

คำชี้แจง

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ BOOST ENGLISH 5 ชั้นประถมศึกษาปีที่ 5
กลุ่มสาระการเรียนรู้ ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช
2551 เล่มนี้ จัดพิมพ์โดย บริษัท พัฒนาคุณภาพวิชาการ (พว.) จำกัด

ผู้เรียบเรียง	1. Liana Robinson
	2. Virginia Marconi
	3. Eveline Vente
ผู้ตรวจ	1. อาจารย์ราเมศวร์ มูลแวง
	2. อาจารย์ภาณุวัฒน์ สุทธินนท์
	3. Christopher B. Allen
บรรณาธิการ	อาจารย์เมธิณี ปุณฺทริกาภา

หนังสือเล่มนี้ประกันคุณภาพโดยผู้ผลิต และจะต้องส่งให้สำนักงานวิชาการและมาตรฐานการศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน ตรวจสอบประเมินคุณภาพทางวิชาการ เพื่อยกใบอนุญาโตใช้ในสถานศึกษาแทนใบประกันคุณภาพของบริษัท กรณีที่พบข้อบกพร่องหรือข้อผิดพลาด กรุณาแจ้งให้บริษัททราบเพื่อดำเนินการตามทีระบุในใบประกันคุณภาพสื่อฯ (ปกหลัง) พร้อมทั้งแจ้งให้สำนักงานวิชาการและมาตรฐานการศึกษาทราบด้วย เพื่อใช้เป็นข้อมูลประกอบการพิจารณาอนุญาโตให้หนังสือในสถานศึกษาต่อไป

สำนักงานวิชาการและมาตรฐานการศึกษา
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หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ ชั้นประถมศึกษาปีที่ 5

