

## UNIT 6

<b>OBJECTIVES</b>	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• compare people and objects in oral and written form using comparatives (-er)</li> <li>• compare people and objects in oral and written form using superlatives (-est)</li> <li>• read a short text and identify specific information</li> <li>• follow and actively participate in the narration of a story</li> </ul>
<i>Intercultural aspect:</i>	Pupils should be able to enjoy, appreciate and interact with foreign children's literature ("Marvin Wanted More" – Joseph Theobald)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• form rules from samples of language</li> <li>• explain grammatical rules in simple language</li> <li>• organise their learning in ways to help them review and consolidate language (picture dictionary)</li> <li>• make predictions</li> </ul>
<b>NEW LANGUAGE</b>	
<i>Production</i>	Comparatives ending in -er / -ier Superlatives (the ...-est) Adjectives: greedy, lonely, high, strong, heavy Expressions: 'just the way you are'
<i>Comprehension</i>	too + adjective Expression: 'That's enough!' fair (funfair), roller coaster, gloomy, busy, mirror
<b>RECYCLED LANGUAGE</b>	Adjectives: big, large, huge, enormous, small, tiny, fast, slow, long, short, cold, hot, warm, clever, smart, nice, cute, tall, fat, thin I think .... There is / are ..... I want to...
<b>MATERIALS</b>	PowerPoint presentations at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> , storybook "Marvin wanted more", soft ball, mini whiteboards, photocopyable materials, the Guinness Book of records website or books
<b>TIME</b>	5 X 40 minutes

## LESSON 1

### PROCEDURE

#### PRESENTATION

- The teacher asks pupils to guess where they think the coursebook characters will travel to in this Unit. After various ideas are shared, the teacher shows a picture of a fair (Presentation 1 – introduction [www.schools.ac.cy](http://www.schools.ac.cy)) and asks pupils to say what they think it is. Pupils might respond in Greek and the teacher can offer the word in English.

The teacher says the characters are going to use the Magic Box to go to a fair. The teacher shows the rest of the photos with the helter skelter and the rollercoaster. Pupils share their experiences (if they have ever visited a fair either in their own country or abroad) and talk about what there usually is at a fair (roller coasters, bumper cars, food stalls, magic mirrors, etc.) and what people can do there (e.g. What can we do at the fair? We can eat ice-cream / popcorn, etc. We can go on the rides. etc.).

- The teacher says Minas, Chloe, Jamie and Stella are at the fair and they are playing with the ‘magic mirrors’. S/he then projects the slide which shows Jamie in front of a ‘magic’ mirror (what is shown in the mirror is not revealed) and asks pupils to describe Jamie (tall, thin, blond hair, big blue eyes, small nose, big mouth).

The teacher writes the following adjectives used by the pupils on the board:

tall  
small

big  
thin


The teacher then reveals what the ‘magic’ mirror shows. It’s a distorting mirror showing Jamie taller, thinner with bigger eyes, bigger mouth and longer hair. Pupils are encouraged to notice and talk about these differences and the teacher offers the comparative form of the adjectives necessary to make the comparisons. The teacher writes these adjectives in a second column next to the ones previously written on the board (adding one more adjective: long):

tall	taller
long	longer
small	smaller

	<p>big            bigger thin            thinner</p> <ul style="list-style-type: none"> <li>Pupils are encouraged to notice the difference in the two columns and describe what exactly happens to the adjectives and why they think it happens. They are expected to identify the <b>-er</b> endings and come to the conclusion that this happens when we want to express an increase in the quality of the adjective. Pupils are invited to share more examples based on vocabulary they already know. The teacher finally draws their attention to the fact that some adjectives double the last letter and then get an <b>-er</b> (as in the examples above: bigger, thinner etc.).</li> </ul> <p><u>Note:</u> Adjectives that double their last letter are those which follow the pattern: consonant – vowel – consonant (CVC) e.g. big, thin, sad. These adjectives double their last consonant when they become comparatives and superlatives (bigger, thinner, fatter).</p>
<b>PRACTICE</b>	<ul style="list-style-type: none"> <li>Pupils play a ball game. The teacher throws a soft ball saying an adjective (e.g. tall). The pupil that catches the ball says the comparative form of the adjective (e.g. taller). The pupil throws the ball back to the teacher, who throws it to another pupil and calls a different adjective and so forth, e.g:</li> </ul> <p>Teacher: Fat (throws the ball to Pupil A) Pupil A: Fatter! (throws the ball back to the teacher) Teacher: Short (throws the ball to Pupil C) Pupil C: Shorter! (throws the ball back to the teacher) etc,</p> <p>Variation: The pupils can also play the game without the teacher actively taking part. In this case, the pupil that catches the ball says another adjective and chooses a classmate to throw the ball to, e.g.:</p> <p>Pupil A: Fat Pupil B: Fatter! Short Pupil C: Shorter! Thin. etc.</p>
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>The teacher brings two pupils to the front of the class and makes comparisons while making sure that all pupils are treated with discretion and sensitivity.</li> </ul> <p>Teacher: Here we have Costas and Marios. Let's compare them. Let's see who is taller? Tall, taller (uses gestures). Who is taller? Costas or Marios? Pupils: Costas.</p>

