Katharine Mendelsohn

with Class Audio CD

Grammar GOALS

Teacher's Book

3

superlative

adverb

comparative

going to

future

It's the longest river.

We visited a museum.

MACMILLAN

British Edition

Pupil's Book contents

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Unit	Page	Grammar	Language in use	Vocabulary
Starter	2	Review: Present simple	I **get up** at 6 o'clock. I **don't play** football. Where **does** he **live**?	*eat, get up, live, ride a bike, study, take, walk, watch TV*
1 Live well	4	Adverbs of frequency	I **always** comb my hair. I **hardly ever** play outside.	*have a shower, brush your teeth, comb your hair, go to school, play outside, wash your hands, go to bed*
	8	*How often…?* Time expressions	**How often** do you go to the park? **Once/Twice/Three times** a week.	
2 School days	10	Present simple and present continuous	**We play** football **on Tuesdays**. **They're playing** football **now**.	*dancing, gymnastics, ice hockey, ice skating, rugby, running, tennis, volleyball*
	14	(*not*) *good at* + noun / *-ing* form	I**'m good at** maths. I**'m not good at** swimm**ing**.	
Review 1	16	Writing skill: capital letters Exam practice: Cambridge English: Movers, Reading and Writing paper, Part 3		
3 Healthy meals	18	*some* / *any* + countable and uncountable nouns	There**'s some** bread. There **aren't any** tomatoes.	*cheese, chocolate, grapes, lettuce, onions, potatoes, tomatoes, tuna*
	22	Asking about quantity: *How much/ many …?* *a lot* / *not much* / *not many*	**How much** bread is there? **Not much**. / **A lot**. **How many** eggs are there? **Not many**. / **A lot**.	*bread, eggs, milk*
4 Land and sea	24	Comparative form with short adjectives	Angel Falls **are** high**er than** Iguazu Falls. The Amazon **is** wide**r than** the Parana.	*desert, lake, mountain, ocean, rainforest, river, waterfall*
	28	Superlative form with short adjectives	La Rinconada is **the** high**est** city on Earth. The Amazon is **the** large**st** rainforest.	*deep, high, large, long, warm, wide*
Review 2	30	Writing skill: commas in lists Exam practice: Cambridge English: Movers, Listening paper, Part 2		
5 Nature watch	32	Past simple *be*: *was* / *were*	I **was** at school yesterday. They **weren't** asleep at midnight.	*bat, fox, owl, cave, den, forest, nest, pond*
	36	Past simple *be*: questions and short answers	**Were you** asleep? **Yes**, I **was**. / **No**, I **wasn't**.	*turtle*

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6 Past times	38	*There was* / *There were*: affirmative and negative	**There was** an amphitheatre. **There weren't** any banks.	*amphitheatre, aqueduct, chariot, forum, gladiator, public baths, temple*
	42	*There was* / *There were*: questions and short answers	**Was there** a football stadium? **Yes**, there **was**. **Were there** any supermarkets? **No**, there **weren't**.	
Review 3	44	Writing skill: *and, but, so* Exam practice: Cambridge English: Movers, Reading and Writing paper, Part 6		
7 Days out	46	Past simple (regular verbs): affirmative and negative	We **visited** an art gallery last week. The artists **didn't mix** the colours.	*art gallery, artist, guide, painting, dot, draw, mix*
	50	Past simple (regular verbs): questions and short answers	**Did** you **visit** the aquarium on Saturday? **Yes**, I **did**. / **No**, I **didn't**.	*aquarium*
8 Ancient civilisations	52	Past simple (irregular verbs): affirmative and negative	The Incas **built** cities and roads. They **didn't have** furniture.	*brick, bridge, furniture, palace, roof, tunic*
	56	Past simple: *Wh*- questions	What **did** they **eat**? They **ate** bread and fruit.	
Review 4	58	Writing skill: using paragraphs Exam practice: Cambridge English: Movers, Listening paper, Part 3		
9 Helping the community	60	*have to* / *don't have to*	You **have to** be brave. You **don't have to** get up early.	*firefighter, teacher, nurse, chef, brave, patient, organised, creative*
	64	Question words	**Why** do you like swimming? **Because** it's fun.	
10 Holiday plans	66	*going to* for future plans	They**'re going to visit** a wildlife park. He **isn't going to see** the baby koalas.	*boat trip, koala bear, snake show, treasure hunt, wildlife, feed, go camping, go canoeing*
	70	*going to*: questions and short answers	**Are** we **going to visit** granddad's farm? **Yes**, we **are**. / **No**, we **aren't**.	
Review 5	72	Writing skill: using sequencers Exam practice: Cambridge English: Movers, Reading and Writing paper, Part 4		
	74	Grammar reference		

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4 Land and sea

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Unit objectives

To talk about and compare geographical features

Target language: *Angel Falls are higher than Iguazu Falls. The Amazon is wider than the Parana.*

La Rinconada is the highest city on Earth. The Amazon is the largest rainforest.