STUDENT BOOK BOOST ENGLISH

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

ผู้เรียบเรียง

Liana Robinson
Virginia Marconi
Eveline Vente

ผู้ตรวจ

อาจารย์ราเมศวร์ มูลแวง
อาจารย์ภาณุวัฒน์ สุทธินนท์
Christopher B. Allen

บรรณาธิการ

อาจารย์เมธิณี ปุณฺทริกาภา

5



บริษัท พัฒนาคุณภาพวิชาการ (พว.) จำกัด

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SYLLABUS

UNIT	UNIT OBJECTIVE	GRAMMAR FOCUS	SENTENCE PATTERNS	FUNCTIONS	TARGET LANGUAGE
1	Students will learn how to compare things and ask for the opinions of others.	<ul style="list-style-type: none"> Comparative adjectives: taller, shorter Expressing agreement/disagreement 	<ul style="list-style-type: none"> Who is taller? - I think Sarah is taller than I am. I agree. / I disagree. Which is worse, summer or winter? 	<ul style="list-style-type: none"> Comparing things Expressing agreement/disagreement 	taller, shorter, stronger, weaker, better, worse, faster, slower, smoother, rougher, cleaner, dirtier, larger, smaller, softer, harder, younger, older, lighter, heavier, rocks, plate, wooden chair, armchair, feather, brick, agree, disagree
2	Students will learn some more professions and talk about their dreams for the future.	<ul style="list-style-type: none"> Giving reasons for things Using want to talk about the future: want + infinitive 	<ul style="list-style-type: none"> What do you want to be? - I want to be a photographer. Why? - I want to take beautiful photographs. 	<ul style="list-style-type: none"> Describing career ambitions Discussing professions 	photographer, architect, lifeguard, computer programmer, soldier, president, artist, lawyer, professional basketball player, musician, veterinarian (vet), astronaut, make computer programs, make our country better, design unique houses, paint and draw, help people in trouble, play in a band, take care of animals, visit another planet, play basketball all the time
3	Students will describe people based on personal characteristics and practice asking follow-up questions.	<ul style="list-style-type: none"> Adjectives: smart, athletic, . . . Using the preposition like to ask for descriptions of personalities 	<ul style="list-style-type: none"> What's your brother like? - He's smart and athletic. Does he help you with your homework? - Yes, he does. / No, he doesn't. 	<ul style="list-style-type: none"> Describing characteristics Asking follow-up questions 	smart, athletic, quiet, energetic, serious, nice, honest, shy, friendly, funny, talkative, hard-working, outgoing, fun, read a lot, have a lot of friends, tell a lot of jokes, tell many stories, have a lot of fun, work all the time, get good grades, honest, do not tell lies, do not have a lot of fun, play all the time
4	Students will talk about past activities and practice asking follow-up questions.	<ul style="list-style-type: none"> Past tense verbs Past tense time expressions: yesterday, yesterday morning/afternoon/evening, last week/month/summer (season) 	<ul style="list-style-type: none"> What did you do last winter? - I went ice skating with my family. Did you enjoy it? - Yes, I did. / No, I didn't. 	<ul style="list-style-type: none"> Discussing seasonal activities Asking follow-up questions about the past 	played rugby, played badminton, went to a football camp, went surfing, went water skiing, went ice skating, helped my dad at work, built a tree house, went to Germany, had fun with my friends, went to space camp, see any sharks, work hard, paint it, study German, enjoy it, wear a space suit
5	Students will learn how to ask for help and talk about school subjects.	<ul style="list-style-type: none"> Past tense verbs Modal auxiliary verb: can - Can you help me? 	<ul style="list-style-type: none"> Did you learn the play for drama club? - Yes, I did. / No, I didn't. It's difficult. Can you help me? - Of course! / Sure! / No problem. 	<ul style="list-style-type: none"> Discussing school subjects Asking for help Asking about the recent past 	muscle, heart, brain, blood, health class, PE (Physical Education), geography, drama club, science class, finish the project, study for the English test, learn the song, music class, learn the formulas, math class, make an animal, art class, history class
6	Students will learn how to talk about their skills and abilities.	<ul style="list-style-type: none"> Infinitive verbs: to drive, to knit Catenative verb: know Auxiliary verb: do 	<ul style="list-style-type: none"> Do you know how to sail a boat? - Yes, I do. Do you? / No, I don't. Can you teach me? - Sure! 	<ul style="list-style-type: none"> Discussing skills and abilities Sharing knowledge and information 	drive a car, fence, knit a scarf, play the flute, whistle, play table tennis, ice fish, sail a boat, use chopsticks, play tennis, do a cartwheel, do laundry, make cookies, fold a paper airplane, play the guitar, fly an airplane
7	Students will learn about injuries and sicknesses, and will talk about some of their own past injuries.	<ul style="list-style-type: none"> Subordinating conjunction: because Information questions with why - Why did ____? 	<ul style="list-style-type: none"> Why did Mark go to the nurse? - He went to the nurse because he had a nosebleed. Is he OK now? - Yes, he is. / No, he isn't. 	<ul style="list-style-type: none"> Describing injuries and sicknesses Asking for and giving reasons for past events 	toothbrush, dental floss, cavity, hospital, X-ray, broken bone, stomachache, headache, flu, nosebleed, fever, braces, sore throat, earache, toothache, nurse, doctor, dentist, everything
8	Students will talk about their plans for their birthdays in the future.	<ul style="list-style-type: none"> Future tense verb: be going to Ordinal numbers (1st - 31st) Information questions with when and what 	<ul style="list-style-type: none"> What are you going to do for your birthday? - I'm going to go out to dinner with my family. When is it? - It's on April 9th. 	<ul style="list-style-type: none"> Describing future plans Discussing months and dates 	Ferris wheel, roller coaster, bumper cars, theme park, horseback riding, water park, go out to dinner, go bowling, go to the movies, eat cake, have a sleepover, play mini golf, go on a treasure hunt, have a party
9	Students will be able to ask for and give directions.	<ul style="list-style-type: none"> Imperatives Coordinating conjunction: and Information questions with how 	<ul style="list-style-type: none"> How do I get to the video game store? - Go over the bridge, and turn left after three blocks. You can't miss it. - Thank you! 	<ul style="list-style-type: none"> Asking for and giving directions Using prepositions of place 	left, crosswalk, right, block, hill, bridge, go straight for (two) blocks, cross the street at the crosswalk, around the corner, walk up/down the hill, under/over the bridge, turn right/left, through the park, straight on Keller Street
10	Students will be able to ask about the prices of different items.	<ul style="list-style-type: none"> Written numbers: one - one hundred Exclamations: That's cheap/expensive! Information questions with how much 	<ul style="list-style-type: none"> How much is this shampoo? It's two dollars and twenty-five cents. - That's cheap! I'll take two. / That's expensive! No thanks! 	<ul style="list-style-type: none"> Discussing prices Making transactions 	dollars, cents, magazines, board game, newspaper, shampoo, conditioner, crackers, gum, toothpaste, batteries, soap, expensive, cheap
11	Students will learn how to give detailed descriptions of clothing and accessories.	<ul style="list-style-type: none"> Preposition: with Information questions with look like 	<ul style="list-style-type: none"> What do your swim shorts look like? - They're green with yellow pockets. Are these them? - Yes, they are. / No, they aren't. 	<ul style="list-style-type: none"> Describing clothing and accessories Asking about ownership 	dots, stripes, patterned, buttons, zipper, wallet, purse, swim shorts, pockets, swimsuit, belt, tights, vest, scarf, raincoat, shoelaces, sunglasses
12	Students will practice making shopping lists and learn about different containers or quantities of food.	<ul style="list-style-type: none"> Uncountable nouns Partitives 	<ul style="list-style-type: none"> What do we need from the supermarket? - We need a tub of butter and a ____. Is that all? - Yes, it is. / No, it isn't. We also need a jar of mayonnaise. 	<ul style="list-style-type: none"> Making a shopping list Asking for confirmation 	soup, soda, butter, mayonnaise, ketchup, bread, eggs, jam, tuna, rice, cereal, milk, juice, water, potato chips, cookies, ice cream, sugar, beans, potatoes, honey, chocolate, a can of, a bag of, a pack of, a jar of, a carton of, a bottle of, a jug of, a tub of, a loaf of, a box of, a bar of, a tube of, a slice of, a sack of

