

Sample Pages Catalogue



STEP INTO THE FANTASTIC WORLD OF

WORLD WATCHERS

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4 LEVELS

Beginner to Intermediate

WORLD WATCHERS is a brand-new series that takes learners from Beginner to Intermediate level, following the requirements of the Common European Framework of Reference. This course allows learners to communicate fluently, accurately and with confidence in a wide range of real-life situations and environments.



COURSE FEATURES

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting functional language in real-life situations
- Animated storyline in interrelated episodes presenting our young heroes in different situations through which language is introduced in an amusing way
- Animated comic strips presenting language in an engaging and motivating manner
- An integrated approach to the development of the four skills
- Systematic development of reading and listening skills and subskills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Progressive development of speaking skills through functional language
- Step-by-step approach to writing
- Activities designed to develop 21st century skills
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A 'Skills Time' section focusing on skills development
- CLIL (Content and Language Integrated Learning) pages
- Songs
- A Literature section
- Projects developing students' creative thinking, writing and presentation skills
- Tasks developing students' critical thinking, problem-solving, organisation and collaboration skills
- A grammar reference section
- A project skills section
- Videos
- A digital vocabulary list
- Interactive games

COMPONENTS

► FOR STUDENTS



Student's Book



Full-colour Workbook



Grammar Book



◀ **Student's Digital Material**
including the reading and
listening tasks, videos, games
and a digital vocabulary list



Go Beyond the Page!

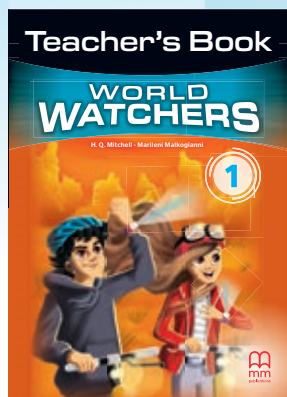
Videos bring the concepts of the series to life with captivating visuals and dynamic storytelling!



Learning Wrapped in Fun!

World Watchers' Games turn educational moments into playful achievements!

► FOR TEACHERS



Interleaved Teacher's Book



Teacher's Book

including answers to all activities, listening transcripts, optional activities, background information, suggested answers for all speaking activities, model answers for all writing activities and the key to the Workbook activities



Interactive Whiteboard Material

including videos, games, tests, suggested answers and justification of answers for reading and listening tasks, interactive activities and a digital vocabulary list



Teacher's Digital Resources

including tests, video worksheets along with the Teacher's Guide and Grammar Book Teacher's Digital Resources

► Interactive Games



Class Audio Material

including all the recorded material for the Student's Book and Workbook



ONLINE MATERIAL ON THE ELT PLATFORM

- Practice: interactive activities focusing on vocabulary, grammar, reading and listening
- Tests

► Online Tests

► Online Placement Test



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World Watchers 1 (A1.1)

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Module 1 All about Me!	
<ul style="list-style-type: none"> Personal belongings Pets Parts of the body Clothes and accessories Talents and abilities Physical appearance 	<ul style="list-style-type: none"> The verb <i>have got</i> These/those Plurals (regular/irregular) Possessive adjectives Possessive Case - Whose? The verb <i>can</i> (ability)
Module 2 Everyday Life	
<ul style="list-style-type: none"> Daily routines Jobs School subjects Sports Free-time activities Chores Hobbies 	<ul style="list-style-type: none"> Present Simple Prepositions of time Present Simple with Wh-questions Adverbs of frequency
Module 3 Home Sweet Home!	
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Module 4 Yummy Bites!	
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Module 6 Experiences!	
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Module 7 Going Places	
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World Watchers 2 (A1.2)

TOPICS	GRAMMAR
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Module 3 Out and About	
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World Watchers 3 (A2)

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H. Q. Mitchell - Marileni Malkogianni

WORLD WATCHERS

1

Student's Book



4

Yummy Bites!

 Welcome to Module 4

Discuss:

- What's your favourite food?
- Do you like going to restaurants?
- Do you prefer to eat healthy or unhealthy food?

In this module you will learn...

- to talk about food preferences, eating habits and healthy eating
- to offer something
- to accept and refuse an offer
- to ask and answer about quantity
- to order food and drink
- to write about what you usually have for breakfast/lunch/dinner

4a

1 Vocabulary

Look and write the words in the correct category. Then listen and check your answers.



Put words in groups to learn new vocabulary.



butter

carrots



cheese



peppers



sausage

strawberries



FRUIT	MEAT
strawberries	sausage
VEGETABLES	DAIRY PRODUCTS
carrots	butter



steak

peaches



yoghurt



tomatoes



milk

cherries



onions



chicken



potatoes



2 Read

A. Look at the comic strip. What must the players do to win the game? Listen and find out. Then read.



Presenter: Welcome to today's game show! This is Dan and this is Rob!

Dan & Rob: Hello!

Presenter: Look at the board! Find the ingredients for the omelette in ten minutes and win the game! Ready? Go!



Dan: Hmm... I've got two tomatoes and two peppers in my basket. What else do I need? Oh, yes! An onion!

Rob: I've got some butter and some milk. I need four eggs too!

Presenter: Hurry up!



Dan: I've got all the ingredients!

Rob: I've got the peppers and the onion too! I'm ready!



Dan: Are you OK?
Rob: Yes! Don't worry!



Presenter: So, let's see... Sorry, Rob, but you've only got two eggs.

Rob: Oh, no!

Presenter: Dan, you've got all the ingredients! Congratulations!
You win a free meal at Foody's Restaurant!

Dan: Thanks! Don't worry, Rob. We can go to Foody's together!

Rob: Thanks, Dan!

B. Read again and complete the sentences.

The players have **1** _____ minutes to find the ingredients for the **2** _____. They need an onion, two **3** _____, two peppers, some **4** _____, some butter and **5** _____ eggs. At the end of the game, Rob's got only two **6** _____ in his basket, so he doesn't **7** _____ the game. Dan wins a(n) **8** _____ at a restaurant.

Over to you...



Have you ever won a prize? Would you share it with your friends? Why? / Why not?

