

تم تحميل هذا الملف من موقع المناهج العمانية



حلول دروس الوحدة الرابعة Homes Happy

موقع فايلاتي ← المناهج العمانية ← الصف السادس ← لغة انجليزية ← الفصل الثاني ← حلول ← الملف

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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السادس



صفحة المناهج
العمانية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الثاني

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A2 Flyers Reading and Writing Part 5

Think!

- 1 Read the task carefully. Make sure you know what you have to do.

Try!

- 2 Make sentences with the same meaning. Write one, two, three or four words.

- 1 That's Hassan. He's in my class. Hassan is a boy who is in my class.
 2 I was sleeping. You called me. You called me when I was sleeping.
 3 I can't remember the recipe. I have forgotten the recipe.

Do!

- 3 Look at the picture and read the story.
 Write one, two, three or four words to complete the sentences.

Exam

For each gap in the sentence, think of possible words which may fit.

A great day!



My name's Muneera. Last Saturday, we had a big family celebration for my grandparents. My uncles, aunts and all my cousins came. I helped my mum tidy the house and clean the windows, but the weather was so nice Mum wanted to have lunch outside. So Dad and my brother Ammar put two big tables in the garden. Then my sister Rawan helped me lay the tables ready for our meal. My mum and aunt Samira cooked lots of traditional dishes that my grandma likes. My aunt Aida baked a big cake and aunt Bayan made special biscuits. When my grandparents arrived, my little sister Shahad gave them some beautiful flowers from the garden. They were so happy. The meal was delicious and after lunch we played games with our cousins. Then Rawan and I helped Mum and my aunts clear the table and tidy up. It was a great day and my grandparents were very happy.

- 1 Last Saturday, Muneera and her family had a big family celebration for her grandparents.
 2 Muneera's mum wanted to have lunch outside because the weather was so nice.
 3 Muneera's dad and her brother put two big tables in the garden.
 4 Muneera's grandma likes traditional dishes.
 5 Shahad picked beautiful flowers to give her grandparents.
 6 After lunch, Muneera and her cousins played games together.
 7 Muneera helped her mum and aunts clear the table and tidy up.

- 1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! question.
- 2 Look and match. Then listen, check and repeat.

tidy up **10** clear the table **7** vacuum the carpet **6** dust the furniture **4**
 sweep the floor **8** clean the windows **12** empty the bin **3** put away the clothes **5**
 wash the car **9** cook the dinner **2** water the plants **11** take out the rubbish **7**



- 3 Listen and read. Which jobs does Reem do? Which jobs does she like?

Which jobs does she hate?

She tidies her room, clears the table, (last Friday she cooked dinner) and puts away the clothes. She likes matching socks, watering the plants, and cleaning the windows. She hates tidying her room.



Reem: *Home help*

Hi everyone! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home. My mum thinks other children help more often, but I'm not so sure. My dad empties the bins, but my mum vacuums the carpets and sweeps the floor. My brother washes Dad's car. My sister sometimes dusts the furniture and we all have to tidy our rooms. I'm very untidy, so I hate tidying my room. At dinner time, we have to clear the table. I cooked the dinner last Friday, and I really enjoyed it! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?

My favourite jobs are outdoors. I water the garden plants in the summer and I clean the windows for Mum.

What about you? How do you help at home? Send me a message!

- 4 Work in pairs. Look at the jobs at home on pages 10 and 11 and answer the questions.

1 Which jobs do people do in the kitchen?

clear the table, cook dinner, empty the bin, sweep the floor

2 Which jobs do people do outdoors?

wash the car, clean the windows, water the plants, empty the bin, take out the rubbish

3 Which jobs do you sometimes do at home?

students' own answers

- 5 Which jobs do you like? Which do you hate? Write the jobs in order from the best to the worst. Compare your list with your partner.



I like cooking the dinner.



I hate tidying my room.

4

Happy homes

Vocabulary

1 Read and circle the correct words.

- I don't like housework, but I water dust put away my clothes.
- I have to help my dad dust cook take out the furniture. It isn't very clean.
- Do you put away tidy up water every day? Your room looks amazing!
- I can't watch TV. My mum wants to vacuum clear dust the carpet.
- You need to tidy up water sweep the plants. They look dry!
- Could you tidy up do take out the rubbish, please?



2 Look at the pictures. Complete the sentences.

- I can make lunch for us and then you can clean the windows.
- We need to sweep the floor and then vacuum the carpet.
- Don't forget to empty the bin before you go out today.
- I never cook dinner because my mum always does that.
- It's your turn to wash the car. I did it last week.
- Please clear the table before you do your homework.