HOW TO USE THIS BOOK

BOOST ENGLISH CHARACTERS



AMY

Amy is fun and outgoing. She likes to go to the mall and talk to her friends on the phone.



MAX

Max is energetic and kind. He likes to listen to music and skateboard. He also likes to hang out with his older brother, Cody.



ERIC

Eric is smart and easygoing. He enjoys science, photography, and taekwondo. Some of his family lives in China!



RACHEL

Rachel is talkative and athletic. She likes to go to the park and spend time outdoors. She also likes to play the piano.



JEFF

Jeff is funny and adventurous. He likes to tell jokes and water ski. He also likes to watch scary movies.



KATIE

Katie is friendly and nice. She likes to sing and dance. Her parents are from France, and she speaks French.

These six children are the main characters of the book. They are all friends, and they go to the same school. They help teach students the target language and conversational expressions.



MS. LINDSEY

Ms. Lindsey and Mr. Wesley appear in various activities. They ask students questions about themselves.



MR. WESLEY



MR. KITTY

Mr. Kitty appears in the LISTENING. He helps draw attention to important parts in conversations.

ACTIVITY GUIDE



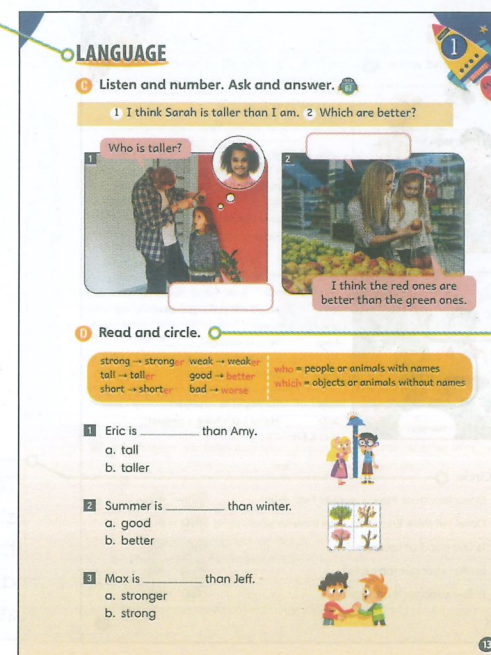
The **WARM-UP** activity introduces the key language and expressions taught in the unit. Look at the picture with students and see if they can identify the different characters and objects. Help students discover words they don't know. Then, listen to the audio recording.