3 Grammar

Countable and uncountable nouns - a(n), some

	SINGULAR	PLURAL
COUNTABLE NOUNS	a carrot	(some) carrots
UNCOUNTABLE NOUNS	(some) milk	X

There's **an** apple and **some** cheese in the fridge.
There are **some** strawberries too.

Complete with **a, an** or **some**.

- There are _____ cherries, _____ orange and _____ peach in the basket.
- A:** I'm hungry! What's for dinner?
B: What about _____ omelette?
A: OK, but we need eggs.
B: There are _____ eggs in the fridge.
A: What about vegetables?
B: There are _____ tomatoes and _____ pepper.
A: Great!
- Let's go to the supermarket, Lola! We need _____ meat and _____ cheese.
- A:** What do you usually have for breakfast?
B: I usually have _____ milk and _____ fruit.

4 Speak

MEMORY GAME

Play in pairs. Look at the pictures for **30 seconds** and try to remember what there is in each picture. Then take turns to close your books and say, as in the example.

a



b



There's **some** meat in picture a.
Correct!
There's **some** cheese in picture b.
Wrong!

4b

1 Vocabulary

Listen and repeat. Which of the food items are sweet? Tick (✓).



salad



fizzy drink



cheeseburger



hot chocolate



apple pie



chocolate cake

taco



chips

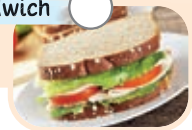


ice cream



milkshake

sandwich



2 Read

A. Look at the pictures. Do you think Betty likes the cake? Listen and find out. Then read.



Oliver: Mexican food looks tasty!

Betty: Yes! I've got an idea! Let's visit our friend Pedro in Mexico!



Pedro: Oliver! Betty! Welcome!

Betty: Thanks, Pedro!

Pedro: Would you like some tacos and salad? The tacos are with chicken, tomatoes, onions and cheese.

Oliver: I'd like two tacos and some salad, please!

Betty: Me too!

Pedro: Do you want a fizzy drink?

Oliver: No, thanks. Can I have some milk?

Pedro: Sure!



Pedro: There are two salsas for the tacos, a red and a green salsa. Salsa is a sauce with vegetables. The green salsa is...

Oliver: Great!

Pedro: ... spicy!

Oliver: Ahh... It's hot!

Pedro: Quick! Have some milk!

Oliver: Phew! I don't want any green salsa on my second taco!



Pedro: Let's have some hot chocolate cake now.

Oliver: Hot? No, thanks! Is there any ice cream?

Pedro: Don't worry! The cake isn't very spicy! Try it!

Oliver: It's great!

Betty: Yummy!

B. Read again and write T for True or F for False.

1. Betty and Oliver go to a Mexican restaurant.

☐

2. The tacos have got meat, vegetables and cheese.

☐

3. Oliver wants tacos, salad and some milk.

☐

4. Oliver likes the green salsa.

☐

5. Oliver eats chocolate cake with ice cream.

☐

3 Grammar

some - any

We use **some** (with uncountable and plural countable nouns):

- in affirmative sentences.

*There is **some** chocolate cake on the table.*

*There are **some** carrots in the fridge.*

- in questions when we offer or ask for something politely.

*Do you want **some** hot chocolate?*

*Would you like **some** salad?*

*Can I have **some** ice cream, please?*

We use **any** (with uncountable and plural countable nouns):

- in questions.

*Is there **any** chicken in your sandwich?*

*Are there **any** tomatoes in the tacos?*

- in negative sentences.

*There isn't **any** yoghurt in the fridge.*

*There aren't **any** oranges in the basket.*

Choose the correct option.

1.

A: Can I have **some** / **any** chocolate cake, Mum?

B: Sorry, but we haven't got **some** / **any** chocolate cake, Mark. Would you like **some** / **any** ice cream?

A: Sure. Thanks!

2.

A: Let's make an apple pie, Sue.

B: We can't, Mary. We haven't got **some** / **any** apples.

A: I can go to the supermarket. Do we need **any** / **some** milk or butter?

B: No, but we need **some** / **any** eggs.

4 Speak

Tick (✓) the things you would like to put in your online shopping basket. Then ask and answer with a partner.



Are there any cherries in your basket?

Yes, there are some cherries. /

No, there aren't any cherries.



4c

1 Vocabulary



Listen and repeat.

a packet of biscuits



a glass of orange juice



a glass of milk



a bowl of cereal



a can of lemonade



a slice of bread



a bar of chocolate / a chocolate bar



a bottle of water



a cup of tea



2 Read

Do the quiz and find out how healthy you are.

Food Quiz

Healthy or Not?

1

How many meals do you have a day?

- a. 3-4 small meals.
- b. 2 meals.
- c. I don't know. I eat all day.

2

Do you eat fruit and vegetables?

- a. Yes, every day.
- b. Sometimes.
- c. Fruit and vegetables? What are they?

5

How much water do you drink a day?

- a. 5-7 glasses.
- b. 3-4 glasses.
- c. 1-2 glasses.

3

What kind of snacks do you eat when you're hungry?

- a. Some fruit or some yoghurt.
- b. A sandwich.
- c. Chocolate bars or sweets.

6

How much milk do you drink a day?

- a. Over three glasses.
- b. I just have some milk with my cereal.
- c. I don't like milk.

4

Do you eat junk food?

- a. No, I don't.
- b. 2-3 times a week.
- c. Very often. It's tasty!

7

How many fizzy drinks do you drink a day?

- a. I don't drink fizzy drinks.
- b. Just one can.
- c. 3-4 cans a day.

3 Grammar

How much...? / How many...?

We use **How much** + uncountable nouns:

A: *How much orange juice do you drink a day?*

B: *Two glasses.*

We use **How many** + countable nouns:

A: *How many eggs have we got?*

B: *Two.*

Complete with **How much** or **How many**.

1. _____ lemonade is there in the fridge?
2. _____ cheese have we got?
3. _____ slices of bread do you want?
4. _____ meat do you eat a week?
5. _____ cups of tea do you drink a day?
6. _____ packets of biscuits are there in the bag?

4 Listen



Listen to a dialogue and choose **a** or **b**.