3 Read the *I'm Learning* box. Then read and complete the sentences for you. Use phrases from this lesson and your own ideas.**I'm Learning**

Describing your life

New language is easier to remember when you use it to describe your life and habits.

I always tidy up.

I sometimes clear the table.

I never dust the furniture.

- I usually tidy up once a week. I also wash the car for my parents.
- I sometimes _____, but I never _____.
- I often _____ and I always _____.
- I _____, I also _____.
- I never _____ and I don't _____.

4 Write three or more sentences about you and your family. What jobs at home does each person do? Use the adverbs in the box.

always usually often sometimes never

They have made a cake and the kitchen is a mess. They made the cake as a surprise for Julia's birthday.

1 Listen and read. Why are they tidying up? What's the surprise?

Reem: **What a mess!** Hurry up! Julia will be here soon.

Laila: Well, we've **already** made the cake.

Reem: Yes! And I've **just** cleared the table.

Laila: Cool! But look at the mess over here!

Reem: I've emptied the bin, but I haven't tidied up **yet**.

Laila: And we haven't swept the floor **yet**.

Reem: **Hang on!** Laila! I've **just** done that!

Laila: Oh, sorry! Maybe we should vacuum it but I've never vacuumed the floor.

Reem: What about the rubbish? Have you taken out the rubbish **yet**?

Laila: No, but we can do that later. I've **just** had a message. It says ... OMW. That means 'on my way'!

Reem: So she's coming now? Quick! Hide!



Reem/Laila: **Surprise!** Happy birthday!

Julia: Oh, dear! Erm ... my birthday is next week!

Reem/Laila: Oh, no!

Reem: Well, you can help us tidy up!

2 Work in pairs. Read the dialogue again and answer the questions.

They think it's Julia's birthday.

1 Why have they made a cake?

2 Who emptied the bins? **Reem**

3 Has anybody swept the floor yet?

Yes, Reem has just swept the floor.

4 What are they going to do later?

They're going to take out the rubbish.

5 What does 'OMW' mean? **It means 'On my way'**

6 When is Julia's birthday? **It's next week.**

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.

Surprise! Hang on! What a mess!

1 Can you clear the table?

Hang on!

(...) I did it last time. It's your turn.

2 (...)

What a mess!

It's OK. We're going to tidy up.

3 (...)

Surprise!

This present is for you!

Oh, thank you!

4 Imagine you're planning a surprise party. What jobs do you have to do? Talk to your partner and write a list.

We have to make a cake.

Then we have to sweep the floor.



- 1 Complete the sentences from the dialogue on the Class Book page 13. Who says them? Write. Then listen and check.

rubbish cake floor mess now table

- 1 Laila Cool! But look at the mess over here!
 2 Laila And we haven't swept the floor.
 3 Laila Well, we've already made the cake.
 4 Reem And I've just cleared the table.
 5 Reem So she's coming now? Quick! Hide!
 6 Reem Have you taken out the rubbish yet?

- 2 Read the dialogue again and circle T (true) or F (false). Explain your answers.

- 1 Julia's cake isn't ready when she arrives. T F
Reem and Laila have already made the cake.
 2 Reem has already tidied up. T F
She emptied the bin, but she hasn't tidied up yet.
 3 Reem has never vacuumed the floor. T F
Laila has never vacuumed the floor!
 4 Laila tells Reem that the bins are empty. T F
Reem tells Laila that the bins are empty.
 5 Laila receives a message that says 'OMW'. T F
Laila receives the message.
 6 Julia is surprised, but it isn't her birthday. T F
Her birthday is next week.

- 3 Complete the dialogues with the correct expressions. Then listen and check.

Surprise! x 2

Hang on! x 2

What a mess! x 2

- 1 A: Where did these flowers come from?
 B: Surprise! They're for you!
- 2 A: Oh, no! I dropped the milk!
 B: What a mess! Let's clean it up.
- 3 A: These papers should go in the bin.
 B: Hang on! That's my homework!
- 4 A: Look at this room! What a mess!
 B: I know. I have to tidy it up.
- 5 A: I can't wait for you. I'm leaving now.
 B: Hang on! I only need a minute.
- 6 A: I hate my phone. It's so old.
 B: Surprise! Here's a new one!