Grammar: comparative form with short adjectives; superlative form with short adjectives

Key vocabulary: *desert, lake, mountain, ocean, rainforest, river, waterfall*; *deep, high, large, long, warm, wide*

Materials: map of the world or a globe

Lesson 1

Grammar start Pupil's Book, pages 24–25

Warm up

- Elicit the names of the seven continents and write them as column headings on the board (Europe, Africa, Asia, Australia, North America, South America, Antarctica). Pupils brainstorm names of countries they know in English. Invite pupils to write the countries in the correct column and point them out on a map or globe (see Materials).

1 15 16 Listen, say and point.

- Pupils look at the pictures. Elicit the topic (geography) and any vocabulary pupils know in English.
- Play Track 15. Pause after each word. Pupils repeat the word and point to the corresponding picture.
- Elicit any geographical features pupils know about in any of the countries/continents on the board: *In Brazil, there is a rainforest.*

Track 15

desert, lake, mountain, ocean, rainforest, river, waterfall

- Play Track 16. Pupils listen and point to the corresponding picture.

Track 16

ocean, waterfall, rainforest, desert, lake, mountain, river

2 17 Read and listen. What countries are the places in?

- Read out the title and ask which continent the text is about (*South America*). Elicit which countries pupils know in South America.
- Point to each picture and elicit what geographical feature they show (*waterfalls, deserts*). Draw attention to the facts by saying the information in sentences: *Angel Falls are 979 metres high and 107 metres wide. The temperature in the Atacama Desert is 25 degrees Celsius.*
- Play Track 17. Pupils follow the text and listen for any words from the vocabulary panel (*desert* and *falls* — the shorter form of *waterfall*).
- Ask: *What countries are the places in?* Play the first part of the track again. Pupils read and listen for the answer (*Venezuela, Brazil, Argentina*).
- Repeat for the second part of the track (*Chile, Argentina*).

Track 17

Natural wonders of South America

Angel Falls are in Venezuela. Iguazu Falls are in Brazil and Argentina. Angel Falls are higher than Iguazu Falls. Iguazu Falls are wider than Angel Falls.

The Atacama Desert is in Chile. The Patagonian Desert is in Argentina. The Atacama Desert is hotter than the Patagonian Desert. It is also drier than the Patagonian Desert.

3 Read and complete.

- Read out the first statement. Explain that the comparative adjective means *more ... than*. To illustrate the meaning, invite two pupils to stand up and compare their height using *tall*: *Max is taller than Laura.*
- Read out the first example, pointing out *are* and *higher than*. Refer pupils back to the information about the height of the waterfalls on page 24 so they can check the sentence is correct.
- Repeat with the remaining example.
- Read the first rule for the formation of the comparatives and point to the ending of *colder*. Elicit which sentence has an adjective that follows this rule (*Angel Falls are higher than Iguazu Falls*). Pupils write in the answer (*high → higher*).
- Repeat with rules 2–4.

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Answers

1 higher	**3** hotter
2 wider	**4** drier

If pupils' L1 always forms comparatives by adding *more* instead of a suffix, reinforce the use of the *-er* ending.



Extra activity Divide the class into pairs. Pupils think of other short adjectives and work out the comparative form: *short, shorter*; *wet, wetter*.

4 Complete the sentences with the comparative form of the adjective.

- Read out the first sentence. Pupils find the example in the grammar box and decide which rule the adjective *big* follows (*rule 3*). Draw pupils' attention to the double *g*.
- Pupils complete the activity using the examples and rules in the grammar box.
- Write the adjectives *deep, long, wide, hot, dry* on the board. Invite volunteers to write their comparative forms.

Answers

a bigger	**c** longer	**e** hotter
b deeper	**d** wider	**f** drier

Extension On the board, write adjectives in two columns: Column 1 – *long, big, hot, dry, high*; Column 2 – *wet, small, short, low, cold*. Pupils match the opposites in their notebooks. They then use the comparative form to describe the words in the vocabulary panel: *A desert is drier than a rainforest. An ocean is bigger than a lake.*

Lesson 2

Grammar practice Pupil's Book, pages 26–27

Warm up

- Brainstorm short adjectives and write them on the board. Write the word *ocean* and elicit which adjectives can describe an ocean (*big, deep, cold …*).