Audio and video can be played on mobile devices by scanning the QR codes (internet required). Files are also available for free download at compasspub.com.

In the opening activity, students listen to two or three dialogs and number the speakers.

The follow-up activity asks students to answer listening comprehension and personal questions. This is meant to increase student engagement and activate background knowledge.

The **LANGUAGE** activity focuses on the target language structure. Listen to the audio and number. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.



Function boxes are used to help students analyze and use the key language of the unit. Have students practice the grammar points in the target sentences.

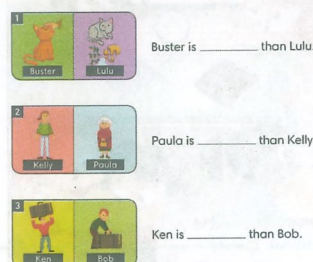
The **VOCABULARY** activity introduces the key vocabulary of the unit. Explore the illustrations with the students and check which words they do and do not know. Listen to the audio recording and number the pictures accordingly.

VOCABULARY

1 Listen and number.



2 Look and complete the sentences. Use words from 1.

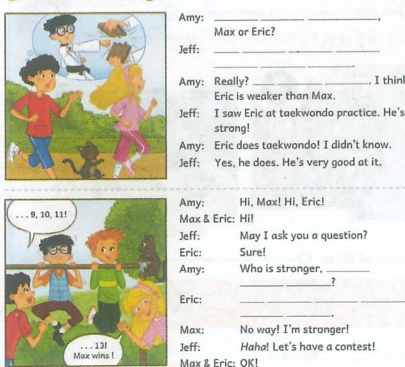


This follow-up activity checks students' comprehension of the vocabulary words and tests students' ability to recognize the words with various activities.

The **LISTENING** activity shows the target language being used in an everyday situation and features the main characters. Listen to the audio and have students fill in the blanks to complete the conversation. Then, repeat the conversation aloud and have students follow along. Next, practice the conversation again with students' books closed. Finally, students should open their books and listen and repeat again. This time, they should follow along with the text.

LISTENING

1 Listen and write.



2 Circle.

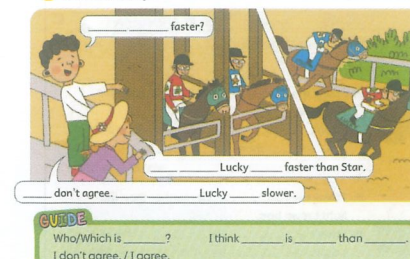
- | | | |
|--|-----|----|
| 1 Does Amy think Max is weaker than Eric? | Yes | No |
| 2 Does Jeff think Eric is stronger than Max? | Yes | No |
| 3 Is Eric good at taekwondo? | Yes | No |
| 4 Is Max stronger than Eric? | Yes | No |
| 5 Is Eric stronger than Max? | Yes | No |

The follow-up activity checks students' comprehension of the conversation with various activities meant to retain student engagement.

The **SPEAKING** activity presents the target language together with the key vocabulary. Look at the picture and talk about it. Identify the things and children in the picture. Next, try to work out what they are saying.

SPEAKING

1 Look and say.



2 Picture prompts.



The guide focuses on the target language. Students can refer to the guide and use it to talk about themselves. They can also use puppets or toy animals for role playing.

Look at the picture prompts and have students work out what to say. Then, listen to the audio recording while looking at the pictures. Finally, pair students together to practice and present their dialogs to the class.

The **READING** activity uses some of the target vocabulary and language in a fun, new context. An audio recording is available, so the passage can be used for a variety of approaches to reading instruction, including follow-along and listen-and-repeat. Students can also use the passage as a model to talk or write about themselves or the world around them.

READING

1 Read and answer the questions.

SPORTS NEWS

Tigers Beat the Heat! Tuesday, November 1st

The Los Angeles Tigers beat the Hollywood Heat 3-2 yesterday in the final game of the Middle School Soccer Tournament. It was very exciting.