	<p>Teacher: Great! So, Costas is taller than Marios. Let's write this on the board.</p> <p>The teacher writes the following on the board:</p> <p>Costas is taller than Marios.</p> <ul style="list-style-type: none"> <li>• S/he then asks pupils to notice what s/he did. They are encouraged to notice that s/he added 'than' in the sentence. Pupils try to explain why this happens and are assisted in forming a rule about the use of 'than', e.g. when we compare two things/people between them, we use 'than' to show this comparison.</li> <li>• The teacher encourages pupils to create more examples, e.g.</li> </ul> <p>Teacher: Ok, everyone. Let's try. You make a sentence now. Let's compare Marios and Costas again. What about their hair? Marios has got ...</p> <p>Pupils: Marios has got longer hair than Costas.</p> <p>Teacher: Excellent! Let's write this on the board too. Well done.</p>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• Pupils work with their mini-whiteboards. The teacher tells pupils they are going to listen to the characters at the fair. Pupils should listen carefully and write on their mini-whiteboards any adjectives ending in -er they can hear in the listening text.</li> </ul> <p>The pupils listen to the text (activity 1) twice and write -er adjectives they hear on their whiteboards. The teacher asks pupils how many words they found and to name some of the words but s/he does not reveal the right answer.</p> <ul style="list-style-type: none"> <li>• Pupils listen again to the text but this time with their books open so that they can check their answers.</li> <li>• Pupils use a coloured pencil or highlighter and highlight all the comparative adjectives in the text. They then share what they found with the rest of the class.</li> <li>• The teacher asks the pupils various comprehension questions, about the text e.g.: <ul style="list-style-type: none"> <li>- Why does Minas hate roller coasters? (draw pupils attention to the use of too + adjective)</li> <li>- Why is Jamie sad?</li> <li>- What does 'We like you just the way you are.' mean?</li> <li>- Do you think Jamie is happy in the end? (the discussion</li> </ul> </li> </ul>

	<p>here could lead to the importance of having good friends who like us just the way we are, the value of each person, the fact that each person is a unique individual, etc. Part of the discussion may also take place in the L1).</p> <ul style="list-style-type: none"> <li>• Pupils listen again and repeat after the teacher or after the recording.</li> <li>• Pupils are divided into groups of four and act out the dialogue. The teacher goes round, monitors and helps. Pupils who finish early can practice again but change roles amongst them. A group of pupils that feel comfortable can act the dialogue out in front of the class.</li> <li>• Pupils do activities 2 (Write the names of the children talking) and 3 (listen, look and learn) in their Pupil's Book. The pupils are encouraged to find more examples to add after every case in activity 3, e.g. adjectives in –er / adjectives with double consonant and –er / adjectives in –ier.</li> </ul> <p><u>Note:</u> When an adjective ends in -y (e.g. happy, heavy, lonely), the comparative form is with –ier.</p> <p>Pupils can use the text (activity 1), the Word Wall or the Picture Dictionary to find more examples to add to activity 3. They then share with the rest of the class.</p>
<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Pupils do activities 4 and 5 in their Pupil's Book. In activity 4 they read about Minas and draw what he looks like in the distorting mirror.</li> </ul> <p>The teacher goes round the class and monitors the activity.</p> <ul style="list-style-type: none"> <li>• Extension activities for pupils: <ul style="list-style-type: none"> <li>- preparing a new entry in their picture dictionary about adjectives. If they already have an entry about adjectives, they can prepare an insert with examples as to how comparisons are made. This could be a list of adjectives and their comparatives and a couple of example sentences.</li> </ul> </li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation takes place throughout the lesson through observation.</li> </ul> <p>The teacher can use the time when pupils are working individually in their books or picture dictionaries to have individual checks on progress by having learning conversations with the pupils.</p>

	<ul style="list-style-type: none"> <li>Pupils can use post-its at the end of the lesson. The teacher can ask a question e.g. Write one thing you learnt today. Pupils can write a sentence (in L1 if they need to) or write examples (e.g. small – smaller) to show what they learnt.</li> </ul>
<b>PROJECT</b>	<ul style="list-style-type: none"> <li>Pupils can draw a cartoon character or a superhero in a distorting mirror. Once they complete the drawing, they can write a few sentences underneath. Pupils could also use a photo and distort it slightly, e.g.:</li> </ul> <div style="display: flex; align-items: center; justify-content: space-around;">  <div style="margin-left: 20px;"> <p>This is Jerry in a magic mirror. He looks taller and thinner. He has got bigger ears and longer arms.</p> </div> </div>
<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>The pupils can include their distorted image project (above) in their portfolio as evidence of being able to use the comparative form of adjectives. They can add this achievement in the list of A2 targets either for speaking or for writing (e.g. Μπορώ να κάνω συγκρίσεις – comparatives). Pupils can also write one or two examples of comparative comparisons under the statement.</li> </ul>

