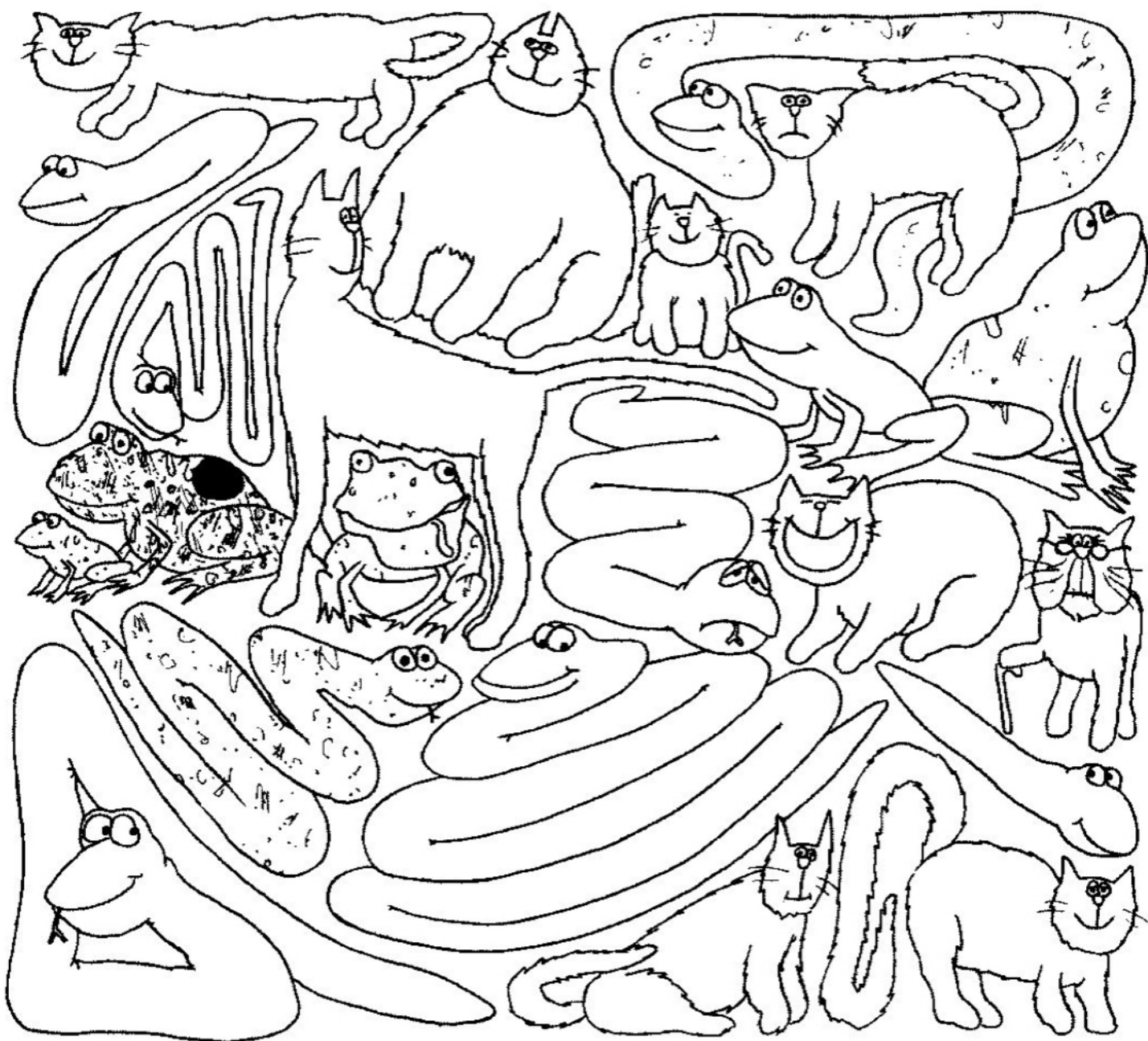
**Key**

a fish

**Additional activity****World quiz**

Organise the class into two or more teams. Using the questions given below, ask team A a question. They can confer and give one final answer. If the answer is correct, they win a point. If not, the opposing/next team has a chance to answer. Then it is team B's turn for a question, and so on. Keep the score on the board.

- 1 Which is the biggest country in the world? (Russia)
- 2 What's the longest river in the world? (The Nile)
- 3 What's the biggest city in the world? (Mexico City, Mexico)
- 4 Which country has the most people? (China)
- 5 What's the oldest building in the world? (The pyramids of Egypt)
- 6 What's the smallest country in the world? (Vatican City)
- 7 Is the hottest country in the world in Asia, Africa or South America? (Africa – Ethiopia)
- 8 What's the highest mountain in the world? (Mount Everest)
- 9 What's the coldest place in the world? (South Pole/Antarctica)
- 10 Is the rainiest place in the world in Europe, Asia, Africa or South America? (It's in Colombia, South America)
- 11 Which language has the most speakers? (English)
- 12 After English, which language has the most speakers? (Chinese)



- 1 Colour the biggest frog green.
- 2 Colour the fattest cat orange.
- 3 Colour the shortest snake green and yellow.
- 4 Colour the smallest frog green and red.
- 5 Colour the oldest cat brown.
- 6 Colour the cleanest frog yellow.
- 7 Colour the dirtiest snake red.
- 8 Colour the saddest snake blue.
- 9 Colour the happiest cat orange and yellow.
- 10 Colour the thinnest snake green and blue.
- 11 Colour the ugliest frog green and brown.
- 12 Colour the tallest cat yellow.
- 13 Colour the youngest cat grey.
- 14 Colour the longest snake blue and yellow.
- 15 Colour the dirtiest frog brown.

**What can you see?** .....

# Three friends

## ACTIVITY TYPE

individual reading and drawing

## LANGUAGE FOCUS

comparative and superlative forms of simple adjectives  
physical description  
clothes

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading, drawing

## TIME

30 minutes

## MATERIALS

a copy of the *Three friends* worksheet per pupil, crayons, books and pencils

## Before class

Make a copy of the *Three friends* worksheet for each pupil. Have three differently coloured books and pencils of varying sizes ready for comparison.