- 4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

- 1 Look back at the dialogue in Lesson 2. What have they done? What haven't they done?

tidy up *X* make the cake *✓* clear the table *✓* take out the rubbish *X*
sweep the floor *✓* vacuum the floor *X* empty the bins *✓*

- 2   Look at the grammar table. Then read and circle the correct options to complete the rules.



Grammar

Present perfect with *already*, *just*, *never* and *yet*

I've	<i>already</i>	swept the floor.	
He's	<i>just</i>	eaten lunch.	
They've	<i>never</i>	made the cake.	
		vacuumed the carpet.	
I haven't		watered the plants	<i>yet.</i>
She hasn't			
Have you		emptied the bins	<i>yet?</i>
Has anyone		taken out the rubbish	

We sometimes use the Present perfect with *already*, *just*, *never* and *yet*.

We use *already* / *just* / *never* / *yet* when we have done something a short time ago.

We use *already* / *just* / *never* / *yet* when we have done something earlier than someone expected.

We use *already* / *just* / *never* / *yet* when we haven't done something at any time in our life.

We use *already* / *just* / *never* / *yet* in negative sentences and questions to talk or ask about something we haven't done, but we are going to do soon.

- 3 Read the dialogue in Lesson 2 again. Underline examples of *already*, *just*, *never* and *yet*.
- 4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.



Have they made the cake *yet*?

Yes, they've *already* made the cake.



5 Listen and match the people to the jobs.

- | | |
|-----------|------------------------|
| 1 Mum | a make a cake |
| 2 Dad | b vacuum the carpet |
| 3 Budoor | c lay the table |
| 4 Saeed | d sweep the floor |
| 5 Grandma | e take out the rubbish |
| | f dust the furniture |
| | g clear the table |



6 Listen again and answer the questions.

- What are they celebrating?
They're having a birthday party.
- What has Saeed already done?
He has already swept the floor.
- What has Budoor never made?
She's never made a cake.
- Why isn't Dad there?
He has gone for a walk.
- How does Grandma get there?
by car
- What is Dad going to do?
He's going to take out the rubbish.

7 Which jobs do you have to do most days? Which jobs have you already done? Which jobs haven't you done yet? Write them in two lists. Compare your lists with your partner. Who has done more jobs today?

Have you made your bed **yet**?

Yes, I have. I've **just** finished.



No, I haven't. Have you done your homework **yet**?



We've already watered all of the plants.

6 We've already watered all of the plants.

Hashim has just emptied the bins.

5 Hashim just has emptied the bins.

Nawal has just dusted the furniture.

4 Nawal has dusted the furniture just.

Mum and I have just tidied up the kitchen.

3 Mum and I have just tidy up the kitchen.

Have you already swept the kitchen floor?

2 Have already you swept the kitchen floor?

Clare hasn't cleared the table after lunch yet.

1 Clare hasn't cleared yet the table after lunch.



2 Underline the mistakes and write the correct sentences.



T

F

cleaned the windows yet.

6 Juma has watered the plants, but he hasn't.

He has already swept the floor.

T

F

Juma hasn't swept the floor yet.

5 She hasn't cooked dinner yet.

T

F

Mum has already tidied up and cooked dinner.

T

F

and fed the bird. She hasn't fed the bird yet.

T

F

Bushra has already dusted the furniture.

T

F

He has already emptied the bin.

T

F

Dad hasn't emptied the bin yet.

T

F

Dad hasn't laid the table yet.

1 Listen and order T (true) or F (false). Explain your answers.

Present perfect with *already, just, never* and *yet*

- 3 Read the text. Then write sentences with the Present perfect and *already*, *just*, *never* or *yet*.

It's 6.00 pm on Saturday. Malik arrived home five minutes ago. He has to tidy his room now. Mum's in the living room. She vacuumed the carpet earlier. Malik doesn't vacuum the carpet. Then she had a coffee. Now she wants to dust the furniture. Dad's in the garden. He finished watering the plants two minutes ago.

- 1 Malik arrive home

Malik has just arrived home.

- 2 He tidy his room

He hasn't tidied his room yet.

- 3 Mum vacuum the carpet

Mum has already vacuumed the carpet.

- 4 She dust the furniture

She hasn't dusted the furniture yet.

- 5 Dad water the plants

Dad has just watered the plants.

- 6 Malik vacuum the carpet

Malik hasn't vacuumed the carpet.

- 4 Write questions about today. Use the Present perfect and *yet*.

- 1 pray Al-Fajr prayer

Have you prayed Al-Fajr prayer yet?

- 2 read the Holy Quran

Have you read the Holy Quran yet?

- 3 have breakfast

Have you had breakfast yet?