## LESSON 2

<b>REVIEW</b>	<ul style="list-style-type: none"> <li>Pupils sing a song of their choice.</li> <li>The teacher calls out various adjectives and the pupils use gestures to show the meaning of the adjective (e.g. small, big, long, fat, sad, happy, etc.).</li> <li>Pupils open their books and look at the text (activity 1) for 30 seconds in order to prepare for a memory game. They then close their books and work in pairs using their mini whiteboards to write as many –er adjectives as they can remember from the text (with their books closed).</li> </ul>
---------------	--

	<p>Pupils check their answers.</p> <ul style="list-style-type: none"> <li>The teacher presents a PowerPoint presentation (Presentation – Lesson 2 at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a>). Each slide shows two objects (people, things, animals) marked as A and B. Each slide also has a sentence and a question. The pupils work in pairs using their mini-whiteboards. They read each slide silently and write their answer on the whiteboard (A or B).</li> </ul> <p>e.g: Slide 1: Fluffy is bigger than Spot. Who is Fluffy?</p> <div data-bbox="571 674 1008 987" style="border: 1px solid black; padding: 10px; text-align: center;"> </div> <p>Pupils write on their whiteboards A or B. Teacher: Ok, everyone hold your whiteboards up. Let's see what you've got! Children lift up their whiteboards with their answers. Teacher: Let me see. Very good! Well done! Mmmm ... I'm not sure about that. The teacher reveals the answer on the next slide.</p> <p>During the activity, the teacher draws the pupils' attention on the structure of the sentences (on the use of 'than' and on the -er/-ier ending of the comparatives).</p>
<p><b>PRE-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>Pupils sit in a circle. The teacher tells them they are going to hear a story about somebody whose name is Marvin. S/he asks them to guess who or what Marvin is. Then the teacher reveals the cover of the book and pupils find out that Marvin is a sheep.</li> <li>Pupils describe Marvin (big, fat, sad, small eyes, a big mouth, etc.).</li> <li>Pupils are asked to read the title and guess what it is that Marvin wanted more of.</li> </ul>
<p><b>WHILE-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>The teacher tells the story. S/he encourages pupils to participate by involving them in discussing the illustrations</li> </ul>

	<p>and asking them to predict what Marvin will eat next or if he will be happy/happier, e.g.:</p> <p>Teacher: What do you think? Has he had enough?  Pupil A: No.  Pupil B: No, he wants to eat more.  Teacher: Oh, he wants to eat more! What do you think he is going to eat now?  Pupil C: The trees!  Pupil F: The houses!  Teacher: OK, Let's see.</p> <p>-----</p> <p>Teacher: Do you think he is happier now?  Pupil B: No, I think he is sad.  Pupil C: I think he wants to eat more.</p> <p>At the point where Marvin eats the whole world, the teacher asks pupils how they think Marvin feels (he's all alone, he has no friends, he is sad, he is lonely, etc.). They can then make predictions as to what he is going to do next.</p>
<p><b>AFTER-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>• Pupils discuss various aspects of the story, e.g. why they think Marvin wanted to be bigger, if this was really important, how he felt when he became bigger, if being bigger made him happier, etc. Some aspects of the discussion may take place in L1, if necessary.</li> <li>• Pupils return to their seats. The teacher introduces them to the first verse of a chant by saying one line at a time and asking them to repeat it, by gradually adding to the chant, e.g.:</li> </ul> <p>Teacher: Marvin's sad, sad, sad.  Pupils: Marvin's sad, sad, sad.  Teacher: He feels bad, bad, bad.  Pupils: He feels bad, bad, bad.  Teacher: Let's see if you remember it..  Pupils: Marvin's sad, sad, sad.  He feels bad, bad, bad.  etc.</p> <p>The first verse of the chant is as follows:</p> <p>Marvin's sad, sad, sad.  He feels bad, bad, bad.  He's so gloomy because he's small.</p>



He wants to be bigger he wants to be tall.

- The teacher asks pupils to read the chant in their Pupil's Book (activity 6) and guess what could be missing. They then listen to the chant ([www.schools.ac.cy](http://www.schools.ac.cy)) and complete the gaps. The complete chant is as follows:

Marvin's sad, sad, sad.  
He feels bad, bad, bad.  
He's so gloomy because he's small.  
He wants to be bigger he wants to be tall.

Little Marvin gets so greedy  
and eats one thing and eats one more.  
Now he feels so very lonely  
and wants to be like before.

- Pupils can say the chant in different ways, e.g. the teacher says one line and the whole class repeats that line or pupils are divided into two groups and each group says one line, e.g.:

Teacher: Marvin's sad, sad, sad.  
Pupils: Marvin's sad, sad, sad.  
Teacher: He feels bad, bad, bad.  
Pupils: He feels bad, bad, bad.

or

Group 1: Marvin's sad, sad, sad.  
Group 2: He feels bad, bad, bad.  
Group 1: He's so gloomy because he's small.  
Group 2: He wants to be bigger he wants to be tall.