- | | | |
|-------------------------------------------------------|-----------------|----------------|
| 1. How much milk does Penny drink a day? | a. one glass | b. two glasses |
| 2. How many biscuits does Penny's brother eat a week? | a. four packets | b. one packet |
| 3. How much chocolate does Penny eat a week? | a. two bars | b. three bars |

5 Speak

GROUP SURVEY

A. Talk in groups of three. Use **How much** / **How many** to ask the members of your group questions about their eating habits, and complete the table.

YOU					
Student 1					
Student 2					



How much water do you drink a day?

I drink five glasses of water a day. How much water do you drink a day?

I drink six glasses of water a day.



When you speak, try to use vocabulary you've learnt in the module.

B. Report your group's answers to the class.



Two students in my group drink...

YOUR SCORE

More a's: Congratulations! You are very good. You know what's healthy for you and you try to eat it very often. Well done!



More b's: Not bad! Well, it's not all good but we can't say it's all bad. You must remember to eat more healthy food! Keep trying!



More C's: You've got some very bad eating habits. You don't eat healthy food and that's very bad for you! Try to eat more healthy food! You can do it!



6 Write


Write about the eating habits of one of your classmates.

... drinks five glasses of water a day. He/She never eats...



4d

1 Vocabulary

 Match the pictures with the descriptions a-d. Then listen and check your answers.



1



2





3



4

- a. pasta with mushrooms and tomato sauce
- b. rice with beef and red peppers
- c. fish and chips
- d. cheese and tomato pizza

2 Read

A.   Look at the pictures and read the title of the text. What do you think this blog is about? Listen, read and find out.

9:47 AM
2018



[Easy to cook](#)
[Videos](#)
[News](#)
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Food Traveller

Welcome to my blog!
I'm Jason Pikes. I visit countries around the world and try lots of different kinds of food.

Here are my favourite dishes for this month:



Mushroom Risotto

Italy is a country with great food, like pizza and pasta! But there's another popular dish in Italy. They make it with my favourite vegetable: mushrooms! What is it? It's mushroom risotto – and it's my favourite Italian dish! Do you want to make it? Well, you don't need many ingredients, just rice, a little butter, an onion and... a lot of mushrooms! Cook them together and then add lots of cheese! It's delicious! Try it!

Mushroom Risotto full recipe [here](#)





Pho

There are lots of noodle dishes in Vietnam. Pho is a soup with vegetables, meat and noodles. It's a popular type of street food in Vietnam, but you can have it in restaurants too! You can make it with beef (pho nam) or chicken (pho ga). Cook some beef or chicken with an onion, carrots and other vegetables. Then add rice noodles and a few chilli peppers! Be careful! Chilli peppers are hot!

Pho full recipe [here](#)



3 Grammar

much - many - a lot of / lots of - a few - a little

much + uncountable nouns

*I don't drink **much** milk.*

many + plural countable nouns

*Don't put **many** mushrooms in the soup. I don't like them.*

a lot of / lots of + uncountable nouns and plural countable nouns

*There is **a lot of / lots of** milk in the bottle.*

*There are **a lot of / lots of** apples in the basket.*

a few + plural countable nouns

*We need **a few** apples for the apple pie.*

a little + uncountable nouns

*There is **a little** milk in the fridge.*

Choose the correct option.

- There isn't **much** / **many** yoghurt in the fridge.
- I want **a lot of** / **many** cheese on my pasta.
- My mum always puts **a few** / **a little** milk or water in the omelette.
- There aren't **much** / **many** noodles in the soup.
- There is **lots of** / **many** cake for the children.
- We haven't got **many** / **much** carrots. Can you go to the supermarket?
- A: I'm hungry, Mum!
B: Do you want some biscuits? There are **a few** / **a little** biscuits in this packet.
- Jack doesn't drink **much** / **many** tea.
- Much** / **Many** people love pizza.
- We need two tomatoes and **a few** / **a little** mushrooms for the salad.

B. Read again and answer the questions.

- What does Jason Pikes do in the countries he visits?
- What is his favourite vegetable?
- What is his favourite Italian dish?
- Is there any meat in the risotto?
- What meat can you use for the soup?
- What ingredient is spicy in the soup?



Over to you...

- Would you like to try these dishes? Why? / Why not?
- What is your favourite traditional dish of your country?

4 Pronunciation

A. Listen and repeat. What's the difference between **a** and **b**?

a. glass **b.** orange

B. Listen and tick (✓) the sound you hear.

	glass /g/	orange /dʒ/
bag		
sausag e		
cheeseburger		
vegetables		
egg		
ing re dient		

5 Listen

Listen to three dialogues and choose **a** or **b**. What do the people want to make?

1



a



b

2



a



b

3



a



b

6 Write & Present

What's your favourite dish? Find some pictures and write a few things about it. Then present it to the class.

- What's the name of this dish?
- What is it?
- What ingredients do you need to make it?

4e

1 Listen



Look at the menu below. Listen to a teenage boy ordering at his favourite café and tick (✓) what he orders.

menu

Pancakes

banana ☐
 chocolate ☐

Omelettes

cheese and mushroom ☐
 cheese and tomato ☐

Sandwiches

cheese and tomato ☐
 chicken and tomato ☐

Pizza

cheese and tomato ☐
 cheese, tomato and mushroom ☐
 cheese, tomato and chicken ☐

Desserts

ice cream ☐
 • chocolate ☐
 • strawberry ☐
 chocolate cake ☐
 apple pie ☐

Doughnuts

chocolate ☐
 cherry jam ☐
 strawberry jam ☐

Drinks

juice ☐
 • orange ☐
 • apple ☐
 • strawberry ☐
 coffee ☐
 tea ☐

2 Speak



A. Listen to the phrases in the tables and repeat them.

Taking an order
Can I take your order? Are you ready to order? I'm sorry, we haven't got any (lemonade). I'm afraid there isn't any (lemonade). Would you like some/a (dessert)? Is that all? Anything else? Sure. / Of course.
Ordering
I'd like some (ice cream) / a (doughnut), please. Yes, please. / No, thank you. I'd also like some (tea). Yes, that's all.

B. ROLE PLAY: Can I take your order?

Talk in pairs.

Student A: Imagine you work at Food Stories Café. Take Student B's order. Use the phrases in the table.

Student B: Imagine you are at Food Stories Café, and you want to order. Student A wants to take your order. Look at the menu and use the phrases in the table.