## In class

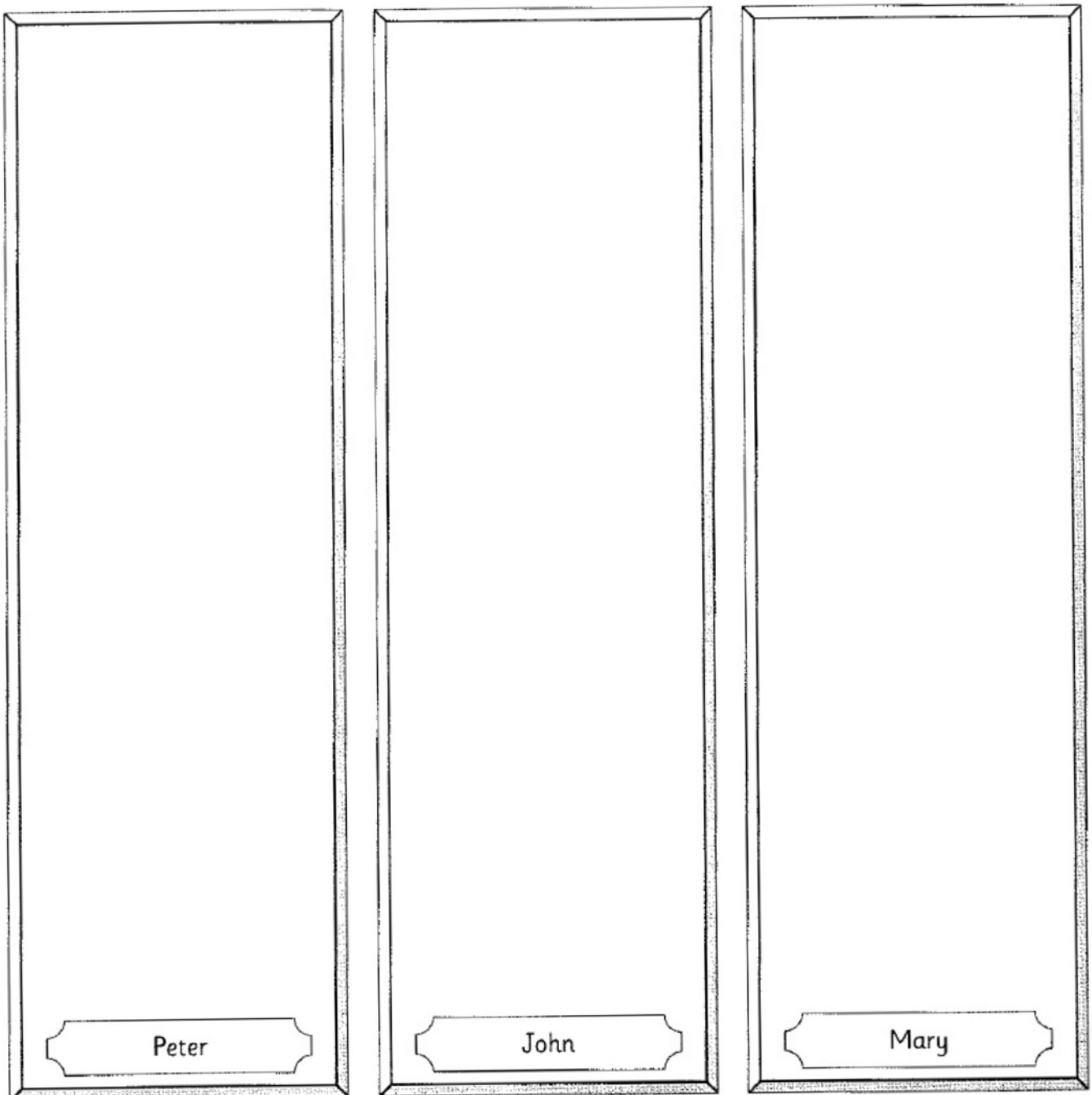
- 1 Revise or pre-teach comparative forms of short adjectives, using classroom objects.
  - a Show the class two differently sized books of different colours and ask pupils to describe them, to elicit *It's big* and *It's small*. Hold up the big book and say *Listen and repeat. The (red) book is bigger than the (blue) book.*
  - b Hold up the small book and repeat the procedure to elicit the comparative *smaller*.
  - c Continue with the pencils to practise the comparatives *longer* and *shorter*.
  - d Write a comparative sentence on the board, underlining the '-er' ending and the conjunction 'than', for pupils to copy into their notebooks, e.g. 'A giraffe is taller than a lion.'
  - e Drill by giving the adjective to elicit the comparative response.  
TEACHER: *big (short, tall, long, small, thin, fat, old, young, new)*  
PUPILS: *bigger*, etc.
  - f Invite pupils to make comparative sentences about objects in the classroom, animals, etc. using the language above.
- 2 Revise or pre-teach superlative forms of short adjectives, using classroom objects.
  - a Show the class three differently sized books of varying colours. Hold up the big book and say:  
*Listen and repeat. The (red) book is the biggest.*  
*Listen and repeat. The (yellow) book is the smallest.*
  - b Repeat the procedure with the pencils to elicit *the longest*, *the shortest*, etc.
  - c Write a superlative sentence on the board, underlining the '-est' ending and the definite article 'the', for pupils to copy into their notebooks, e.g. 'The giraffe is the tallest animal.'
  - d Drill by giving the adjective to elicit the superlative response.  
TEACHER: *big (short, tall, long, small, thin, fat, old, young, new)*  
PUPILS: *biggest*, etc.
  - e Invite pupils to make superlative sentences about objects in the classroom, animals, etc. using the language above.
- 3 Give your pupils the worksheet. They must read the information and draw pictures.
- 4 Circulate to monitor and help.
- 5 Pupils correct by comparing their pictures, first in pairs, and then in groups.
- 6 Once they have finished, draw your pupils' attention to the spelling of the comparative and superlative forms: *big*, *bigger*, *biggest* (with one vowel followed by one consonant, the final consonant is doubled).

## Extension

Pupils can draw a picture of three people and dictate a description of it to their partner for them to draw.

Read the text and draw the three friends.

- 1 Peter, John and Mary are three friends.
- 2 Mary is the tallest of the three.
- 3 Peter is shorter than John.
- 4 John's hair is longer than Peter's, but it's shorter than Mary's.
- 5 Peter has got the biggest eyes. They are brown.
- 6 Mary's eyes are bigger than John's. Her eyes are green and his are blue.
- 7 Mary's ears are bigger than Peter's, but they're smaller than John's.
- 8 John is wearing blue jeans and a yellow T-shirt. His shoes are brown.
- 9 Mary's got a red skirt, white blouse and black shoes on.
- 10 Peter's wearing blue shorts and a green shirt. He's got white trainers on.







# Comparatively correct

## ACTIVITY TYPE

individual error correction

## LANGUAGE FOCUS

comparative and superlative forms

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading, writing

## TIME

30 minutes

## MATERIALS

a copy of the *Comparatively correct* worksheet per pupil

## Before class

Make a copy of the *Comparatively correct* worksheet for each pupil.

