

Unit
9

Big and small

We're going to:

talk about and compare size
give opinions and explain why
learn about big and small robots

play a game and do an experiment
read about and discuss a
tall tale

Lesson 1 Big school or small school?

1 Talk about it



Do you go to a big school or a small school?

What do you like about your school?

83 2 Listen

Listen to the interview with Rashid and Tariq.

- 1 Why does Rashid like his small school?
- 2 Why does Tariq like his big school?
- 3 Which do you like better, small schools or big schools? Why?

Listening strategy: Likes and dislikes

When you listen to find out what someone likes and dislikes, listen for words like:

*I think ..., I like ..., It's good that ...,
The problem is ...*

I like ____ schools better because ...

A



Rashid's school



B



Tariq's school

83 3 Read and listen

Who said each of these sentences, Rashid or Tariq?
Write your answers, then listen again to check.

- 1 'When children are only five years old, a big school can be quite scary.'
- 2 'At my school, everyone knows everyone else!'
- 3 'There's not much space to play football.'
- 4 'It can be very noisy sometimes.'
- 5 'There's lots of space to run around.'

4 Over to you

Think about your school. Read the sentences. Circle true or false.

- 1 My school is bigger than Rashid's school. true/false
- 2 My school has an enormous playground. true/false
- 3 My school is usually very quiet. true/false
- 4 Five-year-old children can go to my school. true/false
- 5 In my school, there are children of all ages. true/false
- 6 In my school, older children help the younger ones. true/false

5 Write

What is the best thing about your school? Is there anything that you don't like about your school?

Lesson 2 Big or small?

1 Talk about it Many things come in different sizes.

Sometimes bigger is better. Sometimes smaller is better.
What big things do you prefer? What small things do you prefer?

84 2 Listen and talk

Listen to Rashid and Tariq from Lesson 1 again.
Answer the questions below.

- 1 Why does Rashid like big screens?
- 2 Why does Tariq like small screens?
- 3 Which do you like better, big or small screens?
Why?



Language detective

When we compare two things, we add *-er* to the adjective. If the adjective ends in *y*, we add *-ier*.



A car **is bigger** than a bike.
The lion **is hungrier** than the cat.



3 Talk

What do you think is inside the huge present?
What do you think is inside the tiny present?
In general, which do you like better, big presents or small presents? Why?



Lesson 3 All kinds of robots

1 Talk about it  Look at the pictures of **robots**.

What do you think a robot can do?

85 2 21st Read and listen

Read and listen to learn about robots today and robots in the future.

Robots that explore

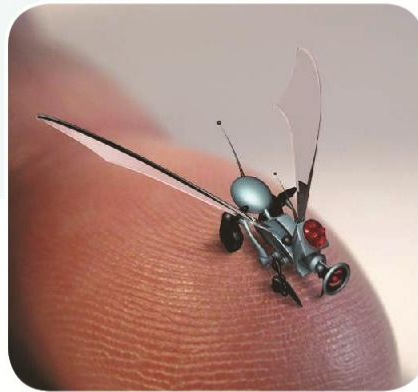
Robots can go to places where it is hard for people to go. They can take photos, they can measure things or they can collect things for scientists to study.

Robots with wheels have been to the moon and the planet Mars. Some robots have gone into the ocean to look at plants and animals that live there. They have looked for old ships on the ocean floor.

Robots can go into dangerous places, like burning buildings or buildings that have fallen down. They search for people to help. Some of these robots look like snakes. Others look like spiders. Each robot has a light and a camera, so it can send information to the people outside.

Scientists are now building tiny flying robots, the size of a bee.

These 'Robobees' are designed to go to small spaces where bigger robots can't go.



3 Read and talk

What do robots look like?

Some robots ... Other robots ...

Find some things robots can do that humans can't do.

Lesson 4 Technology

1 Talk about it How does technology help people?

What technology is in your school or home?

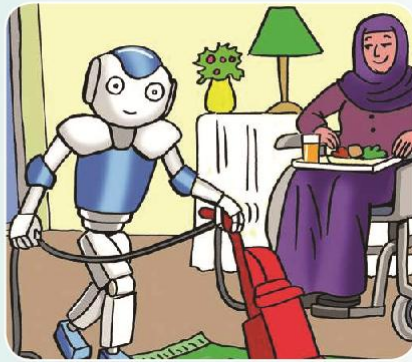
2 Read

Read about some more robots and answer the questions with a partner.