Hello! Can I take your order?

Yes. I'd like a chicken and tomato sandwich, please.

OK. Anything else?

I'd also like some strawberry ice cream.

I'm afraid we haven't got any strawberry ice cream. Would you like some chocolate ice cream?

Sure! Thank you!

3 Speak & Write

- A. Read and tick (✓) the correct pictures for Pierre's breakfast, lunch and dinner.

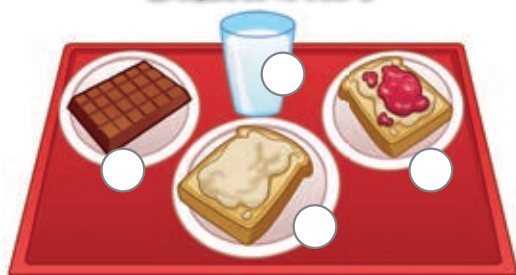


Hello! My name's Pierre. I live in Paris, France. For breakfast, I always have a slice of bread with butter and strawberry jam. I also have a glass of milk. I love milk!

For lunch, my mum always makes a meat or fish dish. We always have salad too. Chicken with rice is my favourite dish. On Saturdays, my mum often makes chocolate cake. It's tasty!

For dinner, my mum usually makes soup or pasta with tomato sauce. Onion soup is my favourite! At the weekend, we sometimes go to a restaurant with my grandparents and have *galettes*. They're like thin pancakes, but you put cheese, vegetables, eggs and meat in them. I like them with cheese and an egg. They're delicious!

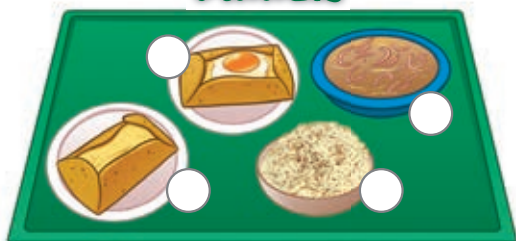
BREAKFAST



LUNCH



DINNER



- B. Complete the table below with what you usually have for breakfast, lunch and dinner. Then talk in pairs.

Breakfast	
Lunch	
Dinner	



What do you usually have for breakfast?

Banana pancakes and a glass of orange juice.

What do you usually have for lunch?

What do you usually have for dinner?

- C. Read and replace the words in bold in the sentences with subject or object pronouns.

Avoiding repetition

When writing, try not to repeat the same words all the time.

Use words like:

- **he/she/it/we/they** (subject personal pronouns)

I always have **vegetables** with my meals.

They **Vegetables** are tasty!

- **him/her/it/us/them** (object personal pronouns)

I never eat **cheese**. I don't like **it**.

1. I drink orange juice every morning. **Orange** juice is great!
2. Sally always eats chocolate cake for dessert. Look at **Sally**.
3. Tina doesn't want any chips. She doesn't like **chips**.
4. Ken likes soup. He always has **soup** for lunch.
5. My brother and I love chocolate pancakes. **My brother and I** have **chocolate** **pancakes** for breakfast every Saturday.

- D. Write about what you usually have for breakfast, lunch and dinner.

What I eat every day!

For breakfast, I usually have...

For lunch, ...

For dinner, ...



Don't repeat the same words all the time.

4 Round-up

Vocabulary

A. Complete the table.

MEAT	VEGETABLES	FRUIT	DAIRY PRODUCTS

Score: / 12

B. Choose the correct option.

1. Tacos are a popular Mexican **ingredient** / **dish**.
2. I'd like a **cup** / **bar** of hot chocolate, please.
3. Are there any milkshakes on the **basket** / **menu**?
4. I always have a **can** / **bowl** of cereal for breakfast.
5. Be careful! Those red chilli peppers are **hot** / **healthy**.
6. Oh, no! I **need** / **win** three eggs for the cake, but I've only got one egg.

Score: / 6

Grammar

C. Complete with **a**, **an** or **some**.

1. There are _____ strawberries, _____ banana and _____ cherries in this fruit salad.
2. We've got _____ cheese, _____ tomatoes and _____ onion. Let's make a pizza!
3. I'd like _____ omelette and _____ chicken sausage for breakfast, please.

Score: / 8

D. Choose the correct option.

1. Have we got **some** / **any** mushrooms?
2. There is **any** / **lots of** tomato sauce on my pasta. Yummy!
3. We can't make a chocolate cake. We haven't got **much** / **many** chocolate.
4. There is only **a little** / **a few** meat in the soup.
5. There are **much** / **many** delicious desserts on the menu!
6. My brother eats **any** / **a lot of** junk food. It's bad for him.
7. I'd like **a few** / **a little** strawberries on my yoghurt, please.
8. There are **much** / **many** vegetables in this dish. Try it!

9. A: Does your mum drink **much** / **many** coffee?

B: No, she doesn't. She likes tea.

10. We need **lots of** / **any** cheese and mushrooms for the pizzas. Let's go to the supermarket.

Score: / 10

E. Complete the sentences with **How much** or **How many**.

1. _____ snacks do you eat a day?
2. _____ eggs do we need for the omelette?
3. _____ orange juice is there in the fridge?
4. _____ apples do you need for the apple pie?
5. _____ bread have we got?
6. _____ milk do you want in your tea?

Score: / 6

Communication

F. Complete the dialogues with the sentences **a-d**.

- a. Anything else?
- b. Are you ready to order?
- c. I'm afraid we haven't got any mushrooms or peppers.
- d. I've got an idea!

1. A: I'm hungry, Lucy.

B: 1 _____ Let's make a pizza!

A: OK! How about a pizza with cheese, tomatoes, mushrooms and peppers?

B: 2 _____ We've only got a few tomatoes.

A: That's OK. Let's make a cheese and tomato pizza.

2. A: Welcome to Tasty Snacks! 3 _____

B: Yes. I'd like two chicken tacos and a lemonade, please.

A: Of course. 4 _____

B: No, thank you. That's all.

Score: / 8

TOTAL SCORE: / 50




Now I can...

- talk about food preferences, eating habits and healthy eating ☐
- offer something ☐
- accept and refuse an offer ☐
- ask and answer about quantity ☐
- order food and drink ☐
- write about what I usually have for breakfast/lunch/dinner ☐

Popular Team Sports!