- *If there is time*, pupils can come up with their own rhythm to add to the chant.
- The teacher asks pupils to remember what the world looked like after Marvin threw up. They say whatever they remember and then they compare against the picture in the book which the teacher shows again.
- The teacher asks pupils what other changes they think happened to the world. S/he can start the ideas flowing with some examples, e.g. Larnaca airport is now in Nicosia. The airplanes are in the park. There are monkeys on Troodos. There are elephants on the beach in Limassol, etc.
- Pupils work on activities 3a and 3b in their Activity Books.

	<p>In activity 3b they can draw what they think happened in the world and write a few sentences about it, e.g.:</p> <p>There is a giraffe in the sea.  There are boats on the trees.  There are monkeys in the cars.</p> <p><u>Note:</u> Remind the pupils of key phrases they can use to get help so they can express themselves and write what they want. Example key phrases are: ‘How do I say .... in English?’ ‘How do you spell .....?’, etc.</p> <p><b>Tip:</b> <i>After you check their work in activity 3b, pupils can copy it (or expand it) on an A4 paper. The drawings can be displayed in an exhibition in the classroom or other public areas of the school. They can also be scanned and turned into a digital book with a title such as ‘The world after Marvin’.</i>  <i>Alternatively, they can draw their mixed-up world during Art and then take photos of their paintings for their digital book.</i></p> <ul style="list-style-type: none"> <li>• Extension activities for pupils: <ul style="list-style-type: none"> <li>- updating their picture dictionaries</li> <li>- updating their portfolios</li> <li>- adding new words on the Word Wall</li> <li>- copying their work on A4 so that it can be displayed (see above)</li> </ul> </li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation takes place throughout the lesson by observation of the pupils’ reactions to the lesson’s tasks and activities. Particular focus is placed on the pupils’ reactions to the story.</li> <li>• Use the opportunity when the pupils are working individually to chat with them and ask them about their progress, what they think they learnt today, etc.</li> </ul>
<b>CROSS-CURRICULAR LINKS</b>	<p><u>Art:</u> Pupils can draw the world as they imagine it after Marvin has eaten it all up and everything came out again.</p> <p><u>Agogi Ygeias:</u> Pupils can further explore the importance of accepting ourselves – just the way we are - as well as the importance of true friends that accept us ‘just the way we are’.</p> <p><u>Music:</u> - Pupils can work on adding their own rhythm and instruments to the chant or create their own chant in relation to the story.</p> <p>-Pupils can work on creating a soundtrack for the story and create music which expresses the various scenes/events of the story.</p>

### LESSON 3

<b>REVIEW</b>	<ul style="list-style-type: none"><li>• Pupils sit in a circle. The teacher asks pupils to close their eyes and hides the adjective word cards (see photocopiable materials) around the classroom. The teacher then asks a group of pupils to come out. S/he calls out adjectives and the pupils find the word cards and stick them on the board.</li><li>• The teacher then calls out another group of pupils and gives them the second set of cards with the comparatives (see photocopiable material). The pupils are asked to stick the comparatives next to the right adjectives.</li><li>• The pupils read the adjectives and comparatives on the board in a funny voice, squeaky voice, quiet voice, etc.</li></ul> <p><u>Alternatively</u> to the steps above, you can play a ‘find your partner game’. Give both sets of cards (adjectives and comparatives) to the pupils and ask them to find their partner. When they do find a partner, they take their place in the circle, ready for the next activity. (There are 14 cards in the photocopiable materials. You can either prepare more cards for a ‘find your partner’ game or you can make more copies of the cards provided.</p> <p>Ask pupils to call out their adjective and their partners’ adjective (comparative) before you move on to the next activity.</p> <ul style="list-style-type: none"><li>• Pupils play a pelmanism game with the same cards used in the previous game. The teacher puts the cards on the board face down and divides the class into two groups. Each group takes turns to send two pupils to the board. The first pupil turns a card around and reads the adjective. The second pupil says the comparative of the adjective first and then chooses another card to turn around. If it is the right comparative, the group gets a point and keeps the cards. If not, the cards are replaced (face down) at the places they were taken from.</li></ul> <p><u>Alternatively</u>, you can place the two sets of cards on the floor in the middle of the circle and play the game there.</p>
<b>PRE-STORYTELLING</b>	<ul style="list-style-type: none"><li>• The teacher asks pupils what they remember from the story they read last time (‘Marvin wanted more’) and various aspects of the story are shared (e.g. that Marvin was greedy, that in the end he was big but had no friends, etc.).</li><li>• The teacher reminds the pupils of the chant. They listen to it</li></ul>

again and then say it in one of the variations recommended in the previous lessons or using a rhythm which the pupils came up with.

If they haven't come up with their own rhythm, and there is time, the pupils can try to come up with their own rhythm for singing the chant now.

**WHILE-STORYTELLING**

- The teacher tells the story again and asks pupils to try to remember all the adjectives mentioned in the story.