- 1 What can they do that is different from people?
- 2 What can the robots do that is the same as people?

Robots in hospitals

In hospitals, robots help doctors. A doctor sits at a computer and shows the robot what to do. The robot arms hold tiny tools and lights. The tiny tools can reach places that a doctor's hands can't reach, like inside a patient's brain.



Robots at home

Scientists in Japan have built a robot to be a helper for people who are old or in wheelchairs. The robot can understand some words. It can walk, climb stairs, turn on the light, open doors and carry things.

3 Write and talk

With your partner, write three questions about the text.

Swap your questions with another pair. Answer their questions.

Lesson 5 A small robot

86 1 Listen

Listen to the information about the UAE's young inventor Adeeb Al Baloushi. Answer the questions.

- 1 How old is Adeeb?
- 2 What did he invent for his father?
- 3 What did he invent for his mother?
- 4 How big was the robot?
- 5 Why does Adeeb invent things.

2 Listen

Put these sentences from the audio track into the right order.

- a Adeeb showed her the robot.
- b Adeeb built a robot to do the job.
- c First he helped his father.
- d He hopes he will make many other new things that will help people.
- e Then he decided to help his mother.

3 Vocabulary

Match the word to its meaning.

- | | |
|-------------|--|
| 1 inventor | a something you sit on. |
| 2 sofa | b not dirty. |
| 3 reach | c person who is the first to make something. |
| 4 clean | d to think something is unusual. |
| 5 surprised | e be able to get to. |

Listening strategy

Look at the questions you need to answer. You need to find the right pieces of information. Decide what key words you are listening for.

Question: *How old is Adeeb?*

Key words: *year, old, a number*



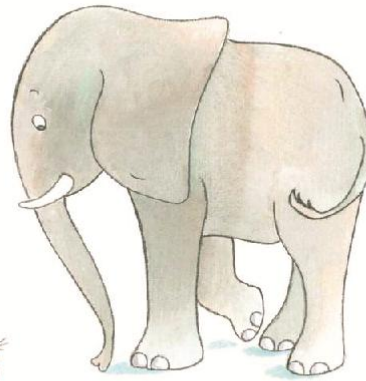
Lesson 6 My learning

1 Word study

Which words mean **big** or **very big**?

Which words mean **small** or **very small**?

huge	large	small
enormous	gigantic	massive
giant	tiny	teeny-weeny



2 Talk

Look at the picture of some robots.

1 Take turns to describe the robots with your partner.

2 What do you think these robots can do?

Discuss with your partner and write three ideas.

Use your imagination.

The red robot can ...

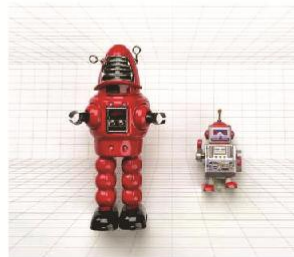
The silver robot can ...

3 Think about the robots you have learned about in this unit.

Some robots do things that people can do. Other robots do things that people can't do.

With your partner, think of three statements about robots using

Some ... Other ...



3 Write

With a partner, compare objects in your classroom.

Write a sentence using each of the words in the box.

big small long short light heavy

The table is **bigger than** the chair.

Lesson 7 More than ... less than ...

1 Use of English

How high can you count in English? What is the biggest number you know?

When we compare numbers, we can use the words **more than** or **less than**.
50 is **more than** 40. 40 is **less than** 50.