- 4 tidy your room

Have you tidied your room yet?

- 5 a teacher speak to you

Has a teacher spoken to you yet?

- 5 Work with your partner. Ask them your questions from Activity 4 and write their answers in your notebook.

1 Before you read Today's Book Club text is a play. Look and circle the words that describe a play.

- 1 There is a list of **characters** **places** at the beginning.
- 2 Different parts of the play are called **chapters** **scenes**.
- 3 What plays have you read?

2 Listen and read. Then answer the questions.

- 1 How many friends did Anansi meet? **eight**
- 2 Why did he want to come back later?
Because he wanted to eat, but he didn't want to help/do any jobs.



Cast

Narrator

Anansi the spider.

Friends of Anansi

Ronny the rabbit

Lulu the mouse

Fdix the fox

Kiki the monkey

Freddie the frog

Horace the hedgehog

Henry the tortoise

Bill the badger

Scene 1:

Narrator: Anansi was walking past Ronny's house when he smelt something.

Anansi: Mmm ... that smells good!

Ronny: Hi, Anansi. Have you had lunch yet?

Anansi: No. What are you cooking?

Ronny: I haven't finished yet, but you can help. Here's a **knife**.

Anansi: Oh, that's OK. Just pull my web and I'll come back when it's ready.



Scene 2:

Narrator: On his way to the park, Anansi met Kiki.

Kiki: Hi, Anansi. I've just been shopping. Come for lunch! I've already **baked** a cake.

Anansi: Mmm ... It smells like chocolate cake!

Kiki: What a mess! I have to sweep the floor. It doesn't look clean.

Anansi: Oh! I'll come back. Pull my web later.

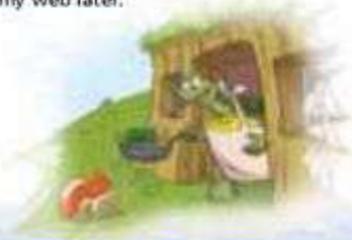


Scene 3:

Narrator: Anansi was walking past Henry's house.

Henry: Anansi! Come for lunch! I've already **chopped** the vegetables. You can help me **boil** them ...

Anansi: I'll come back later. Just pull my web.



3 After you read Activity Book, page 12.

4 Discuss in groups. **Because he was lazy – he wanted the food but didn't want to help prepare it.**

- 1 Why do you think that Anansi didn't want to help his friends?
- 2 What important things can we learn from the story?

5 Work in groups. Write four more scenes, between scene 4 and scene 5, where Anansi meets four more friends. Their names are in the Cast at the top.

We can learn that avoiding our responsibilities and expecting others to do everything can have negative consequences. The story teaches us the importance of taking responsibility and participating.

Scene 4:

Narrator: Anansi saw his friend, Lulu.

Lulu: Hi, Anansi. Come in! I've already made lunch.

Anansi: I'm sure it will taste delicious.

Lulu: I've added salt and pepper and I've just put it in the oven.

Let's lay the table. We need knives, forks and spoons.

Anansi: Oh! I can come later. Just pull my web.

Narrator: Anansi met four more friends and they all invited him to eat. He said the same thing.



Scene 5:

Narrator: In the park, Anansi was feeling hungry, when he felt something.

Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Kiki! And now Henry! Ouch!

Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner ...

Scene 6:

Narrator: Anansi jumped in the river to escape from his friends.

Anansi: Oh, no! I can't go for lunch now.



- 1 **After you read** Read the play on the Class Book page 16 again. Who says these lines? Write.



- 1 Lulu We need knives, forks and spoons.
- 2 Kiki Come for lunch! I've already baked a cake.
- 3 Narrator Anansi jumped in the river to escape from his friends.
- 4 Ronny Hi, Anansi. Have you had lunch yet?
- 5 Anansi It smells like chocolate cake!
- 6 Henry I've already chopped the vegetables.

- 2 Read the sentences and circle T (true) or F (false). Explain your answers.

- 1 Ronny doesn't want any help from Anansi. T F
Ronny says Anansi can help.
- 2 Kiki says she hasn't swept the floor yet. T F
Kiki says 'I have to sweep the floor'.
- 3 Henry has already boiled the vegetables. T F
He says Anansi can help him boil them.
- 4 Lulu put salt on the food before cooking it. T F
Lulu says 'I've added salt and pepper'.
- 5 Anansi waited in the park before lunch. T F
In the park, Anansi was feeling hungry.
- 6 Anansi's legs became much shorter. T F
Anansi's legs were growing longer and thinner because everyone was pulling them.