Matt Brown of the Tigers said, "We were worried because the Heat has older, taller, and stronger players. I think we won because we were faster, and we tried very hard."

The Tigers had good teamwork, and their kicking was excellent. The Tigers coach, Tony Cox, said, "The boys played very well. Their passing and teamwork were better than the Heat. The boys practiced hard all year, and now they are champions! Go Tigers!"



- Which team has taller and stronger players than the other team?
The _____ has _____ and _____ players than the _____.
- Which team had better teamwork?
a. The Tigers had better teamwork.
b. Both teams had good teamwork.
c. The Heat had better teamwork.
- Who is Tony Cox?
He is the _____ of the Los Angeles _____.

Each reading passage is followed by a comprehension activity. The comprehension activity varies from unit to unit.

The **WRITING** activity allows students to practice spelling and practical use of the target grammar and vocabulary. The activity varies from unit to unit.

WRITING

1 Write the missing words.

tennis ball smoother smaller think rougher
red bag which (x2) baseball agree (x2)

1 A: _____ is larger?
B: I think the _____ is larger than the baseball.
A: I don't _____. I think the tennis ball is _____ than the _____.

2 A: _____ is _____?
B: I think the _____ is rougher than the light brown bag.
A: I don't _____. I _____ the red bag is _____ than the light brown bag.

M Answer the questions.

- Which is heavier, a cat or a shoe?
I think a _____ is _____ than a _____.
- Who is stronger, a boy or a man? _____
- Which is worse, summer or winter? _____
- Who is taller, you or your teacher? _____

The **ACTIVITY** page is either a classroom game or group project. The activities allow students to move around and interact with one another. It is a fun way for students to practice and consolidate their language learning.

The **CHALLENGE** activity allows students to use the language they have learned in the unit to create new meaning and express their own ideas through guided writing exercises.

CHALLENGE

1 Write sentences using the words in the box.

tall heavy dirty big short small light clean



- red shoe / blue shoe _____
- red basket / yellow basket _____
- Tim / his little brother _____
- stone / feather _____

2 Write your own answers using the words in the boxes.

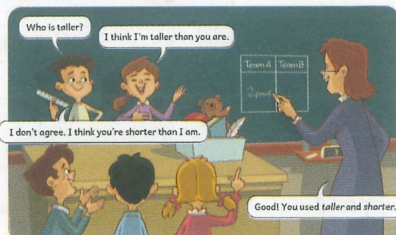
father mother old strong tall
grandmother grandfather fast young short
brother sister cousin weak slow

- How many people are in your family? Who are they?
- Compare them to you and to each other.

a. In my family, there are _____ people: my _____, my _____, and me.
b. My father is _____.
My _____.

ACTIVITY

1 Play. Choose a person or an object and make a conversation.



2 Talk to your classmates and complete the chart.

Who is taller than you?	_____ is taller than I am.
Who has cleaner shoes than you?	_____
Who has a heavier backpack than you?	_____
Who has larger hands than you?	_____
Who can run faster than you?	_____

The **REVIEW** activity ends the unit. By completing this section, students assess their listening, reading, and writing skills.

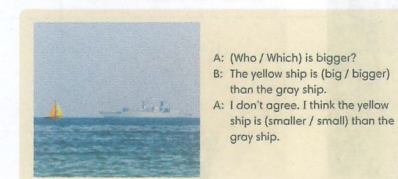
REVIEW

1 Listen and check.



softer lighter cleaner
☐ ☐ ☐ ☐ ☐ ☐

2 Read and circle.



A: (Who / Which) is bigger?
B: The yellow ship is (big / bigger) than the gray ship.
A: I don't agree. I think the yellow ship is (smaller / small) than the gray ship.

3 Find the mistakes and rewrite.

- A wooden chair is softer than an armchair. _____
- Which is stronger, Eric or Max? _____

WORKBOOK



The **Workbook** parallels the structure of the **Student Book**, and provides additional practice of the target language from each unit. Every **Student Book** unit has a corresponding six-page workbook unit filled with activities. Students can utilize the content in the **Workbooks** either in class or as a homework supplement.

Who Is Taller?