## In class

- 1 Revise or pre-teach comparative forms. (Alternatively, you can let pupils deduce the rules using the charts on the worksheet.)
  - a Brainstorm adjectives. Ask pupils to call out different adjectives as you write them on the board (minimum of 20). To ensure you get a selection of different types, prompt pupils with *What's the opposite of easy/heavy/comfortable/stupid? etc.*
  - b Write the following headings on the board: '1 one syllable', '2 two syllables', '3 more than two syllables'. Ask pupils to copy these and classify the adjectives on the board accordingly.
  - c Correct these lists collectively. Draw pupils' attention to the second list and ask them to divide these adjectives into two groups: those that finish with a consonant sound, and those that finish with a vowel sound. Explain that we are interested in the sound of the word, not the spelling of it, e.g. *narrow* ends in a consonant, but the sound is a vowel, and *polite* ends in a vowel, but the sound is a consonant.
  - d Explain that adjectives of one syllable and adjectives of two syllables ending with a vowel sound use the same comparative and superlative forms (-er, -est).
  - e Drill by giving the adjective to elicit the comparative response:  
TEACHER: *big (short, easy, tall, heavy, narrow, long, small, dirty, thin, fat)*  
PUPILS: *bigger*, etc.
  - f Ask pupils to spell the following: *heavier, thinner, fatter, dirtier, bigger, easier*, as you write them on the board. Explain that the final y becomes an i, and that when one vowel is followed by one consonant, the final consonant is doubled (where the vowel is short), e.g. *fat, thin, big*.
  - g Ask for examples of comparative forms of adjectives of more than two syllables to elicit *more intelligent, more beautiful*, etc. If they do not know this form, teach it.
  - h Ask pupils for the irregular comparative forms of *good (better)* and *bad (worse)*.
  - i Invite pupils to make comparative sentences about classroom objects, animals, etc.
- 2 Drill comparative and superlative forms:  
TEACHER: *big (small, beautiful, old, intelligent, good, new)*  
PUPILS: *bigger, biggest*, etc.
- 3 Give your pupils the worksheet and explain the exercise. They must read the text, and correct the sentences. They can use the charts to help.
- 4 Circulate to monitor and help.
- 5 Pupils correct by comparing their answers in pairs, and then with the teacher.

## Key

- 1 ~~biger~~ ~~that~~ bigger than    ~~bigest~~ biggest    2 ~~heavyest~~ heaviest    3 ~~longer~~ the longest  
 4 ~~intelligenter~~ more intelligent    ~~intelligentest~~ most intelligent    5 ~~better~~ best  
 6 ~~badder~~ worse    7 ~~more fast~~ faster    ~~most slow~~ slowest    8 ~~more thin~~ ~~that~~ thinner than  
 9 ~~it more beautiful~~ is the most beautiful



Look at these comparative and superlative sentences.

	<b>comparative</b>	<b>superlative</b>
fast	A horse is faster than a donkey.	The cheetah is the fastest animal.



Look at these variations.

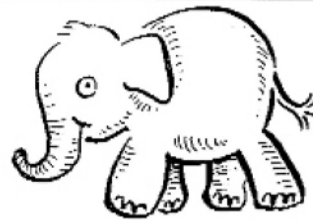
	<b>comparative</b>	<b>superlative</b>
thin	thinner	the thinnest
heavy	heavier	the heaviest
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst

Now read and correct the sentences.

Comparison of three animals: giraffe, elephant, monkey

Example: The giraffe is ~~tallest~~ of the three.

The giraffe is the tallest of the three.