- 3 Read the *Work with words* box. Then look and make collocations.

Work with words

Collocations: verb + noun

Collocations are phrases with two or more parts. Some have a verb and a noun.

sweep + the floor

empty + the bin

clean + the windows



- I've already baked a cake for the party.
- You have to feed the bird now. It's hungry.
- Can you lay the table for dinner, please?
- Let's make sandwiches for breakfast.
- I read a story/stories to my sister every night.
- Have you posted the letter I gave you yet?

1



2



3



4



5



6



- 4 Write five sentences about you, your friends and your family. Use the collocations in the box or any other collocations you know.

visit a castle go scooting water the plants play volleyball
press a button go online do puzzles write a diary

1  Look and match. Then listen, check and repeat.

knife 6 fork 10 spoon 11 fry 4 salt 5 pepper 1
bake 12 add 9 mix 2 chop 3 boil 8



2 Read the play in Lesson 4 again. How many words from Activity 1 can you find?

3 Read the play again. Then match.

- | | | |
|---|-------|------------------------|
| 1 Anansi feels | _____ | a good. |
| 2 Ronny's lunch smells | _____ | b hungry. |
| 3 Kiki's cake smells | _____ | c clean. |
| 4 Kiki's house doesn't look | _____ | d delicious. |
| 5 Anansi thinks Lulu's lunch will taste | _____ | e like chocolate cake. |

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Sense verbs: *look, smell, taste, sound, feel*

What does it	look smell taste sound feel	like?
It	looks smells tastes	like chocolate cake. delicious.
	sounds	like a bell. interesting.
	feels	like leather. soft.

We use *adjectives* nouns after sense verbs + *like*.

We use adjectives *nouns* after sense verbs.

5 Listen to three customers. What kind of ice cream do they taste?

banana, chocolate and orange, coffee

6 Think of an interesting ice cream. What's it like? Talk to your classmates.

- 1 What does it look like?
- 2 What does it smell like?
- 3 What does it taste like?

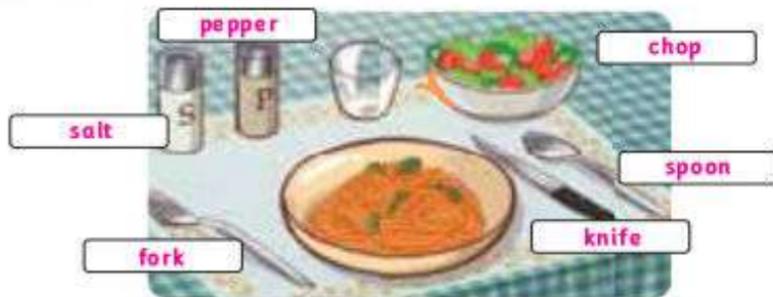


What does it taste like?

It tastes like oranges.



- 1 Label the picture. Then complete the sentences.



- I'd like some salt on my chips, please.
- Do you want some pepper on your food?
- I can chop the tomatoes and put them in the salad.
- This knife doesn't cut very well.
- You need a spoon to eat your soup.
- I can't eat my pasta. I don't have a fork.

- 2 Listen to the recipe and number the verbs in order. Then complete the dialogue.

- | | | |
|---------------|---------------|--------------|
| 5 add | 2 boil | 3 cut |
| 6 bake | 7 chop | 4 mix |

Mum: Can you help me cook dinner, Mudrik?

Mudrik: Sure. What can I do?

Mum: Well, you can ¹ chop some vegetables. Then we have to ² boil them for five minutes.

Mudrik: And what are you doing?

Mum: I'm preparing some chicken. First I ³ cut it into pieces. Then I ⁴ mix it with the vegetables.

Mudrik: OK. And then what?

Mum: We have to ⁵ add some salt and pepper. Then we ⁶ bake it in the oven.

Mudrik: That sounds good!

Sense verbs: *look, smell, taste, sound, feel*

- 3 Complete the sentences with the correct form of the verbs. Match.

feel look smell taste



4



2



5



1



3

- How much salt did you add to the soup? It tastes really salty!
- What's that sound? It sounds like thunder.
- Your shoes look so pretty. I love the colour.
- Mmm. Those cupcakes smell delicious! I really want one!
- Wow! This old chair is really hard. It feels like a rock!

- 4 Choose five topics from the box. Write sentences using each of the sense verbs. Then compare with your partner.

traditional music chocolate milk new clothes pizza the beach
flowers coffee old trainers

- 1 **After you read** Read the text on the Class Book page 20 again. Tick the foods the sentences describe.