A. Look at pictures a and b below. Do you recognise the sports?

B.  Match the words a-g with 1-7. Then listen and check your answers.

a. players ☐

b. goalkeeper ☐

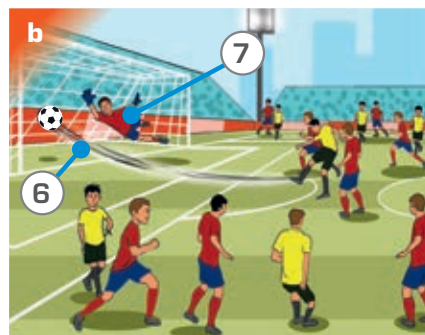
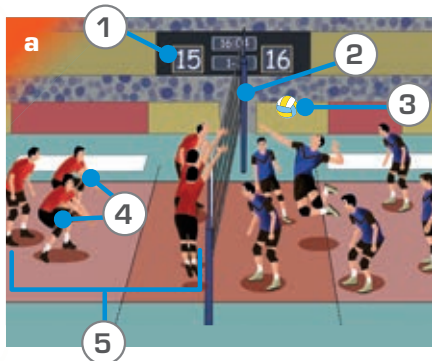
c. net ☐

d. points ☐

e. ball ☐

f. goal ☐

g. team ☐



C.  What do you know about these two team sports? Listen, read and find out.



Volleyball is a team sport. Each team has got six players. The players in each team hit the ball over a net. Players hit the ball with their hands, arms, head or feet. The ball mustn't touch the ground. The team with the most points wins.



Football is a team sport too! Each team has got ten players and a goalkeeper. The players in each team kick the ball and try to score a goal. Players mustn't touch the ball with their hands or arms. The team with the most goals wins.

D. Read the texts again and tick (✓) the correct sport.

	Volleyball	Football
1. Each team has got six players.	<input type="checkbox"/>	<input type="checkbox"/>
2. The players hit the ball with their hands.	<input type="checkbox"/>	<input type="checkbox"/>
3. Each team has got a goalkeeper.	<input type="checkbox"/>	<input type="checkbox"/>
4. Players mustn't touch the ball with their hands or arms.	<input type="checkbox"/>	<input type="checkbox"/>
5. The ball mustn't touch the ground.	<input type="checkbox"/>	<input type="checkbox"/>

PROJECT

Make a 'Team Sport' poster!

A. Do some research on the internet and find information about a team sport (basketball, baseball, etc.) and some pictures of it.

- How many players has each team got?
- What must or mustn't the players do?
- What must the players do to win the game?

B. Use a large piece of card for your poster. Write the name of the sport, and stick the pictures you have found on the card. Use the information to write a few things about the sport.

C. Present your poster to the class.

4a

C. Complete the sentences with the words in the box.

free basket ready ingredients wrong

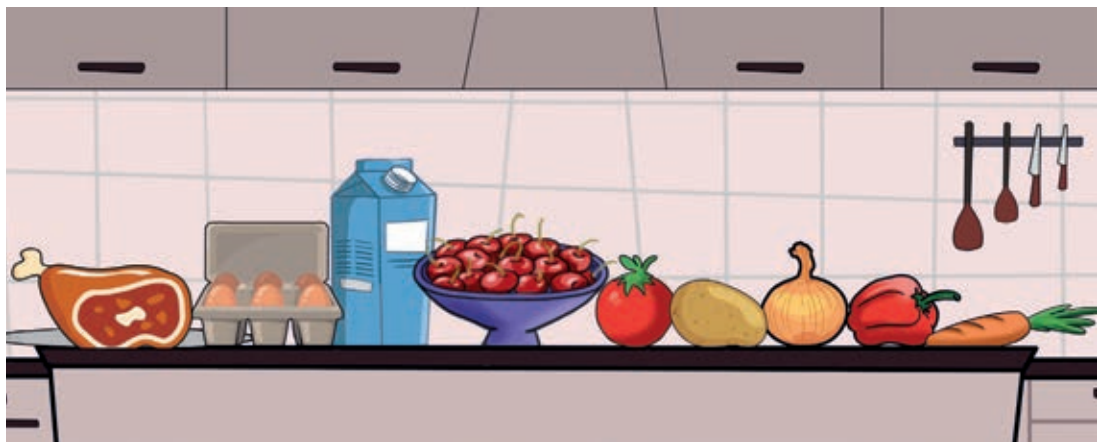
1. A: What else do we need for the omelette?
B: Don't worry. We've got all the _____.
2. A: Joe, are you _____ for school?
B: Yes, I am! Let's go!
3. Congratulations! You win two _____ tickets to the aquarium.
4. A: Is your phone number 7505 321 745?
B: No, that's _____. It's 7505 321 754.
5. Can you give me three apples, please? They're in that _____.



D. Complete the sentences with a, an or some.

1. There are _____ strawberries and _____ sausage in the fridge.
2. There are _____ cherries in that basket.
3. There is _____ butter in the fridge.
4. Steve has _____ omelette and _____ milk for breakfast.
5. I need _____ peaches and _____ orange.

E. Look at the picture and write sentences, as in the example. Use a, an or some.



There is a tomato.

Round-up 4

A. Put the words in the correct category.

apple pie potato water chilli pepper tea
ice cream mushroom doughnut lemonade

VEGETABLES	DRINKS	SWEETS

B. Read, look and complete the text.

My best friend Tom has got healthy eating habits. For breakfast, he usually has an 1 _____



, some fruit, and a glass of 2 _____



For lunch, he usually

has a 3 _____



and a 4 _____



He doesn't eat 5 _____ or chips. For dinner, he always has some

6 _____



and some 7 _____



or 8 _____ with vegetables.



C. Complete the sentences with the words in the box.

coffee fruit cereal chocolate cake orange juice cheese

1. I drink two cups of _____ a day.

2. I love sweets! After dinner, I always have some _____ for dessert.

3. We can't make pizza. We haven't got any _____.

4. In the morning, I have a bowl of _____ with some milk, and then I go to school.

5. Brad has pancakes and a glass of _____ for breakfast.

6. Can you go to the supermarket and get some _____ please? We need apples, cherries and bananas.



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Train Your Brain 4

A. It's Saturday and you and your friend are at the shopping centre. It's noon and you are hungry. You see a restaurant. Do you eat there? What can help you decide? Tick (✓).

- | | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------|
| 1. There are posters on the walls. <input type="checkbox"/> | 4. You know the chef. <input type="checkbox"/> |
| 2. Your favourite dessert is on the menu. <input type="checkbox"/> | 5. You can order your favourite food. <input type="checkbox"/> |
| 3. There aren't a lot of people in the restaurant. <input type="checkbox"/> | 6. The tables and chairs are yellow. <input type="checkbox"/> |

B. Amy and Rita are at Happy Days Restaurant. They aren't very hungry, so they want to order a salad, a main dish and a dessert to eat together. Look at the menu and the speech bubbles and decide what they can order. Put a ✓ or an X on the menu.

HAPPY DAYS RESTAURANT

~MENU~

<p>Salads </p> <p>Chicken Salad <input type="checkbox"/> <small>chicken, cheese and tomato</small></p> <p>Happy Days Salad <input type="checkbox"/> <small>potato, tomato and carrots</small></p>	<p>Main Dishes </p> <p>Fish and chips <input type="checkbox"/></p> <p>Cheeseburger <input type="checkbox"/></p> <p>Special Spicy Pizza <input type="checkbox"/> <small>chicken, sausage, mushrooms and chilli peppers</small></p> <p>Vegetable Pizza <input type="checkbox"/> <small>mushrooms and onions</small></p>	<p>Desserts </p> <p>apple pie <input type="checkbox"/></p> <p>chocolate cake <input type="checkbox"/></p> <p>strawberry ice cream <input type="checkbox"/></p>	<p>Drinks </p> <p>orange juice <input type="checkbox"/></p> <p>lemonade <input type="checkbox"/></p> <p>fizzy drinks <input type="checkbox"/></p> <p>hot chocolate <input type="checkbox"/></p> <p>tea <input type="checkbox"/></p> <p>coffee <input type="checkbox"/></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

I don't like meat or eggs. I like salads with many vegetables. I love chocolate!

Amy

I don't want any meat or fish today. I like potatoes and tomatoes. I don't like sweets with fruit.

Rita

C. Imagine that you and your partner are at Happy Days Restaurant. You want to order one salad, one main dish and a dessert to eat together. Discuss what you can order and decide. Write what you decide to order below.

We can order _____

89



Yummy Bites!

- AIMS:**
- to introduce the topic of the module and activate Ss' background knowledge
 - to present the learning objectives of the module



- Draw Ss' attention to the title of the module and the pictures of food on the page and help them deduce the meaning of the word *yummy* by using mimicry, e.g. pretend that you're eating something and say *This cake is yummy!*

Language Plus

Mmmm and **yummy** are used to show that we like something and we think it's delicious, whereas **yuck** is used to express disgust.

- Ask Ss to guess what a bite is and elicit answers (*a small amount of food that you take from a larger piece*). To help **lower-performing Ss** guess correctly say, *I want a bite of that sandwich. It looks yummy!* Allow the use of L1 if necessary.
- Ask Ss to look at the pictures and tell you what they can see (*different types of food/drinks*).
- Ask Ss:

*Do you like the food/drinks in the pictures?
Which are good for you? / Should we avoid eating a lot of any of these? Why?*

- Elicit answers. Allow the use of L1 to encourage all Ss to express themselves.



At this point, either continue with the video *Welcome to Module 4* and then proceed to the *Discuss* section, or continue with the *Discuss* section without playing the video (see instructions for the video below).

- Draw Ss' attention to the first question in the *Discuss* section and elicit answers. Make sure all Ss talk about their favourite food.
- Ask Ss the second and third question and initiate a short discussion. For the third question, you can also ask Ss to give you examples of healthy and unhealthy food, other than the food items on the *Cover Page*. This will challenge **higher-performing Ss**.

suggested answers

What's your favourite food?

My favourite food is pizza.

Do you like going to restaurants?

Yes, I like going to restaurants with my family at the weekends. / No, I like eating at home.

Do you prefer to eat healthy or unhealthy food?

I prefer to eat healthy food because it's good for you. / I don't prefer to eat unhealthy food because it's bad for you.

- Ask Ss to guess what the module will be about.
- Elicit answers.
- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

Welcome to Module 4

Video Activities

Watch the video and write T for True or F for False.

- The girl loves pizza. ☐
- She doesn't like pasta. ☐
- She likes going to Italian restaurants. ☐
- She loves apples. ☐
- She doesn't like oranges. ☐
- She loves peppers. ☐
- She doesn't like carrots. ☐

TRANSCRIPT

Lisa: Mmm... pizza! Pizza is my favourite food... Oh, and pasta, of course! I love Italian food, so I like going to Italian restaurants with my family and friends. I also love fruit and vegetables! They're delicious. They're also very good for you! I like to eat healthy food. I eat some fruit every day. Apples and oranges are my favourite. My favourite vegetables are carrots and peppers. Yummy!

- AIMS:**
- to introduce the topic of the module and activate Ss' background knowledge
 - to briefly expose Ss to the language of the module in context



- Have Ss watch the video and do the activity. Use L1 to provide any necessary explanations.
- Elicit answers.

KEY

- | | | |
|------|------|------|
| 1. T | 4. T | 7. F |
| 2. F | 5. F | |
| 3. T | 6. T | |

- Have **higher-performing Ss** work with **lower-performing Ss** in pairs and correct the false sentences.
- This will challenge **higher-performing Ss** and help **lower-performing Ss** understand why these answers are false.
- If necessary, have Ss read through the transcript to clarify any questions they may have.

4

Yummy Bites!



Welcome to Module 4

Discuss:


- What's your favourite food?
- Do you like going to restaurants?
- Do you prefer to eat healthy or unhealthy food?

In this module you will learn...

- to talk about food preferences, eating habits and healthy eating
- to offer something
- to accept and refuse an offer
- to ask and answer about quantity
- to order food and drink
- to write about what you usually have for breakfast/lunch/dinner

4d



1 Vocabulary

 Match the pictures with the words. Then listen and check your answers.