1 The giraffe is bigger that the monkey, but the biggest of the three is the elephant.

2 The heaviest animal of the three is the elephant.

3 The animal with longer neck is the giraffe.

4 The elephant is intelligenter than the giraffe. The monkey is the intelligentest of the three.

5 The monkey is the better of the three at climbing trees.

6 The elephant is badder than the monkey at climbing trees.

7 The giraffe is more fast than the elephant. The elephant is the most slow.

8 The giraffe is more thin that the elephant.

9 The giraffe it more beautiful of the three animals.

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# My Height

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## Language Focus

- ★ measurements
- ★ comparative and superlative of adjectives

## Materials

- ★ copy of MY/08 for each pupil
- ★ long strips of paper for each group

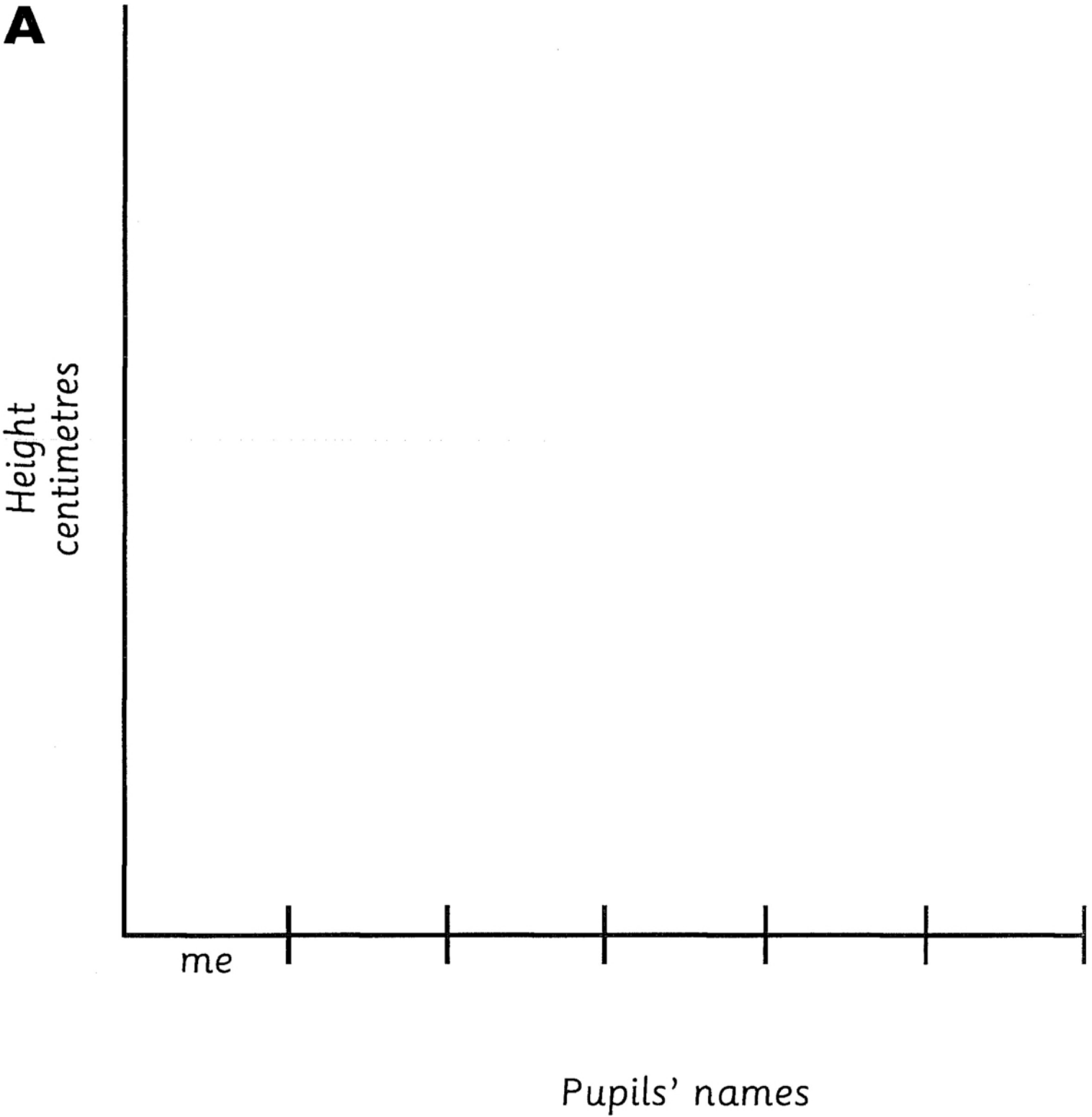
## Procedure

- 1 Put pupils into groups of about 6 and ask each group to make a long strip of paper, longer than the tallest pupil in their group.
- 2 They attach this strip to the wall with the bottom touching the floor and divide it into metres and centimetres.
- 3 They each stand with their back to the strip and their heels touching the wall while another pupil measures their height and writes their name at the correct point on the strip of paper.
- 4 Give each pupil a copy of MY/08 and ask them to complete part A for their group.
- 5 Pin a copy of each group's results on the wall and get pupils to walk around, comparing the information until they can complete part B on their worksheet.
- 6 Check this by asking the class questions like *Who is the tallest in our class? Who is the shortest? Is Mary taller than Linda?*

## Follow-ups

- 1 Pupils use the charts to collect information like:
  - *How many pupils are taller than you?*
  - *Who is the same height as you?*
  - *How many pupils are under 120 cms tall?*
- 2 Pupils can make a height chart for themselves: they label it with their name and then get a partner to help them measure the height of their knees, shoulders, waist and nose. They can add labels stating *My knees come up to here* or *My knees are 35 cms high*.

**A**



**B** 1 ..... is the tallest in our class.

2 ..... is taller than .....

3 ..... is the shortest in our class.

4 ..... is shorter than .....

# My Family



## Language Focus

- ★ family vocabulary
- ★ comparative/superlative of adjectives
- ★ writing descriptions (with *has got*, ages, etc)

## Materials

- ★ copy of MY/10 for each pupil
- ★ glue
- ★ family photographs

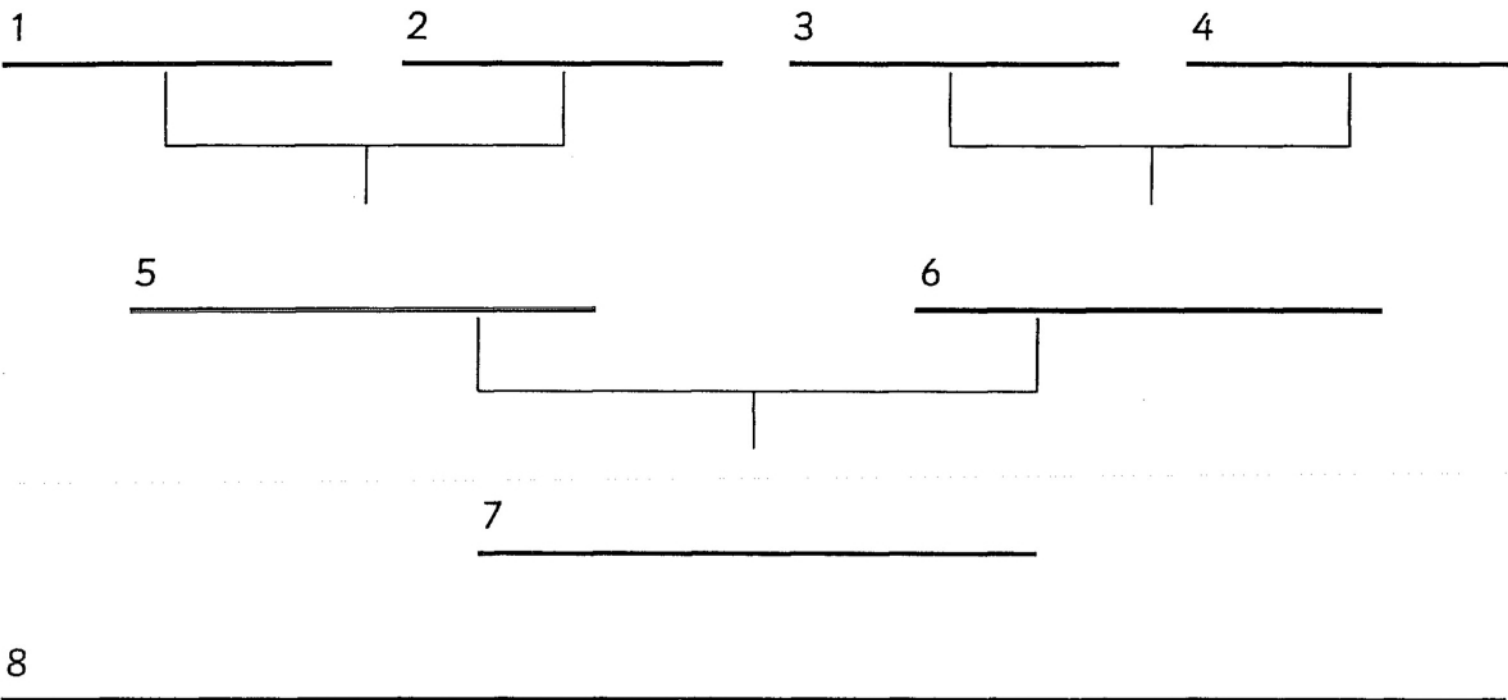
## Procedure

- 1 Before starting this activity, ask pupils to bring in 2 photographs of members of their family.
- 2 Now hand out copies of MY/10 and ask them to complete part A using the following key:

- |                                   |
|-----------------------------------|
| 1 = grandfather (father's father) |
| 2 = grandmother (father's mother) |
| 3 = grandfather (mother's father) |
| 4 = grandmother (mother's mother) |
| 5 = father                        |
| 6 = mother                        |
| 7 = myself                        |
| 8 = brothers and sisters          |

- 3 You can follow this up by asking individual pupils about different members of their family e.g. how old their grandparents are, etc.
- 4 Pupils complete part B of their worksheet by sticking on the 2 photographs and then writing a short description of that family member. You can use this activity to practise *he's/she's* + adjectives; *he's/she's got*.
- 5 This page can now be included in their 'Myself' booklets.