SCAN FOR AUDIO

WARM-UP

A Listen and number. TRACK 01



B Answer the questions.

- 1 Who's weaker, Max or Jeff?
- 2 How tall are you?
- 3 Do you think winter is better than summer?

LANGUAGE

C Listen and number. Ask and answer. TRACK 02

- 1 I think Sarah is taller than I am.
- 2 Which are better?



D Read and circle.

strong → stronger weak → weaker
tall → taller good → better
short → shorter bad → worse

who = people or animals with names
which = objects or animals without names

- 1 Eric is _____ than Amy.
a. tall
b. taller
- 2 Summer is _____ than winter.
a. good
b. better
- 3 Max is _____ than Jeff.
a. stronger
b. strong



VOCABULARY

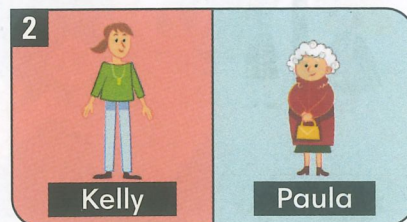
E Listen and number. TRACK 03

Ken 	Bob 	Buster 	Lulu 	Kelly 	Paula 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
stronger / weaker		better / worse		taller / shorter	

F Look and complete the sentences. Use words from **E**.



Buster is _____ than Lulu.



Paula is _____ than Kelly.



Ken is _____ than Bob.

LISTENING

G Listen and write. TRACK 04



Amy: _____,
Max or Eric?
Jeff: _____
Amy: Really? _____. I think
Eric is weaker than Max.
Jeff: I saw Eric at taekwondo practice. He's
strong!
Amy: Eric does taekwondo! I didn't know.
Jeff: Yes, he does. He's very good at it.



Amy: Hi, Max! Hi, Eric!
Max & Eric: Hi!
Jeff: May I ask you a question?
Eric: Sure!
Amy: Who is stronger, _____

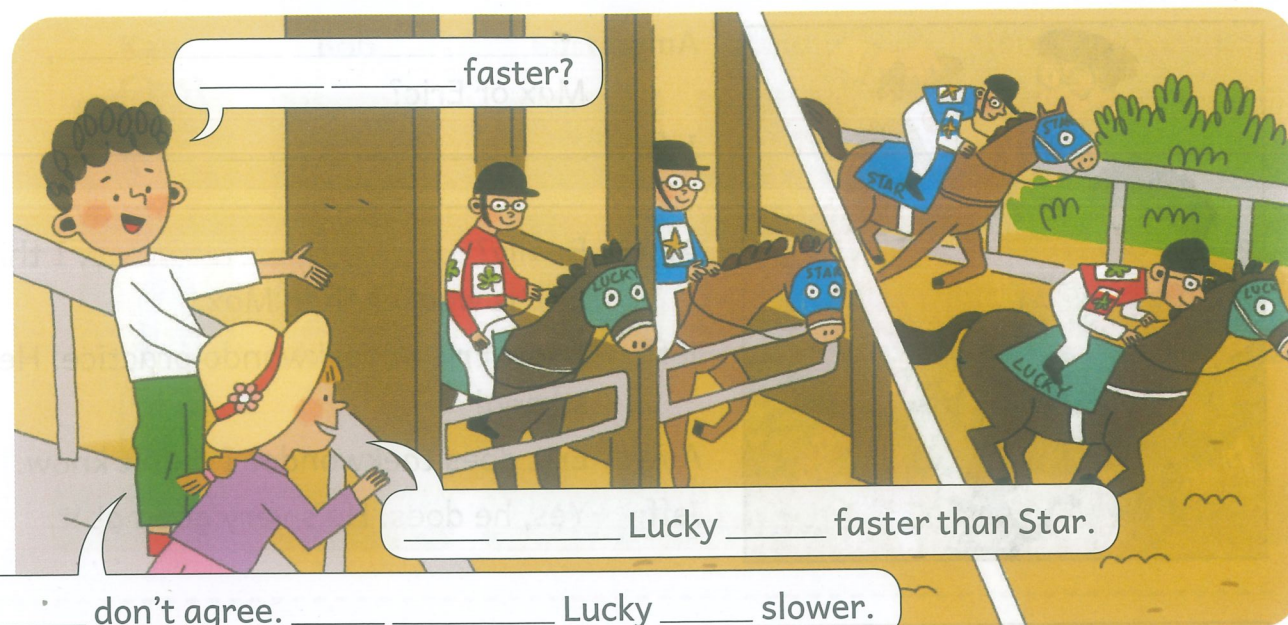
Eric: _____
Max: No way! I'm stronger!
Jeff: Haha! Let's have a contest!
Max & Eric: OK!