Ask your partner some more number questions like this:

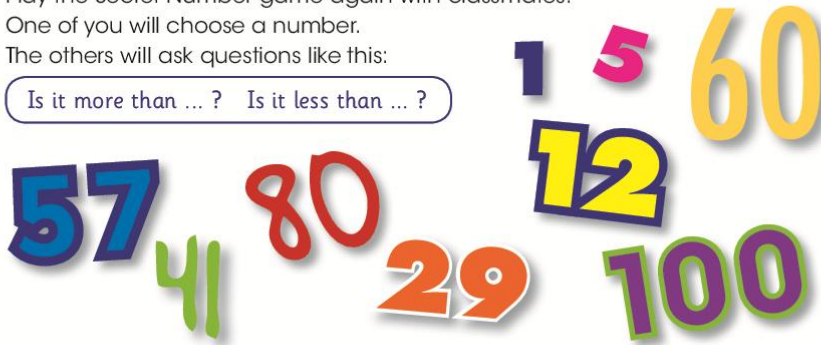
Which is **more**, 32 or 38? Which is **less**, 65 or 56?

87 2 Let's do it!

You are going to play a game called **Secret Number**.
Your teacher will give you a grid with the numbers 1–100.
Listen. Can you work out the answer?

Play the Secret Number game again with classmates.
One of you will choose a number.
The others will ask questions like this:

Is it more than ... ? Is it less than ... ?



Language detective

When we compare one thing with lots of other things, we use **the** ____est.

If the adjective ends in **y** then we use **the** ____iest.

For longer words, we use **the most** _____.

The ghaf tree is **the tallest** tree in the desert.

He is **the funniest** person I know.

I think the oryx is **the most beautiful** animal in the desert.



Use of English

Comparing two or more things with **more**, **most**, **less** and **few**.



Joud has 20 balls.



Elham has 10 balls.



Salma has 30 balls.

More and the most

Use **more** if you are comparing two things or people:

Joud has **more** balls than Elham.

Use **the most** if you are comparing more than two things or people.

Salma has **the most** balls.

Less and Fewer

Use **few** to compare things you can count, for example balls.

Use **less** to compare things you can't count, for example juice.

Comparing two:

Joud has **fewer** balls than Salma.

Elham has **less** juice than Salma.

Comparing more than two:

Elham has **the fewest** balls.

Joud has **the least** juice.

3 Write and talk

- 1 Write five sentences about Joud, Elham and Salma using the phrases in the box.

more than the most less than fewer than the least the fewest

- 2 With a partner, take turns to ask and answer questions about the girls.

Who has the most ... ? Who has fewer ... ?

Lesson 8 Tallest, longest, heaviest

- 1 **Talk about it**  What is the biggest animal you have ever seen?
And the smallest?

2 **Use of English** 

Look at the very small animals in the Fact file.

- 1 The hedgehog is **the longest**. How long is it?
- 2 Which is **the lightest**? How much does it weigh?
- 3 Which is **lighter**, the mouse lemur or the dart frog?

Fact file



Very small animals

Dart frog – 1 cm long, weighs 2 g

Mouse lemur – 6 cm long, weighs 45 g

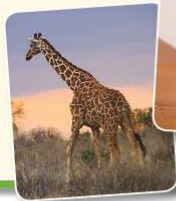
Hedgehog – 25 cm long, weighs 500 g

Very big animals

Giraffe – 5 m tall, weighs 1 000 kg

Asian elephant – 3 m tall, weighs 4 000 kg

Camel – 2 m tall, weighs 600 kg



Look at the photos of the very big animals but hide the Fact file writing with your hand.

- 1 Which do you think is the tallest?
- 2 Which do you think is heavier, the elephant or the camel?

Look at the Fact file to check. Were you right?

3 **Talk** 

Work with a partner. Take turns to think of an animal and give clues to help your partner guess the answer.

It is the lightest animal.

Is it the dart frog?

Yes, it is!

Lesson 9 Containers

1 Talk

Look at the picture of containers A-D. How much water can the different containers hold? You are going to do an experiment.

- 1 Which container is the tallest? Which is the shortest?
- 2 Which container is the widest? Which is the narrowest?
- 3 Which do you think will hold **more** water, A or B?
- 4 Which do you think will hold **more** water, C or D?
- 5 Which do you think will hold **less** water, A or D?
- 6 Which container do you think will hold **the most** water?
- 7 Which do you think will hold **the least** water?



2 21st Let's find out!

Get four containers that are different shapes and sizes.
Line up the containers. Start with the one you think will hold the least water.
Finish with the one you think will hold the most water.
Label the containers A, B, C and D. Get some water and test your ideas.
Write sentences about what you found out.