# A My Family Tree

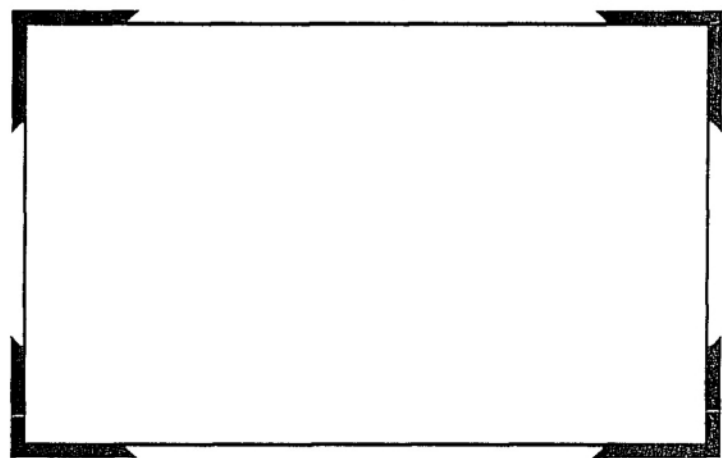
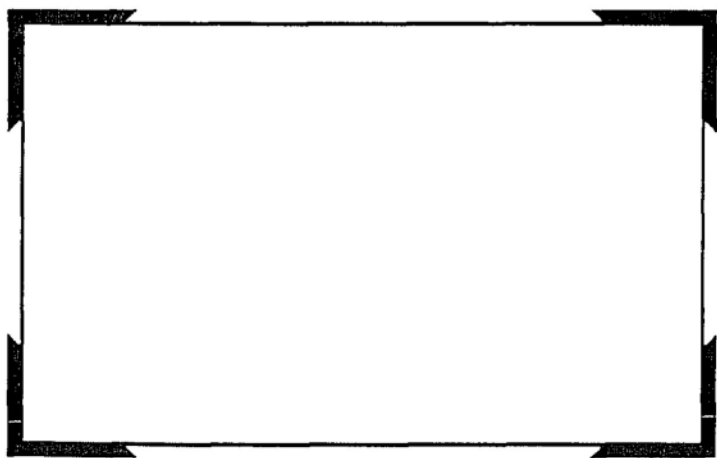


My ..... is the oldest in my family. He's/she's ..... (age).

My ..... is the youngest in my family. He's/she's ..... (age).

I am the youngest in my family. I'm ..... (age).

# B Here are some photos of my family



This is my .....

This is my .....

.....  
.....

.....  
.....

## **Resource K** (Lesson 17)

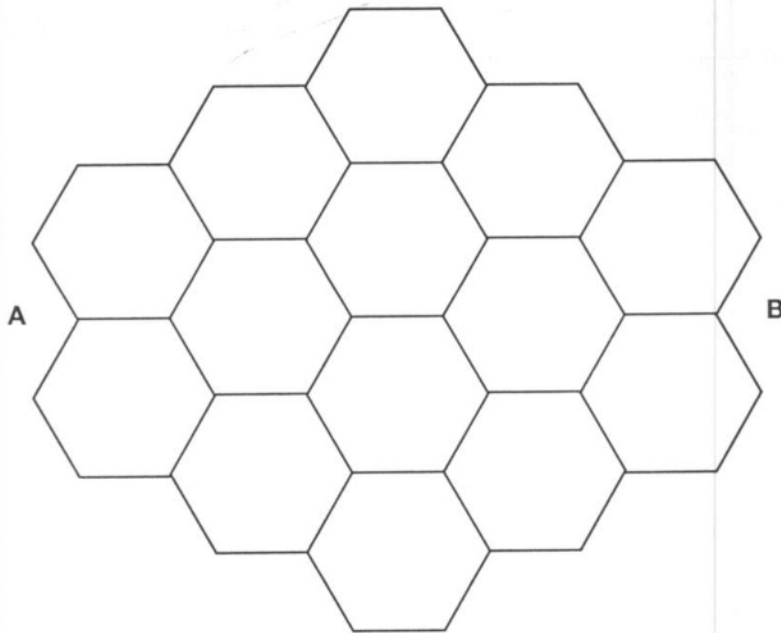
**Classroom arrangement:** pairs

**Objective:** to practise comparative and superlative adjectives

**Context:** animals

- Divide the class into pairs and photocopy one board and one set of cards for each pair. One S is Student A and the other S is Student B.
- Cut up the cards for each group. Ss will also need a coin or a counter for the game.
- Explain how to play the game. Ss must cross from one side of the board (A or B) to the other by answering questions. Place the question cards on the table in a pile face down next to the board. Student A starts by placing their coin on one of the spaces on their side. Student B picks up a card and reads the question out to Student A. If Student A answers the question correctly, they write A in the space and move forward on to another space. If they get a question wrong, they do not move and it is the other person's turn. Student A now picks up a question card and reads it to Student B.
- You can't move on to a space with the other S's letter in it.
- The winner is the first person to reach the other side.