**AFTER-STORYTELLING**

- Pupils report the adjectives they remember and the teacher writes them on the board in the form of a table, e.g.:

gloomy	fatter	lonely
bigger	higher	faster
small	big	busy

- Pupils are divided into two groups and play a “naughts and crosses” game. Group A is the naughts (0) and group B is the crosses (x). Each group takes turns to choose a square and use the given word to make a correct sentence. If the sentence is grammatically correct, the group gets either a naught or a cross (according to the name of the team) in that square. The aim is to get three naughts or three crosses in a row (vertically, horizontally or diagonally).

The teacher gives an example using a comparative that is not included in the table so that the pupils are reminded of the structure and s/she also writes it on the board, e.g.:

My car is smaller than Jane's car.

- Pupils work with activity 7 in the Pupil's Book and activity 4 in the Activity Book. Activity 4 is a table for pupils to play naughts and crosses with their partner. Each player also needs

	<p>to write the sentences they used in the game.</p> <p>The teacher moves around the classroom and monitors the activity.</p> <ul style="list-style-type: none"> <li>• Extension activities for pupils: <ul style="list-style-type: none"> <li>- playing the above naughts and crosses game again</li> <li>- working on the adjectives (and comparatives) entry in their picture dictionaries</li> <li>- adding adjectives and comparatives to the Word Wall</li> <li>- making word games using the target adjectives</li> </ul> </li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation is ongoing through observation of the pupils' response to the various activities.</li> <li>• Monitoring specific pairs or groups during naughts and crosses is a good opportunity to check comprehension of the new structure and ability to use comparatives and comparisons using 'than'. Notes on the pupils observed should be recorded soon after the lesson.</li> </ul>

## LESSON 4

<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• The class is divided into two groups. Pupils play a game of pelmanism using the word cards from lesson 3 or an interactive version of the game (<a href="http://www.schools.ac.cy">www.schools.ac.cy</a>).</li> <li>• The teacher shows a PowerPoint presentation (Lesson 4 – Review found at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> ). Each slide shows two animals and a sentence. Pupils work in pairs. They silently read the sentence on each slide and write on their whiteboards, if the sentence is true (T) or false (X). They lift the whiteboards up for their answers to be checked. If the sentence is indeed false, pupils correct it either orally or in written form. e.g.: <p>PowerPoint slide: The tiger is bigger than the elephant. Pupils write on whiteboard: X (false) Teacher: Let's see. Hold your whiteboards up! So you think it's false? OK then. Can you correct it? Pupils: The elephant is bigger than the tiger.</p> </li> </ul>
---------------	---

Teacher: That's right. Or....? Have we got a different answer?  
Pupils: The tiger is smaller than the elephant.  
Teacher: That's brilliant! Very good!

- The teacher shows (or draws) a picture of Marvin standing all alone on the moon and asks pupils to discuss in pairs or groups what Marvin could be saying/thinking. Pupils can write down their thoughts on their mini-whiteboards and share their ideas, e.g.:



The teacher invites those who would like to, to write their idea on an A4 paper to be placed on the classroom noticeboards. The teacher can, for example, put up a picture of Marvin and the pupils can write their ideas in thought balloons to be placed around the picture.

## PRESENTATION

- The teacher then shares her/his own idea about what Marvin could be saying by writing in a thought bubble on the board, the following:

'I am the biggest, the strongest and the fattest sheep but I am not happy. I'm the loneliest and saddest sheep of all !!!!'

**Tip:** *While you are writing on the board, try to keep the pupils interested and engaged. Ask them to guess what you are going to write, to see if they can predict your next word, etc.*

The teacher underlines the superlatives (-est) and asks the pupils to say what they think they mean. The discussion that follows aims to clarify the meaning of superlative adjectives.

- The teacher asks the pupils to notice the underlined examples on the board and see if they can come up with a rule as regards how superlatives are formed. The pupils are expected to notice the -est endings as well as the addition of 'the' before the adjective, e.g.:

the strongest

The teacher then uses the adjective 'strong', which is already in the sentence on the board, and asks the pupils to help him/her write down the original form, the comparative and the superlative, e.g.:

	<p>strong      stronger    <b>the strongest</b></p> <ul style="list-style-type: none"> <li>The teacher invites pupils to say any adjectives they know and help her/him form the comparative and superlative forms. Instances which form double consonants such as below or end in –y and are formed with –ier are written in different columns/groups for the pupils to be able to identify the differences.</li> </ul> <p>big            bigger      <b>the biggest</b>  fat            fatter      <b>the fattest</b></p> <p>happy        happier     <b>the happiest</b>  lonely        lonelier    <b>the loneliest</b></p> <p>The teacher helps pupils remember why in some cases the ending is different, e.g. a double consonant or –iest (this was discussed in lesson 1).</p> <ul style="list-style-type: none"> <li>Pupils do the listen, look and learn activity (activity 8) in their Pupil’s Book. They are encouraged to add a few more words under each category.</li> </ul>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>The teacher shows a PowerPoint presentation. (Lesson 4 – Practice found at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a>). The first slide shows an ant and pupils describe it (very small, tiny, brown, has got antennae, etc.). The thought bubble then appears (‘I want to....’). and the teacher asks the class to guess what the ant is saying. The pupils can complete the sentence on their mini-whiteboards and share their ideas with the class.</li> <li>The teacher then reveals what the ant is saying but there are gaps which the pupils need to complete. Pupils work in pairs to write what they think the missing words are.</li> <li>Pupils open their Activity Book (activity 3) and listen to the recording (<a href="http://www.schools.ac.cy">www.schools.ac.cy</a> ) so as to complete the gaps and see if they got the right answers.</li> </ul> <p>The transcript is as follows:</p> <p><i>I want to climb the <u>highest</u> mountain.</i>  <i>I want to see the <u>longest</u> snake.</i>  <i>I want to fly to the <u>smallest</u> planet.</i>  <i>I want to eat the <u>niciest</u> cake.</i></p> <p><i>I want to see the <u>fastest</u> animal.</i></p>