- | | |
|-------------------------------------|-----------------------------------|
| a. sea turtle <input type="radio"/> | f. whale <input type="radio"/> |
| b. snake <input type="radio"/> | g. zebra <input type="radio"/> |
| c. giraffe <input type="radio"/> | h. camel <input type="radio"/> |
| d. shark <input type="radio"/> | i. penguin <input type="radio"/> |
| e. tiger <input type="radio"/> | j. kangaroo <input type="radio"/> |

2 Read

- A.   Read the newspaper article quickly. What is the best title for it? Choose a, b or c. Then listen and check your answers.

- a. **Clean up the Beaches of Zakynthos**
 b. **Environmental Organisation Saves Turtle**
 c. **Plastic Kills Turtle**



Read the text quickly to understand the main idea.

THE DAILY NEWS



Yesterday, two members of the environmental organisation Save the Sea Turtles (STST) found another dead loggerhead turtle on a beach on the island of Zakynthos, Greece.

Thousands of sea turtles die every year. The reason? Fishing nets! However, yesterday's loggerhead turtle died from something else. Loggerhead turtles usually eat jellyfish. 'The turtle we found yesterday had a plastic bag in its stomach,' said an STST member. 'The turtle thought it was a jellyfish and ate it. If people continue to pollute the sea, more turtles will die, and loggerhead turtles may become extinct one day.'

STST's goal is to protect the Mediterranean Sea's turtle population. If you want to help, become a volunteer and join STST on its summer projects.

B. Read the text again and answer the questions.

1. Where did the members of STST find the turtle?
2. How many sea turtles die every year?
3. How did this turtle die?
4. What will happen if people continue to throw rubbish in the sea?
5. What is STST's goal?
6. How can people help STST?



Read the text carefully to understand specific details.



3 Grammar

Conditional Sentences Type 1

If + Present Simple {

- Future *will*
- can, may, might, must
- Imperative

- *If I'm tired, I **will** go to bed.*
- *If George **wants** to help, he **can become** a volunteer.*
- *If you **don't know** the answer, **ask** your teacher.*

Match the two halves of the sentences.

1. If we don't protect sea turtles, ☐
2. If you go to the aquarium, ☐
3. Don't drink the water ☐
4. Air pollution will get worse ☐
5. My dad and I won't go fishing ☐
6. If you don't feel well, ☐

- a. if people continue to cut down trees.
- b. you can stay at home.
- c. you may see dolphins and sharks.
- d. there won't be any left in the future.
- e. if it starts raining.
- f. if it isn't clean.

4 Listen



Listen to a podcast with a woman who visited Giraffe Manor in Nairobi, Kenya and answer the questions. Choose **a** or **b**.

1. What job does Linda do?
 - a. She's a vet.
 - b. She's an animal photographer.
2. How many giraffes does Linda say there are in Africa?
 - a. about 90,000
 - b. about 117,000
3. How long did Linda stay at Giraffe Manor?
 - a. 2 days
 - b. 10 days
4. What did Linda do at Giraffe Manor?
 - a. She took pictures of the giraffes during breakfast.
 - b. She fed the giraffes at breakfast time.



5 Speak

Talk in pairs.

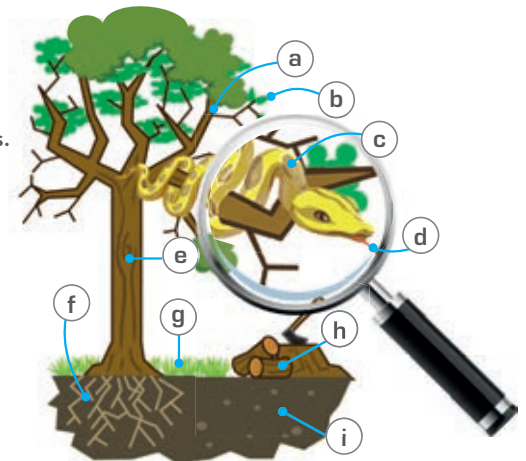
Students A & B: Go to the Speaking Activities section.

2d

1 Vocabulary

Match the words below with the items in the picture. Then listen and check your answers.

- | | | | |
|-----------|-----------------------|-----------|-----------------------|
| 1. trunk | <input type="radio"/> | 6. wood | <input type="radio"/> |
| 2. branch | <input type="radio"/> | 7. soil | <input type="radio"/> |
| 3. leaf | <input type="radio"/> | 8. tongue | <input type="radio"/> |
| 4. roots | <input type="radio"/> | 9. skin | <input type="radio"/> |
| 5. grass | <input type="radio"/> | | |



2 Read

A. Read questions 1-3 and guess the correct answers. Then listen and read the 'Did you know?' section to check your answers.

STARS IN NATURE

1. What is true about the starfish?

- It has three stomachs.
- It doesn't have a brain.
- It can't have more than five arms.

2. What is true about the leaves of the carambola tree?

- They fold up at night.
- They are green for only one month a year.
- They change colour at night.

3. What is unusual about the starfish flower?

- its name
- its smell
- its size

DID YOU KNOW?



The starfish

The starfish is a sea **creature** which you can find in oceans all over the world. Starfish usually have five arms, but there are also species of starfish that have many more—ten, forty and even fifty arms! If a starfish **loses** an arm, another one grows back. A starfish has no blood or brain, but it has two stomachs! It cannot swim, but it has hundreds of 'feet' which it uses to move along the bottom of the ocean. This amazing animal can live for about thirty-five years in the wild.

The carambola tree

The carambola tree is a beautiful tropical tree. It comes from southeast Asia, but it also grows in many places around the world, like the USA and Australia. It needs a warm and humid **climate**. The carambola tree has a short trunk and lots of long branches. It can grow up to nine metres tall, and sometimes even taller! Its leaves are green all year round and they fold up at night. The tree **produces** a popular fruit—the star fruit. If you slice this yellow fruit in half, it's star-shaped, of course!