## Resource K (Lesson 17)



**1 Q:** What is the biggest animal on Earth?  
**A:** The whale.

**2 Q:** Which is faster: a lion or a tiger?  
**A:** A lion.

**3 Q:** Which animal is heavier: a horse or a giraffe?  
**A:** A horse.

**4 Q:** Which is the smallest: a cat, a koala bear or a fox?  
**A:** A cat.

**5 Q:** Which is louder: a monkey or a sheep?  
**A:** A monkey.

**6 Q:** Which is heavier: a panda or a donkey?  
**A:** A panda.

**7 Q:** Which animal is lighter: a hippopotamus or an elephant?  
**A:** A hippopotamus.

**8 Q:** Which animal is longer: a cheetah or a horse?  
**A:** A horse.

**9 Q:** Which is the slowest: a sheep, a rabbit or a fox?  
**A:** A rabbit.

**10 Q:** Which animal is the quietest: a tortoise, a snail or a rabbit?  
**A:** A snail.

**11 Q:** Which animal is faster: a giraffe or an ostrich?  
**A:** An ostrich.

**12 Q:** Which animal is the longest: a lion, a tiger or a cheetah?  
**A:** A tiger.

**13 Q:** Which animal is smaller: a cow or a zebra?  
**A:** A zebra.

**14 Q:** Which animal is the heaviest: a monkey, a fox or a koala bear?  
**A:** A monkey.

**15 Q:** Which animal is lighter: a rabbit or a fox?  
**A:** A rabbit.

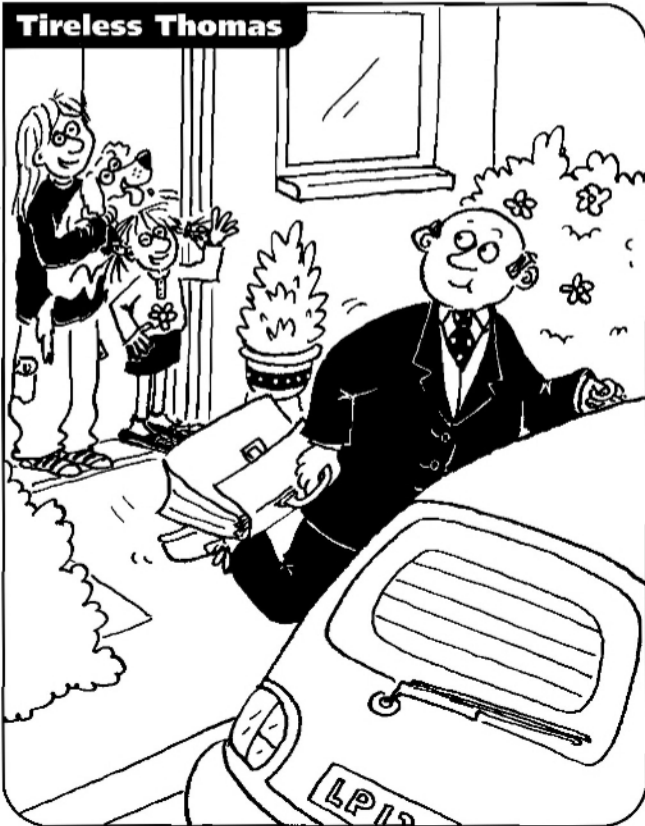
**16 Q:** Which animal is the quieter: a lion or a cheetah?  
**A:** A cheetah.



# Four friends

1 Make sentences comparing the people in the pictures.  
Use comparatives and superlatives.

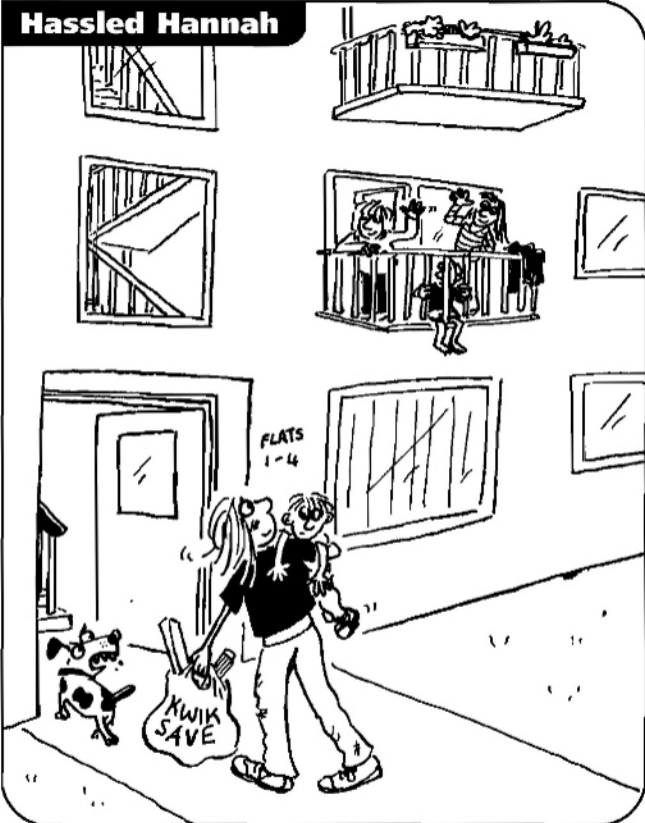
**Tireless Thomas**



**Snobby Sophie**



**Hassled Hannah**



**Rustic Rory**



**2** Are these sentences comparing Tireless Thomas with his friends true (T) or false (F)?



- 1 Snobby Sophie is **thinner than** Tireless Thomas.  T  F
- 2 Hassled Hannah has **more children than** Tireless Thomas. T / F
- 3 Rustic Rory has **less hair than** Tireless Thomas. T / F
- 4 Snobby Sophie's home and car are **more expensive than** Tireless Thomas's. T / F
- 5 Hassled Hannah's dog is **friendlier than** Tireless Thomas's. T / F
- 6 Rustic Rory's dog **isn't as big as** Tireless Thomas's. T / F

**3** Write six sentences comparing Rustic Rory with his friends. Ask a partner if they are true or false.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**4** Circle the correct alternative.

- 1 Hassled Hannah has the most / the least children.
- 2 Rustic Rory's dog has the shortest / the longest hair.
- 3 Snobby Sophie's nose is the most intelligent / the most pointed.
- 4 Tireless Thomas is wearing the smartest / the silliest trousers.

**5** Write one more sentence about each friend. Use superlatives.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

# The universal truth

## ACTIVITY TYPE

pairwork quiz

## LANGUAGE FOCUS

comparative adjectives  
superlative adjectives  
planets

## LEVEL

3

## AGE RANGE

11–12

## TIME

30 minutes

## MATERIALS

a copy of both *The universal truth* worksheets, A and B, per pair of pupils

## Before class

Make a copy of both *The universal truth* worksheets, A and B, for every two pupils.

## In class

- 1 Revise the solar system. Say *Earth is a planet. What are the names of the other planets?* to elicit *Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto*. Write the vocabulary on the board as pupils call it out. Prompt if necessary and check correct pronunciation. Ask pupils to copy the words into their notebooks.
- 2 Revise or pre-teach the vocabulary and the structures in the worksheet. First ask your pupils questions to practise comparative and superlative forms. Write the names of five different countries (or continents), which your pupils know, on the board, e.g. *Canada, China, Egypt, Sweden, France*.
  - Ask questions using the comparative and superlative forms: *bigger/biggest, nearer/nearest, further/furthest, colder/coldest, hotter/hottest, etc. Which country is the hottest? Which country is the nearest? Is Sweden colder than Egypt? etc.*
  - Revise any other necessary vocabulary from the worksheet (*surface, telescope, etc.*) using flashcards, realia or comprehension questions.
- 3 Explain how the activity works. Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 4 Pupils take it in turns to read the quiz questions and the answer options to each other. They make a note of the answers that their partner gives.
- 5 When they have completed the quiz, they tell their partners their score by adding up the number of correct answers. Pupils give their partners the correct answers for the questions they got wrong, e.g. *The smallest planet isn't Venus, it's Pluto*. Encourage them to give full answers.
- 6 Circulate to monitor and help.

## Extension

In pairs, pupils write their own quiz about a different topic: countries, sport, school, etc. They must write the answers and one or two other answer options after each question. These quizzes can be used in a later class.

# A

The universe consists of lots and lots of galaxies. In each galaxy there are smaller solar systems. Our solar system is 27,000 light years from the centre of our galaxy. The sun is at the centre of the solar system and it is at least 4700 million years old. What do you know about our solar system? Ask your partner these questions.