	<p><i>I want to swim in the <u>largest</u> lake.</i>  <i>I want to catch the <u>biggest</u> butterfly.</i>  <i>I want to have the <u>longest</u> break.</i></p> <ul style="list-style-type: none"> <li>• <i>If there is time</i>, the pupils can work in groups to turn what the ant says into a chant adding their own rhythm and/or instruments (e.g. clapping, tapping, snapping, etc.). Each group presents their chant to the rest of the class.</li> </ul>
<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Pupils do activity 4 in their Activity Book.</li> <li>• Pupils work in their picture dictionaries to add superlatives to the adjectives entry. If there is no room in the adjectives entry, they can start one called ‘comparisons’ where they can add the various examples of making comparisons they have learned in this Unit.</li> <li>• Extension activities: <ul style="list-style-type: none"> <li>- add new words on the Word Wall</li> <li>- work on making an A4 poster of what Marvin is staying while he is standing on the moon (see activity above)</li> <li>- work on the project and practice their narration of Marvin (see project below)</li> <li>- record themselves saying their version of the chant (either the same chant but with their own rhythm or using their own lyrics for the chant). They can record themselves using the class computer, a camera, an mp3 recorder, voki.com or other similar tools</li> </ul> </li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Ask pupils to write a phrase about today’s lesson (either in English or in Greek) on post-its and ask them to stick the post-its (anonymously if they like) on their way out of the classroom. Guiding phrases can be:  Today I liked ....  Today I learnt...  I’m not sure about ...  I would like to ....</li> <li>• Alternatively, pupils can draw smiley or sad faces to show how they feel about the lesson and/or how they coped with the lesson.</li> </ul>



<b>PROJECT</b>	<ul style="list-style-type: none"> <li>• Pupils can prepare to give a storytelling session based on ‘Marvin wanted more’. This can be done in a number of ways. One way which can involve all children is for the teacher to divide the story in sections (as many sections as there are groups in the class) and give each group photocopies of the relevant pages of the story. Groups then are given time to prepare narrating the story before they are asked to present to the class. When they are ready, pupils sit in a circle and groups take turns to come to the front and narrate their part of the story.</li> </ul> <p><b>Tip 1:</b> <i>If there aren’t enough groups in the class, the teacher can narrate a section of the story, certain groups can narrate two sections or smaller groups of pupils can be created.</i></p> <p><b>Tip 2:</b> <i>Once the pupils prepare their storytelling session, they can also present the story to the school during an assembly or be invited to narrate the story to some of their younger schoolmates (e.g. a year 3 or year 4 class.). This will motivate them and will encourage them to try their best for the narration of the story.</i></p> <p><b>Tip 3:</b> <i>This does not have to be completed in one lesson. Pupils can work on this in a number of lessons. There is, for example, time allocated to this in the following lesson. You can also allocate some time at the beginning or end of future lessons for the pupils to practice and for you to check progress and see if they need any help.</i></p>
----------------	---