Container ____ holds the most water.
Container ____ holds the least water.
Container ____ holds more water than container ____.

Lesson 10 A Tall Tale 1

1 Talk about it What stories do you know about a character who is very big or very small?

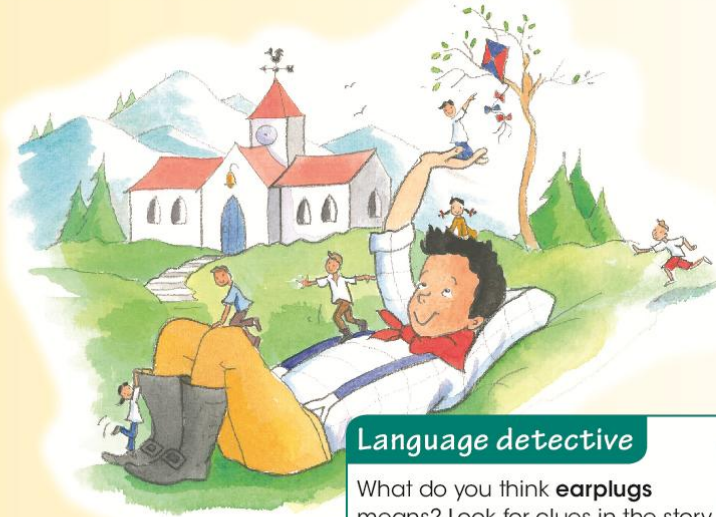
88 2 Read and listen
Read and listen. Is the text fiction or non-fiction? Look and listen for clues.

A Tall Tale - part 1

Paul Bunyan was the biggest baby ever born. He was a good baby but he was always very hungry. When Paul was hungry, he cried so loudly that the house used to shake and the windows used to break. The frogs in the pond started wearing earplugs!

For breakfast every day, Paul Bunyan's mum and dad fed him 12 eggs, a loaf of bread, 10 bananas and 24 pancakes with lots of syrup. Pancakes were Paul's favourite food.

Paul grew bigger and bigger. He grew two centimetres every day. By the time Paul was seven, he was taller than the tallest home in his village.



Language detective

What do you think **earplugs** means? Look for clues in the story.



Paul went to school, but he was too big to fit inside. He had to lie outside on the grass and watch through the window. After school, the children used to come and play with Paul. But sometimes he felt lonely.

'What's the matter?' Paul's mum asked.

'I wish I had a friend who was my size,' Paul said to his mum.

One winter, there was a huge snowstorm.

Paul heard something crying outside. He went out in the storm to see who was there. He dug through the snow and found a baby ox – a very big baby ox, just the right size to be Paul's friend. 'Hello!' exclaimed Paul. The ox was so cold that it had turned blue. Paul brought the ox inside. He called the ox Babe.

Paul and Babe the Blue Ox became best friends. They loved wrestling together. At night, Paul used to read bedtime stories to Babe.



3 Talk

In a group, take turns explaining what is happening in each picture to the rest of the group.

Do you all agree on your favourite part of the story?

4 Read

Read each sentence. Is it true or false?

- 1 Paul Bunyan's parents were very big.
- 2 When Paul was a child, he went to school.
- 3 Paul wanted a friend his own size.
- 4 Paul met Babe the Blue Ox in the summer.
- 5 Paul's favourite food was bananas.

Lesson 11 A Tall Tale 2

89 1 Read and listen

Read and listen to the next part of the story about Paul Bunyan. What happens to Paul?

A Tall Tale - part 2

On his 18th birthday, Paul's parents gave him a huge axe for cutting down trees.

Paul loved his axe. He could cut down a tree with one chop of his axe.

'I'm going to be a logger,' said Paul.

Paul and Babe the Blue Ox set out for the big forests. They met a group of strong men and together they became a team of loggers.

The men cut down trees and Babe dragged the logs to a long curvy river. The logs floated down the river to the town to be sold.

Paul and the loggers worked so fast that the river filled with logs. The logs got stuck in the curves of the river.

Paul tied Babe to the end of the river. Babe pulled and pulled until the river was straight.

The logs became unstuck and floated quickly to the town.