1 How many planets are there in our solar system?

- a 8
- b 9
- c 10

2 Which is the biggest planet?

- a Earth
- b Saturn
- c Jupiter

3 Which planet is nearest to the sun ?

- a Earth
- b Saturn
- c Mercury

4 Is Mars bigger or smaller than Earth?

- a bigger
- b smaller

5 Which is the coldest planet?

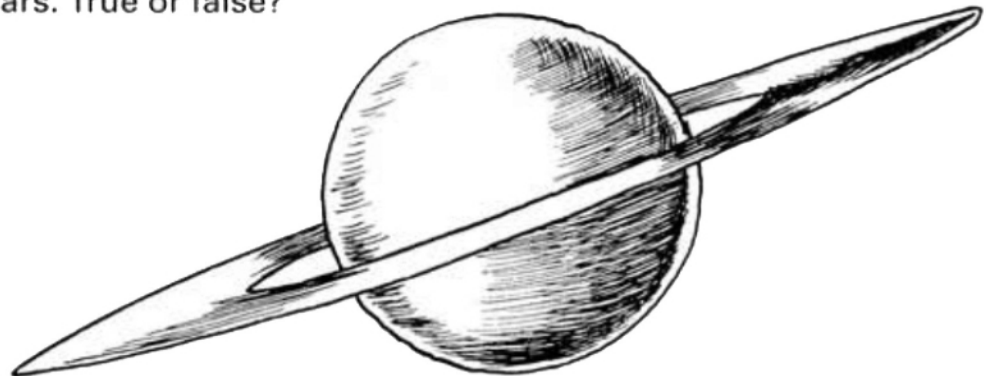
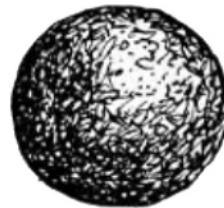
- a Neptune
- b Uranus
- c Pluto

6 How hot is the surface of the sun?

- a 6000 degrees Centigrade
- b 16,000 degrees Centigrade
- c 60,000 degrees Centigrade

7 Which planet is called the Red Planet?

8 You need a telescope to see Mars. True or false?



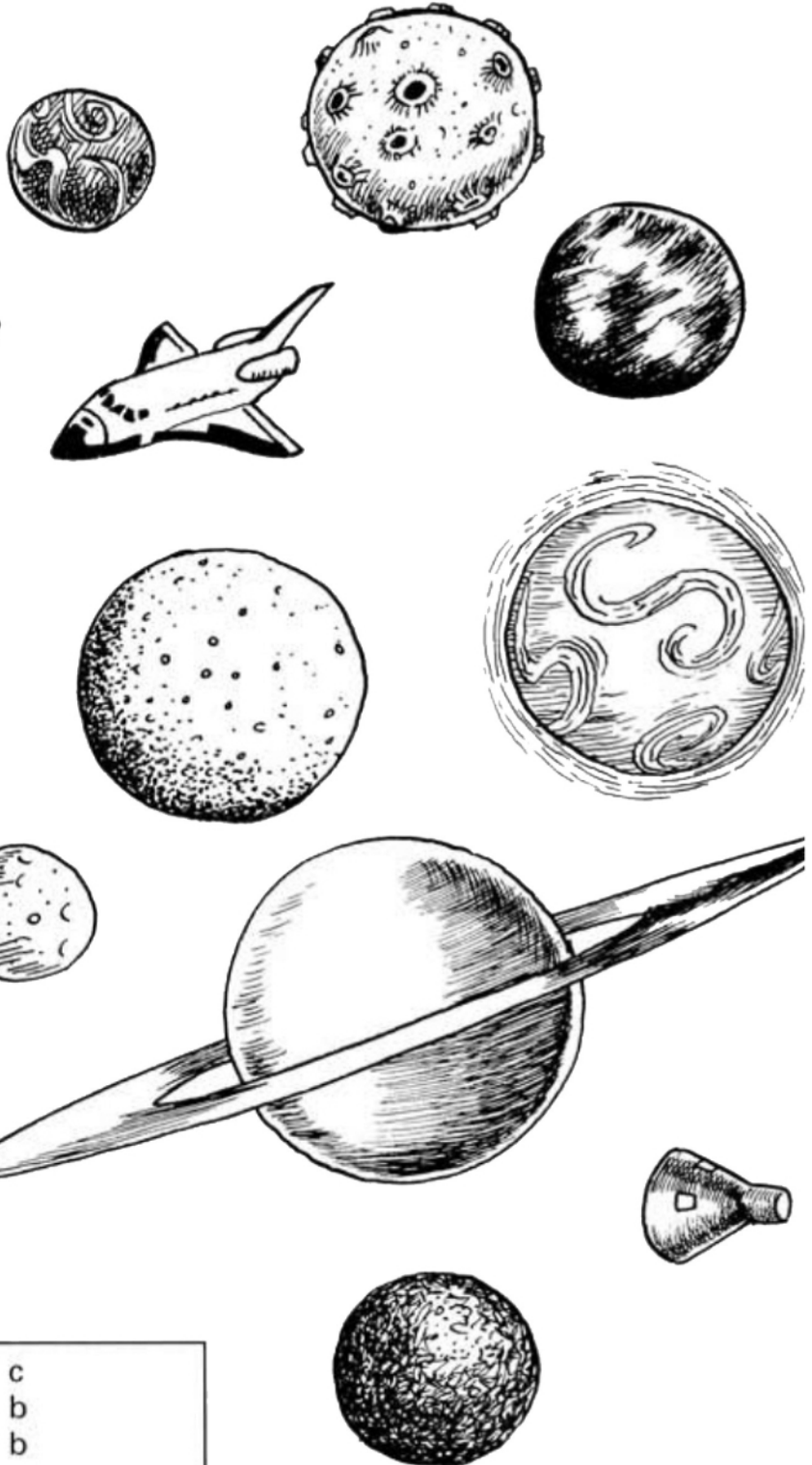
## Answers

- 1 b
- 2 c
- 3 c
- 4 b
- 5 c
- 6 a
- 7 Mars
- 8 false

# B

The universe consists of lots and lots of galaxies. In each galaxy there are smaller solar systems. Our solar system is 27,000 light years from the centre of our galaxy. The sun is at the centre of the solar system and it is at least 4700 million years old. What do you know about our solar system? Ask your partner these questions.

- 1 The sun is the only star in our solar system. It looks brighter than other stars because
  - a it is the hottest star.
  - b it is the nearest star to Earth.
  - c it is the biggest star in the sky.
- 2 Which is the smallest planet?
  - a Mercury
  - b Pluto
  - c Venus
- 3 Which planet is furthest from the sun?
  - a Pluto
  - b Neptune
  - c Jupiter
- 4 Is Saturn hotter or colder than Earth?
  - a hotter
  - b colder
- 5 Which planet is nearest to Earth?
  - a Mars
  - b Saturn
  - c Venus
- 6 Which is the hottest planet?
  - a Mars
  - b Neptune
  - c Venus
- 7 Which is correct?
  - a Earth has more land than water.
  - b Earth has more water than land.
- 8 How far is Earth from the sun?
  - a 15 million kilometres
  - b 150 million kilometres
  - c 800 million kilometres



<b>Answers</b>	<b>3</b> a	<b>6</b> c
<b>1</b> b	<b>4</b> b	<b>7</b> b
<b>2</b> b	<b>5</b> c (usually)	<b>8</b> b

# A

## How are they different?

Look at the pictures. Write words to complete the sentences.