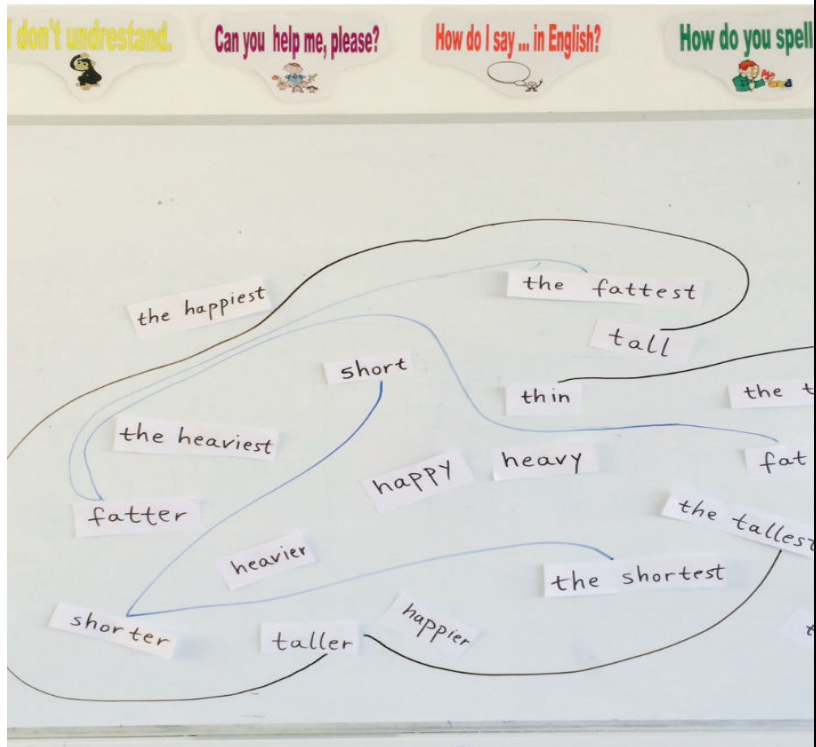
**Note:** Pupils are asked to bring with them – for the next lesson - the book ‘Guinness Book of records’, if they have it. It doesn’t matter if they don’t have the latest edition. If they don’t have the book, you can ask them to explore the Guinness World Record site and <http://www.guinnessworldrecords.com/explore-records/> choose one or two interesting things to share with the class. Please remember these are **optional** activities for pupils. If pupils are not able to carry out the tasks, this should be accepted by the teacher.

Alternatively, if you have access to a computer lab, you can arrange time to take the class to the computer lab in the following lesson so they find out the information during class.

## LESSON 5

<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Pupils sing a song of their choice or the chant they sang in the previous lesson, perhaps with their own rhythm or their own verses.</li> </ul>
---------------	--

- Pupils play ‘crazy match’ linking three words on the board, instead of two, e.g. strong – stronger – the strongest. Pupils are divided into two groups. Each group takes a turn to match three adjectives and pupils can never cross a line or they lose a point.



- *Alternatively*, pupils play a ball game. The teacher says an adjective and throws the ball. The pupil who catches the ball gives the adjective’s comparative form. S/he then throws it on to another pupil who says the superlative form and so forth, e.g.:

Teacher: fast (throws the ball to Pupil A)  
 Pupil A: faster (throws the ball to Pupil E)  
 Pupil E: the fastest (throws the ball to the teacher)  
 Teacher: big (throws the ball to Pupil C)  
 etc.

## PRACTICE

- The teacher uses a PowerPoint presentation (Lesson 5 – Practice found at [www.schools.ac.cy](http://www.schools.ac.cy)) which is in the form of a quiz. Pupils work in pairs with their mini-whiteboards. Each slide shows a statement, which pupils need to discuss in their pairs and decide whether it is true or false. They write their answer on their whiteboard and lift it up. The teacher then reveals the answer in the slide.

- The teacher tells pupils they are going to find out some more interesting facts but s/he wants to see who can do this very fast. S/he explains that pupils need to listen to her/his questions, read quickly and silently and raise their hand (quietly), if they have the answer.

Pupils open their Pupil's Books (activity 9). The teacher asks a number of questions to practice scanning, i.e. reading to find out specific information.

Sample scanning questions the teacher can use are:

Find the biggest animal.  
 Find the smallest country in the world.  
 Where is the Volga?  
 Where do wolves live?  
 Where is the longest river in the world?  
 What is Everest?

**Tip 1:** *Scanning can be best practised if pupils are encouraged to read fast. This encourages them not to stop at unknown words and to try and use additional techniques, such as use of visuals in order to identify the specific paragraph they need to read, the use of key words to understand general meaning, etc.*

**Tip 2:** *Encourage the pupils to read fast by asking them to play a game or practice reading in the form of a competition by saying you'll check who finds the answer first. You can then acknowledge those who find the answer early but have them remain silent so that the rest can have more time to find the answer, if they need to. You can also use a timer to encourage them to be fast.*

**Tip 3:** *Although there are questions written in the Pupil's Book (activity 9b), if you ask the questions yourself you can ensure a fast pace and implement a competition-style activity.*

- The teacher asks pupils to name animals that are fast. The teacher writes the names of the animals pupils mention on the board and pupils are encouraged to compare and discuss these, e.g.:

Teacher: OK, we have all these animals. They are all fast.  
 Can we compare them?  
 Which one do you think is the fastest?  
 Pupil A: I think the tiger is faster than the lion.  
 Pupil B: I think the leopard is the fastest.