The starfish flower

The starfish flower is a plant which is found in South Africa. The warm temperatures there help it stay strong and healthy. The plant's flower is covered in soft, thin hairs and looks just like a large starfish. The flower can be different colours, for example, purple, red or brown. The strangest thing about this wonderful flower is that it smells horrible. However, lots of insects love the smell and are **attracted** to the flower.



tip

Try to guess the meaning of unknown words. Use the following strategies:

- Read the words before and after the unknown word and think about the context.
- Try to figure out what part of speech (verb, noun, etc.) the unknown word is.
- See if the unknown word is similar to other words in English or in your own language.

B. Look at the highlighted words in the text and try to guess what they mean.

3 Grammar

Articles: a/an, the

- I received **an** email yesterday. **The** email was about a food festival on Saturday.
- **The** Moon is smaller than **the** Earth.
- **The** Himalayas are in Asia.
- **The** river Seine is one of **the** longest rivers in France.
- **The** Bengal tiger lives in India. Bengal tigers can live between eight and ten years in the wild.

Complete the sentences with **a**, **an**, **the** or **-**.

- _____ Amazon is one of _____ longest rivers in _____ world.
- Tony goes to _____ school at around eight o'clock in _____ morning.
- My grandparents travelled to _____ USA last summer. They visited _____ New York and _____ Chicago.
- Everybody knows that most plants can't live without _____ water for long.
- There's _____ aquarium in my city. It's on Bell Street.
- I buy _____ *Plant World* every month. I love reading magazines.
- _____ Lake Garda is located in _____ north of _____ Italy.
- Jason plays _____ saxophone very well.
- Cody bought _____ comic at the bookshop last week.
- _____ Great White Sharks can weigh 2.5 tonnes or more.

- C. Look at the highlighted words in the text and match them with the meanings a-e.

- creature ☐
- lose ☐
- climate ☐
- produce ☐
- attract ☐

- to have something by making or growing it
- to make somebody/something go somewhere because it's interesting
- a living thing, usually an animal
- to not have something any more
- the kind of weather a place has during the year

- D. Read again and answer the questions.

- What happens when a starfish loses an arm?
- How long do starfish live in the wild?
- Where can you find carambola trees?
- What is the name of the fruit of the carambola tree?
- Why does the starfish flower need warm temperatures?
- Who finds the flower's smell wonderful?

4 Listen

- A. Listen and answer. Where does this extract come from?

- a wildlife documentary
- the news
- an adventure film

- B. Listen again and write T for True or F for False.

- Bamboo can grow thirty metres in a day. ☐
- Giant pandas never eat meat. ☐
- Giant pandas only eat one kind of bamboo. ☐
- Giant pandas sleep for about ten hours a day. ☐
- Giant pandas are good climbers and swimmers. ☐

5 Write

Look at the fact file and write a paragraph about the animal below.

FACT FILE Chameleon

Category: reptile

Eats: insects

Lifespan: about 12 years in the wild

Size: about 50 cm long

Lives in: rainforests and deserts

Interesting facts:

- likes warm climate
- changes skin colour to hide
- tongue longer than body



The chameleon is a reptile. It...

8b

Writing

An article (II)

- A** Read the writing task below and underline the key words. What are you asked to write? Who is going to read it?

You see this announcement on an English-language website.

Articles wanted!

Are you crazy about gadgets and new technology?

Write an article for us about an electronic device you have recently bought or would like to buy.

- **What is it?**
- **Why did you buy it? / Why do you want to buy it?**
- **What can you use it for?**

We will publish the best articles on our website.

Write your article.



- B** Read the article someone has written. Has the writer answered all the questions? What is the main focus of each paragraph?



A Smart Choice

Do you like gadgets? Well, I certainly do! I enjoy learning about all the coolest new pieces of technology, and I buy one whenever I can. My latest choice was an FX Type II smartwatch I bought last month.

I'd never had a smartwatch before, but my parents finally agreed that I could buy one if I saved up, which I did! I'm really into running, so I wanted a smartwatch to help me train better. Besides, I wanted a way to know how far I've run without having to have my smartphone on me.

Most people use smartwatches as smartphones—to receive messages

and phone calls—but you can also use smartwatches to get feedback on your heart rate and sleep quality or to count your steps. I use mine to track my routes and follow different training plans. It also shows me if I'm running too fast or too slowly whenever I'm training for a race. The best part? It connects to my wireless headphones, so I can listen to music while I'm running.

I'm really satisfied with my new smartwatch. I managed to find something suitable for my needs. If you're a runner, I recommend buying one!

- C** Look at the four sentences taken from the article. How can they be rephrased? Complete the sentences that follow.

1. I'm really into running.

- a. I really enjoy
- b. I find really enjoyable.
- c. I'm crazy
- d. My favourite pastime
- e. something I really enjoy doing.

2. Most people use smartwatches as smartphones.

Smartwatches as smartphones.

3. You can also use smartwatches to get feedback on your heart rate.

Smartwatches to get feedback on your heart rate.

4. If you're a runner, I recommend buying one!

- a. If you're a runner, it's definitely worth
- b. If you're a runner, I suggest
- c. If you're a runner, I think you
- d. If you're a runner, I advise you



When writing, use a variety of vocabulary and structures.



- D Read the writing task in Activity A again. Then look at the questions in the writing plan and make notes.

Plan



An article

(describing an electronic device you bought / you want to buy)

TITLE

- ▶ What is a catchy title for your article?

INTRODUCTION

- ▶ What is it?
- ▶ When did you buy it? / What is special about it?

MAIN PART (2 paragraphs)

2nd paragraph:

- ▶ Why did you buy it? / Why do you want to buy it?
reason 1:
reason 2:

3rd paragraph:

- ▶ What can you use it for?
use 1:
use 2:

CONCLUSION

- ▶ What is your overall opinion of this electronic device?

- E Write your article. Use the plan and your ideas from Activity D. Make sure you read the TIP below.



An article is usually written for a newspaper, magazine or website, so it should attract the reader's attention.

When you are writing an article, you should:

- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal, informal). You should also think about what your readers will find interesting, enjoyable or useful.
- organise the article in paragraphs.
- use a variety of techniques to catch the readers' attention and keep them interested. You should:
 - use a catchy title.
 - use lively, colourful language (i.e. a variety of adjectives/adverbs/phrases/expressions, a variety of structures and syntax).
 - use exclamations.
 - address the reader personally.
 - ask rhetorical questions.



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