H Circle.

- | | | |
|--|-----|----|
| 1 Does Amy think Max is weaker than Eric? | Yes | No |
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| 3 Is Eric good at taekwondo? | Yes | No |
| 4 Is Max stronger than Eric? | Yes | No |
| 5 Is Eric stronger than Max? | Yes | No |

SPEAKING

I Look and say.



GUIDE

Who/Which is _____? I think _____ is _____ than _____.
I don't agree. / I agree.

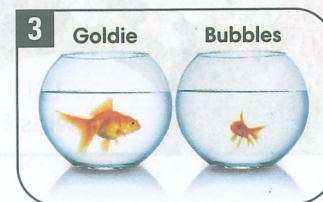
J Picture prompts. TRACK 05



smooth / rough /
black rocks / red rocks



clean / dirty /
red plate / white plate



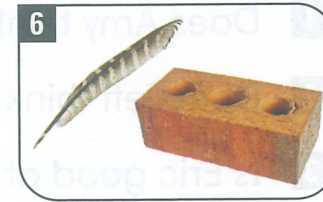
large / small /
Goldie / Bubbles



soft / hard /
armchair / wooden chair



young / old /
Mimi / Snowy



light / heavy /
feather / brick

dirty → dirtier heavy → heavier

READING

K Read and answer the questions. TRACK 06

SPORTS NEWS

Tuesday, November 1st

Tigers Beat the Heat!

The Los Angeles Tigers beat the Hollywood Heat 3-2 yesterday in the final game of the Middle School Soccer Tournament. It was very exciting.

Matt Brown of the Tigers said, "We were worried because the Heat has older, taller, and stronger players. I think we won because we were faster, and we tried very hard."

The Tigers had good teamwork, and their kicking was excellent.

The Tigers coach, Tony Cox, said, "The boys played very well. Their passing and teamwork were better than the Heat. The boys practiced hard all year, and now they are champions! Go Tigers!"



- 1 Which team has taller and stronger players than the other team?
The _____ has _____ and _____ players than the _____.
- 2 Which team had better teamwork?
a. The Tigers had better teamwork.
b. Both teams had good teamwork.
c. The Heat had better teamwork.
- 3 Who is Tony Cox?
He is the _____ of the Los Angeles _____.

WRITING

L Write the missing words.

tennis ball smoother smaller think rougher
red bag which (x2) baseball agree (x2)

1



A: _____ is larger?

B: I think the _____ is larger than the baseball.

A: I don't _____. I think the tennis ball is _____ than the _____.

2



A: _____ is _____?

B: I think the _____ is rougher than the light brown bag.

A: I don't _____. I _____ the red bag is _____ than the light brown bag.

M Answer the questions.



1 Which is heavier, a cat or a shoe?

I think a _____ is _____ than a _____.

2 Who is stronger, a boy or a man?

3 Which is worse, summer or winter?

4 Who is taller, you or your teacher?

CHALLENGE

N Write sentences using the words in the box.

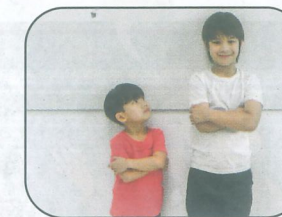
tall heavy dirty big short small light clean



1 red shoe / blue shoe



2 red basket / yellow basket



3 Tim / his little brother



4 stone / feather

O Write your own answers using the words in the boxes.

father mother
grandmother grandfather
brother sister cousin

old strong tall
fast young short
weak slow

a. How many people are in your family? Who are they?

b. Compare them to you and to each other.