- Pupils read the text in their Pupil's Book to find out which animal is the fastest in the world (Pupil's Book, activity 10)

	<p>and answer the questions.</p> <ul style="list-style-type: none"> <li>• If there is time, pupils can prepare questions to ask each other about the text. Pupils can prepare their questions and then they close their books and ask their partner to see what s/he remembers.</li> </ul>
<p><b>PRODUCTION</b></p>	<ul style="list-style-type: none"> <li>• The teacher writes the following on the board:  Mars, Earth, Sun, Venus  The pupils identify these as planets and work in pairs or groups using their mini-whiteboards to rank the planets and write 2 or 3 sentences comparing them using the adjective small and/or big.  They then lift their whiteboards up and share their responses. The teacher comments on what the pupils wrote and a number of pairs read out some of the sentences they wrote.  Correct answers are any of the following:  Venus is smaller than Earth. Venus is the smallest of all. The Sun is the biggest of all. Mars is bigger than Earth. The Earth is bigger than Venus. Mars is bigger than Venus. Venus is smaller than Mars. Venus is smaller than the Sun. The Earth is smaller than Mars. The Earth is smaller than the Sun.</li> <li>• <i>If there is time</i>, the pupils can work on one more comparison, e.g.:  Russia, France, Germany, Cyprus (comparisons can be made using the adjective: cold / warm).</li> <li>• The teacher tells pupils they have a message from Jack who visited the Natural History Museum and wants to tell Jamie and his friends all about it. They look at activity 11a) in their Pupil's Book and try to predict what Jack will be talking about.  The pupils listen to Jack and check if their predictions were right by identifying what he is talking about. Allow pupils to listen to the text at least twice.</li> </ul>

The transcript is as follows:

*Hi Jamie. How are you? Hi everyone? How are you? Today I visited the best place ever! It's the best! It's fantastic It's the Natural History Museum.*

*I saw the biggest animal ever. It's the blue whale. It's huge!!!!*

*We should go here when you come to visit me in England. It's very interesting.*

*I saw the oldest tree. It's millions of years old! It looks like a rock now.*

*And in the Natural History Museum, there is also the biggest diamond. It's not huge but it's soooo expensive.*

*Everything was so interesting. I want to go there again.*

*We must go together!*

*I got to go now, Bye! My mum is calling me. It's time for ice-cream I love ice-cream! Can you say this: I scream. You scream. We all scream for ice cream!*

*Practice and tell me next time! I scream. You scream. We all scream for ice cream!*

*See if you can do it!*

- The pupils try to say Jack's tongue twister (11b) found at [www.schools.ac.cy](http://www.schools.ac.cy). They practice and try it out with their partners. Volunteer pupils try it out for the class. The teacher says they can practice it at home and try it out again in the following lesson.
- Pupils work with activity 7a in their Activity Book. They complete the texts based on true facts from the Guinness Book of Records. Activity 7b can be optional and carried out either through the project below or as a result of pupils' initiative to explore and write about World records.

**Project time:**

- The pupils can work on either of the following projects
  - a) Putting on a storytelling session/narration of 'Marvin wanted more' in the way the project was described in the previous lesson (lesson 3).
  - b) Work in groups with the Guinness Book of Records. They can either use the Guinness Book of Records (in Greek or English) or the website of the Guinness Book of records (<http://www.guinnessworldrecords.com/explore-records/>) or any information they have brought with them. You may also have a combination of the above and different groups can work using different resources (one

	<p>with a book, two at the computer, etc.).</p> <p>Each group finds information and prepares two or three statements which can be either True or False. Once all the groups are ready, they take turns to read their statements to the class. The class listens and decides if the statement is True or False by giving a thumbs up or thumbs down. The group then informs the class of the correct answer, e.g.:</p> <p>Costas (Group A): The tallest man is 2 metres 51 cm. Class responds thumbs up / thumbs down Costas (Group A): It's true! His name is Sultan. He lives in Turkey. (Costas shows a picture, if one is available) Fani (Group B): The smallest horse is 100 cm. Class respond with thumbs up/thumbs down Fani: False! The smallest horse is 44.5 cms! (Fani, shows a picture, if one is available)</p> <ul style="list-style-type: none"> <li>• Pupils can write about a World Record. They can use information they have already found, the teacher can give them ideas from information which can be selected beforehand or they can search for information from books or the website used earlier.</li> </ul> <p>Pupils write about it in 7b (Activity Book) and can later present it to class and/or write it up for display in the classroom or public areas of the school.</p>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation takes place throughout the lesson through observation.</li> <li>• Pupils complete the self-assessment form for this Unit.</li> </ul>
<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>• Pupils add 'Marvin wanted more' in the list of stories they have read. They can also add any activities they've done based on the story. If the class does the narration project, this can be filmed, audiorecorded and/or photographs can be taken and it can be added as evidence of being able to narrate parts of a story (Μπορώ να αφηγηθώ μέρος μιας ιστορίας – A1 Speaking) or a story (Μπορώ να διηγηθώ μια ιστορία – A2 Speaking).</li> <li>• The pupils can review how well they've learnt the comparatives and superlatives and add an entry in their portfolio either under Speaking or Writing (A2 targets).</li> <li>• Their presentation using the Guinness Book of Records can be used as evidence of being able to use authentic reading texts to find specific information (Μπορώ να βρω συγκεκριμένες πληροφορίες από ηλεκτρονικά και έντυπα κείμενα – A2 Reading).</li> </ul>

**tall**

**taller**

**fat**

**fatter**

**long**

**longer**

**short**

**shorter**

**fast**

**faster**

**happy**

**happier**

**small**

**smaller**