1



1 A baby is younger than a man.

2 A ..... is taller than a .....

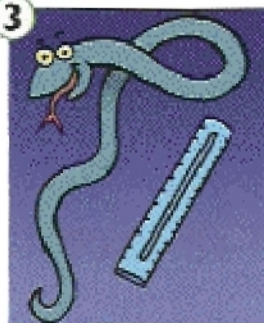
3 The ..... is longer than the .....

4 A ..... is quicker than a .....

2



3



4

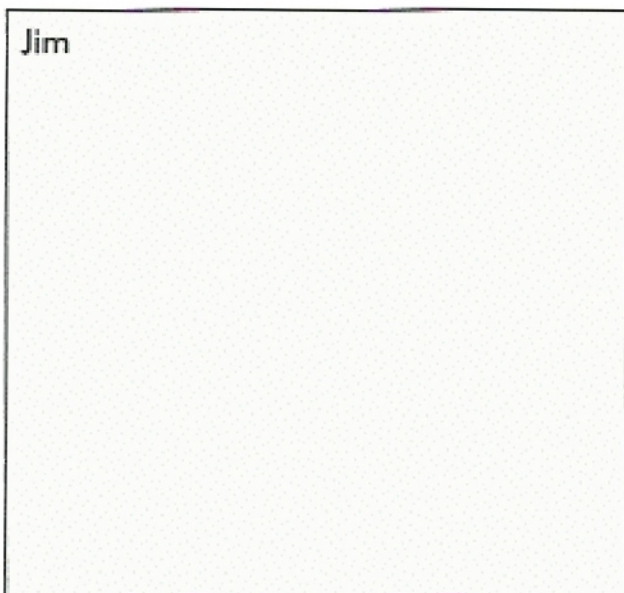


# B

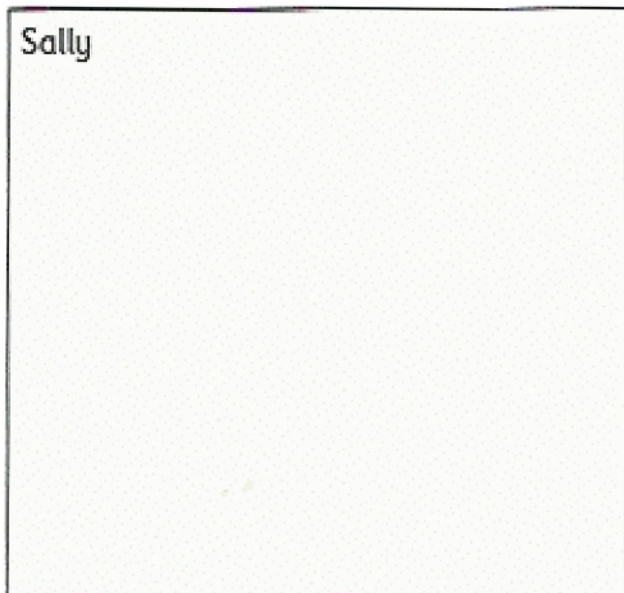
## Read and draw pictures of Jim and Sally.

Jim and Sally are friends. Jim is taller than Sally, but Sally's hair is longer and her eyes are bigger. Jim has got a bigger nose and bigger ears, but his mouth is smaller than Sally's. Today, Jim is wearing jeans and a red T-shirt. His shoes are black. Sally has got a short green skirt and her favourite green and white T-shirt. She put white sports shoes on this morning.

Jim



Sally



**A****World weather.**

Complete the sentences with words from the box.

~~coldest~~    sunniest    wettest    windiest    hottest

- 1 The ..... coldest ..... place in the world is Antarctica.
- 2 The ..... place in the world is a town in India. It rains there a lot!
- 3 The ..... place in the world is Libya in Africa. It was 57°C there one day.
- 4 Antarctica is the ..... place too. The wind there is the strongest in the world!
- 5 It's always sunny in Arizona. It's the ..... place in America.

**B****Our animal world.**

African elephants    snake    Hippos    Blue whales    Giraffes

- 1 ..... Giraffes ..... are the tallest animals in the world. They live in Africa and they are the animals with the longest necks.
- 2 ..... are the biggest land animals. They live in Africa too.
- 3 ..... are the biggest animals in the world. They live in the sea.
- 4 You can see the longest ..... in the world in a zoo in Indonesia. It is about 15 metres long!
- 5 ..... live in Africa too. They have the biggest mouths of all the animals in the world!



**C** Animals in cold parts of the world.

Read the text. Choose the right words and write them on the lines.

**Example**

Not many animals live .....<sup>in</sup>..... the coldest countries of the world, but animals like bears can live in very cold places.

in after under

1 Bears ..... when the weather is very cold.

1 sleep sleeping sleeps

2 They do not wake ..... and they do not eat.

2 up with by

When it gets too cold, some birds fly to warmer

3 countries. It ..... easier for the birds to find

3 be are is

4 food there. There is a kind ..... rabbit that

4 of from off

5 is called a *snowshoe hare*. This animal .....

5 has having have

brown fur in warmer weeks, but when the weather is cold, its fur goes white.

**D** Let's talk about you.

1 Who's the oldest / youngest person in your family? .....

2 Who's the tallest / cleverest person in your family? .....

3 Which is the biggest / nicest city in your country? .....

4 Which is the loudest / quietest room in your house? .....

5 What's the easiest / most difficult animal to draw? .....

**E** Our class.

1 ..... is the oldest person in our class.

2 ..... is the youngest person.

3 ..... is the tallest person here.

4 The person with the longest hair is .....

5 The person with the biggest hands is .....

6 The person with the smallest feet is .....

7 The quickest runner is .....

**F** Let's write adjective poems!



## Extra Idea

Write some pairs of words on the board. Students in pairs have to say or write sentences comparing the two things.

Possible pairs:

VWs	BMWs
French food	British food
the Earth	the moon
cats	dogs
coffee	tea
travelling by car	travelling by bus
English	(your students, first language)

## Extra Idea

Do a world records quiz with your students.

Dictate the list of the phrases below (not the numbers in brackets) and tell students to note them down:

*the tallest man* (2.72 metres)

*the heaviest newborn baby* (10.8 kilograms)

*the longest fingernails* (6.15 metres)

*the fastest land animal* (cheetah – 100 km/h)

*the heaviest man* (635 kilograms)

*the tallest building* (CN tower in Toronto – 553 metres)

*the fastest bird* (ostrich – 72 km/h)

*the highest jump by a pig* (70 centimetres)

*the longest mammal* (blue whale – 35 metres)

Working in pairs, students discuss each record and together guess the weight, length, speed, or height. Make it clear to students that you don't expect them to know the answers. They have to make an intelligent guess. At the end, the team that guessed closest to the true record gets a point.