1 Look at the table. Write the words in order.



This activity encourages thinking skills as pupils have to extract and compare data from a table as well as making a grammatically correct sentence.

- Point to the table and read out the names of the four oceans. Ask pupils if they know where they are in the world. Point them out on a map or a globe (see Materials).
- Elicit an adjective for each of the three topics, giving pupils the English word, if necessary (surface – *big, small*; depth – *deep*; temperature – *hot, warm, cold*). Draw pupils' attention to the data: *30% is bigger than 21%*.
- Read out the first sentence. Pupils check that the sentence is true by reading the data in the table (*Pacific = 30% of Earth's surface, Atlantic = 21%).*
- Pupils read the second sentence and find the adjective (*smaller*). Pupils check the data to see which of the two oceans is smaller. They write the correct sentence, referring to the grammar box on page 25 if necessary.
- Pupils work individually to complete the activity.
- Invite volunteers to read out their answers.

Answers

a The Pacific Ocean is bigger than the Atlantic Ocean.
b The Arctic Ocean is smaller than the Indian Ocean.
c The Atlantic Ocean is deeper than the Arctic Ocean.
d The Indian Ocean is warmer than the Pacific Ocean.
e The Arctic Ocean is colder than the Atlantic Ocean.

Extra activity Pupils change sentences a, b, d and e to use the opposite adjective: a *The Atlantic Ocean is smaller than the Pacific Ocean.* b *The Indian Ocean is bigger than the Arctic Ocean.* d *The Pacific Ocean is colder than the Indian Ocean.* e *The Atlantic Ocean is warmer than the Arctic Ocean.*

2 Complete the sentences. Write the name of the ocean.

- Read out the first sentence. Draw pupils' attention to the correct form of the comparative and the use of *than*. Pupils look at the data in the chart in activity 1 to confirm the answer.
- Pupils work individually to complete the activity.
- Divide the class into pairs. Pupils compare answers with their partner. Invite volunteers to read their answers for the class to check.

Answers

a bigger than / warmer than / The Indian Ocean.
b smaller than / larger than / The Atlantic Ocean.
c colder than / warmer than / The Pacific Ocean.
d deeper and bigger than / The Pacific Ocean.

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Mixed ability If pupils need more support, elicit the comparatives for each question orally first. Fast finishers can make up one or two similar sentences for their friends to guess the ocean.

Praise pupils for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

3 18 Complete the sentences with the correct form of the words in the box. Listen and check.

- Point to the picture and elicit which country it is (*Australia*). Point to it on the map or a globe (see Materials). Brainstorm anything pupils know about Australia.
- Write the adjectives from the box on the board. Invite volunteers to write the comparatives: *longer, wider, drier, bigger, higher, wetter*.
- Draw pupils' attention to the map. They find the geographical features they know (*mountain, river, desert, waterfall, lake*).
- Read out the first sentence. On the map, pupils find the two mountains and check the answer.
- Pupils work individually to complete the activity. Then play Track 18 for the class to check their answers.

Track 18

a *Mount Kosciuszko is higher than Mount Zeil.*
b *The Murray River is longer than the Darling River.*
c *The Great Victoria Desert is bigger than the Great Sandy Desert.*
d *Wollomombi Falls are wider than Wallaman Falls.*
e *The Great Sandy Desert is wetter than the Great Victoria Desert.*
f *Lake Eyre is deeper than Lake Torrens.*

Answers
See Track 18 above

4 Quiz your partner about the facts in this unit.

This activity promotes collaborative skills as pupils have to work together to test each other's knowledge.

- Read out the statement. Pupils check the table on page 26 to check if it is true.
- Give pupils a few minutes to write five true and false sentences about any of the facts in the unit.
- Divide the class into pairs. Pupils take turns reading their sentences and responding *True* or *False*. They keep a record to see who knows the most facts.
- Invite volunteers to read their sentences for the class to respond to.

Extension If pupils study geography in school, they can write sentences comparing geographical features in their own country, or in a country they have studied.