2 Values






Which of these words describe Paul Bunyan? Do you think Paul Bunyan is a hero? Why or why not?

enormous angry kind strong quiet scary friendly helpful

Lesson 12 My learning

1 Read and write

Look at the chart. Write the answers or the missing words on the lines.

				
Dart frog 1 cm long weighs 2 g	Bee hummingbird 5 cm long weighs 2 g	Mouse lemur 6 cm long weighs 45 g	Green lizard 15 cm long weighs 5 g	Hedgehog 25 cm long weighs 500 g

- Which animal is the longest? _____ .
- The green lizard weighs _____ than the mouse lemur.
- The hedgehog weighs _____ than the mouse lemur.
- The dart frog and the bee hummingbird weigh the same, but the bee hummingbird is _____ .

2 Work it out

Your teacher will give you ten straws of different lengths and a ruler.



Which is the longest straw?

Which is the shortest straw?

- With a partner put the steps of the experiment into the right order.
- Add a sequencing word to each step.
- In your notebook, draw a picture to show what is happening in each step.
 - _____ choose the longest and shortest straws.
 - _____ measure each straw.
 - _____ label each straw.
 - _____ write down the length of each straw.



Lesson 13 Review

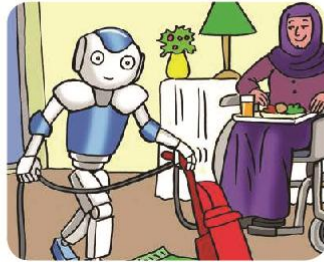
1 Write

Choose five objects in the classroom.
Draw pictures and write the word under each picture.
Write sentences comparing the size of the objects. Use these words:

longer than the longest
shorter than the shortest

2 Write and talk

What interesting things did you learn about robots?
Write down the three most interesting facts.
Look on the Internet for the most interesting robot you can find. Tell your partner about the robot.
What does he or she think? Can you compare the robots you found?

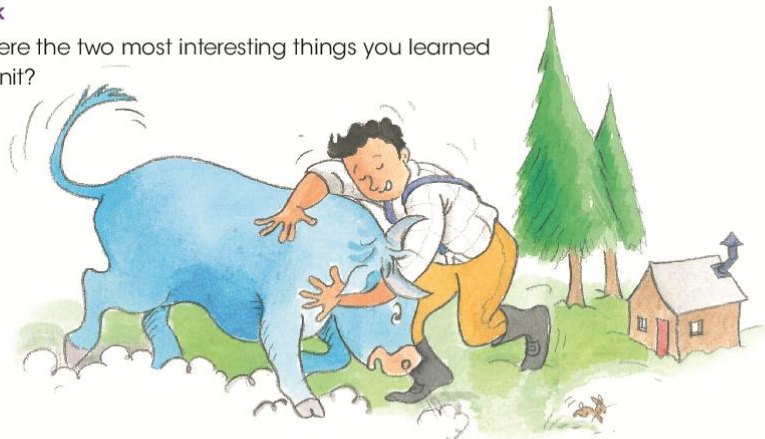


3 Read

Re-read the story *A Tall Tale* on pages 159-161.
Write three questions about the story. See if your classmates can answer your questions.

4 Talk

What were the two most interesting things you learned in this unit?



Lessons 14–15 Write and present a project

1 Read

Read the beginning of a story about a very tiny girl called Meera.

Meera was the size of a mouse. She slept in a shoe in a small cupboard. Her parents and sister were just the same size as your own family, but Meera was special.

Every day Meera jumped up into her sister Sarah's pocket for the walk to school.

One day, the girls were late and Sarah was hurrying.

Meera leaned out of the pocket to look at a red car. She leaned too far and fell out! Sarah didn't see and went on walking. Oh no, Meera was left behind!

2 Project

In a group, write your own story about a small character.

1 Describe your character.

How small is your character?

the size of, as small as ...

Where does your character live?

What does your character use for a bed?

How does your character get from one place to another?

2 Think of an adventure for your character.

Does your character get lost?

Does your character need to find an object?

Does your character need to help someone?

Does your story have a happy ending?

3 Think of some phrases to show how your character sees the world.

The ... looked as big as ...

The ... was like a ...

4 Draw pictures for your story.

5 Write it up neatly.

6 Present your story to the class.