a. In my family, there are _____ people: my _____,

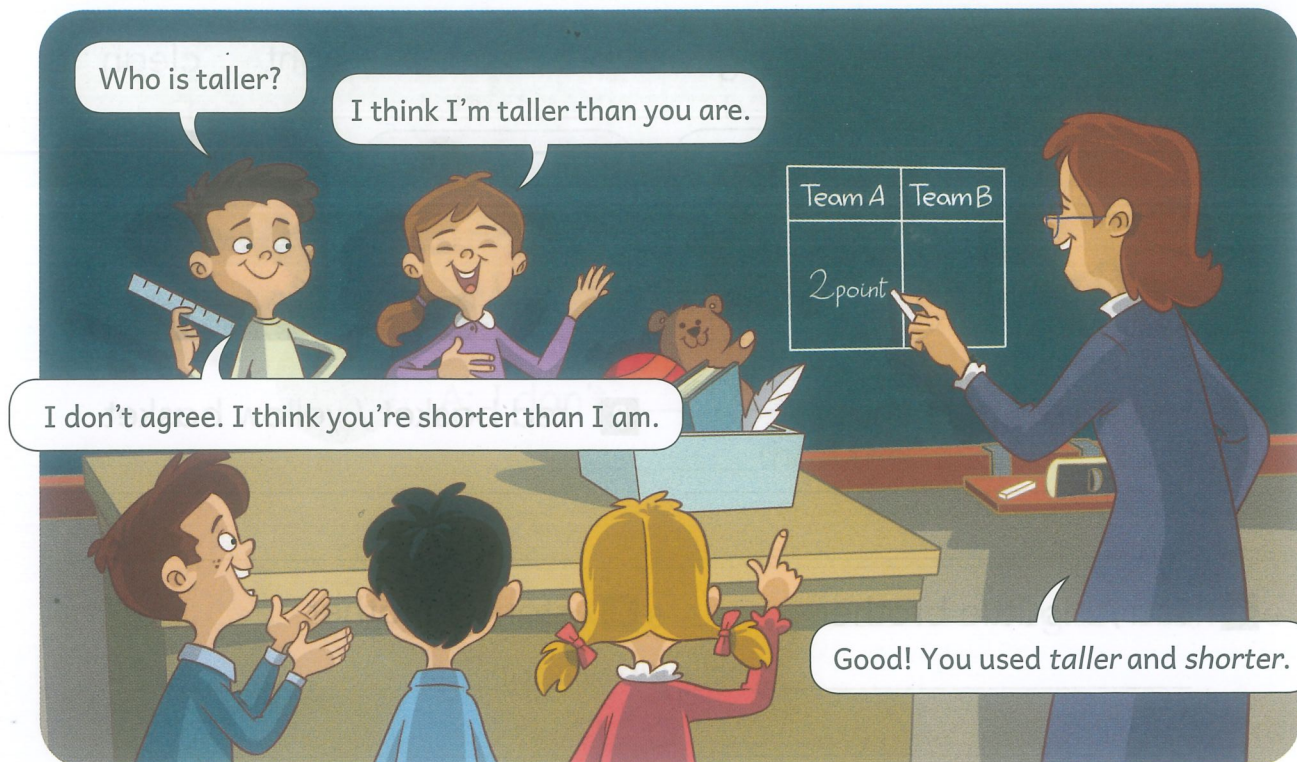
my _____, and me.

b. My father is _____

My _____

ACTIVITY

P Play. Choose a person or an object and make a conversation.



Q Talk to your classmates and complete the chart.

Who is taller than you?	_____ is taller than I am.
Who has cleaner shoes than you?	
Who has a heavier backpack than you?	
Who has larger hands than you?	
Who can run faster than you?	

REVIEW

R Listen and check. TRACK 07

1

2

3

softer
lighter
cleaner

☐
☐
☐
☐
☐
☐

S Read and circle.



A: (Who / Which) is bigger?
 B: The yellow ship is (big / bigger) than the gray ship.
 A: I don't agree. I think the yellow ship is (smaller / small) than the gray ship.

T Find the mistakes and rewrite.

1 A wooden chair is softer than an armchair.

2 Which is stronger, Eric or Max?