Praise pupils for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

Lesson 3

Grammar goal **Pupil's Book, pages 28–29**

Warm up

- Divide the class into groups of four. One pupil per group writes the alphabet down the left hand side of a sheet of paper. Groups try to write one country for each letter: *Argentina, Brazil, China …* Set a time limit. The group with the most countries reads them out, and the rest of the class can challenge if they think they have made a mistake. Pupils then choose two or three countries they would like to visit and tell their group why: *I want to visit Australia because it is hot.*

1 19 Read and listen. Choose your favourite holiday.

- Explain that pupils are going to look at two holiday advertisements. Point to the first picture. Elicit what pupils can see and what is happening (*river, forest*; people going on a boat trip down the Amazon River).
- Elicit where the second picture is (*in the mountains*).
- Play the first part of Track 19. Pupils listen and follow in their books.
- Ask pupils what you can see if you visit the Amazon (*the widest river and the largest tropical rainforest on Earth*).
- Repeat for the second part of the track (*the longest mountain range and the highest city on Earth*).
- Pupils choose which holiday they prefer. Invite volunteers to explain their choice. Vote as a class.

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Track 19

The Amazing Amazon!
Sail down the Amazon – it's the widest river on Earth. Visit the tropical rainforest. It's the largest on the planet.

Chile and Peru – perfect for you!
Travel across the Andes, the longest mountain range on Earth. Visit La Rinconada. It's the highest city in the world!

Grammar box

- Read out the explanation. Make sure pupils understand *superlative*. To illustrate the meaning further, ask the whole class to stand up and find the tallest. Tell the class: *Max is the tallest pupil in class.*
- Read the first sentence, drawing pupils' attention to the use of *the* and the ending of *highest*. Ask: *Is there a higher city in the world than La Rinconada?* (*No*). Repeat for the second sentence.
- Play Track 19 again. Pupils listen and write down any superlative adjectives they hear (*the widest, the largest, the longest, the highest*).
- Refer pupils back to the comparative rules in the grammar box on page 25, pointing out that the same spelling changes apply to superlatives.

2 20 Complete and circle. Listen and check.

- Read out the first sentence. Point out the ending of *warmest* and the use of *the*. Elicit the correct ocean. Pupils may refer to the chart on page 26.
- Pupils go through the adjectives in the remaining sentences and write them in the correct form. Remind pupils not to forget *the.*
- Pupils circle the correct answers, guessing where necessary.
- Play Track 20, pausing after each sentence for pupils to check their answers.

Track 20

a *The Indian Ocean is the warmest ocean in the world.*
b *The Sahara is the hottest desert in the world.*
c *The Antarctic is the coldest place on Earth.*
d *Mount Everest is the highest mountain in the world.*
e *Lake Baikal is the deepest lake on Earth.*
f *Khone Falls is the widest waterfall.*

Answers
See Track 20 above

Extra activity On the board, list the adjectives used in this unit. Volunteers write the comparative and superlative forms next to them to make a table.

3 Complete with the correct form of *be* and the words in the box.

- Pupils look at the picture. Elicit where it is and what it is like (*Antarctica: cold, windy …*). Tell pupils they are going to find out something interesting about Antarctica.
- Go through the words in the box, eliciting the superlative for each: *the largest, the driest, the biggest, the windiest, the highest, the coldest*.
- Read out the first three sentences, pointing out the first answer. Ask if there is a larger desert than Antarctica in the world (*no*). Elicit ideas for why Antarctica is considered a desert.
- Pupils work individually to complete the text, including the correct form of *be.*
- Check answers with the class including spelling.

Answers

a	is the largest	**d**	is the driest
b	is the coldest	**e**	is the highest
c	is the windiest	**f**	the biggest

4 Write a holiday advert for your town/country or another place.

- Pupils look at the pictures. Elicit what they show. Draw pupils' attention to the holiday advertisements on page 28.
- Working individually, pupils choose a place and write about its special features. Make sure they follow the spelling rules for forming superlatives.
- Divide the class into pairs. They take turns telling each other about their holiday adverts.

Extension Pupils use the table on page 26 to make sentences using the superlative: *The Pacific Ocean is the biggest*. More confident pupils can use both the comparative and the superlative.



Praise pupils for their work and tell them that they have now finished the unit and earned a gold medal.

Units 3 and 4 Review answers

1	**a**	Is	**e**	are	**i**	how many
	b	any	**f**	many	**j**	is
	c	isn't	**g**	any	**k**	any
	d	How many	**h**	a lot	**l**	is
2	**a**	the biggest	**e**	drier		
	b	the smallest	**f**	wetter		
	c	larger	**g**	the highest		
	d	hotter	**h**	the coldest		