	Tamales	Rashoof	Daheen
1 It tastes sweet and delicious.			✓
2 You boil these in water.	✓		
3 People often eat this in winter.		✓	
4 You need banana leaves or palm leaves to make this.	✓		
5 You cook this in the oven.			✓
6 People make this with lentils, rice and yoghurt sauce.		✓	

- 2 Answer the questions. Write complete sentences.

- When do people eat tamales? On special days in Mexico and other American countries.
- How long do children sometimes take making tamales? They spend a day making them.
- What country is Rashoof from? Rashoof is from Jordan.
- What do you serve on top of Rashoof? It is served with fried onions on top.
- What gives Daheen its name? The special butter it's made with.
- Where can you buy Daheen? You can buy Daheen from markets in Iraq.

- 3 Listen to a report about a traditional food. Complete the notes.

Country: ¹ Vietnam

Food: *Bahn chung* is a sticky rice ² cake that people eat at New Year.

Recipe:

- ³ Mix rice with meat and yellow mung ⁴ beans.
- Make into ⁵ large square cakes.
- Wrap the cakes in ⁶ banana leaves and ⁷ boil the *bahn chung* in hot water for six hours.

Other facts:

- Some people make *bahn chung* without ⁸ meat.
- People usually eat *bahn chung* with ⁹ vegetables.



- 4 Work in groups. Choose a different traditional festival and find answers to the questions. Write about the festival. Then make a poster about it.

- Why do people celebrate this festival?
- When do people celebrate it?
- What is a traditional food that people eat?
- Who makes the food?
- How do people make the food?

English in action

Offering to help

1   Watch or listen and read. Answer the questions:

1 What are they going to have for dinner?

noodles with chicken and vegetables

2 How are the children going to help with the dinner? Say three jobs.

chop the vegetables, cook the noodles, lay the table



 Hi, Mum. What are you doing?

 I'm tidying up. After that, I'm going to cook dinner.

 **Can I help you?**

 Yes, of course.

 **Do you want me to help, too?**

 Yes, please!

 What's for dinner?

 Noodles with chicken and vegetables. Here's the recipe.

 Mmm, that looks delicious. **I'll** chop the vegetables.

 Thank you.

 **Shall I** cook the noodles?

 That would be great. I've already boiled the water.

 **What do you want us to do now?**

 How about laying the table? We need knives and forks and plates ...

 Ok, Mum!

- 1  Read and complete the dialogue. Then listen and check.

Chicken with rice and vegetables. ~~Yes, please. You can clear the table.~~

How about sweeping the floor? Yes, of course.

I've already washed them. Thank you.

Girl: Can I help you with anything, Mum?

Mum: ¹ Yes, please. You can clear the table.

Girl: Do you want me to help cook, too?

Mum: ² Yes, of course.

Girl: What's for lunch?

Mum: ³ Chicken with rice and vegetables.

Girl: That sounds delicious. I'll boil the rice.

Mum: ⁴ Thank you.

Girl: Shall I chop the vegetables, too?

Mum: Yes, please. ⁵ I've already washed them.

Girl: What do you want me to do now?

Mum: ⁶ How about sweeping the floor?



- 2  Read the sentences. Write offers. Then act out the dialogues with your partner.



- 1 'I have a test tomorrow.'
I'll help you study for it.
- 2 'The kitchen is a mess!'
Do you want me to help you tidy up?
- 3 'I didn't have lunch today.'
Can I make you something to eat?
- 4 'We don't have any milk.'
Shall I go to the shop for some?
- 5 'I'm tidying up the garage.'
What do you want me to do?
- 6 'The floor isn't very clean.'
I'll clean it!

Pronunciation

- 3  Listen and read.

Do the questions go up or down?
Draw an up arrow (↗) or a down arrow (↘). Then practise with your partner.

1 Do you want me to clear the table?

2 When can you help me tidy up? ↗

3 What do you want me to clean? ↗

4 Shall I put away my clothes now? ↗

5 Can you please sweep the floor? ↗

6 Who's going to wash the car? ↘

Literacy: a recipe

Reading

1 **Before you read** Look quickly at the recipes. Which dish would you prefer to make? Why?

2  Listen and read.

1111 Reading

To help you choose recipes, look at the titles, the ingredients and the pictures.



FUN PARTY FOOD

What food do you like to eat at parties? We asked our readers to send us their favourite party food recipes. Here are two of them. We've already tried them - they taste delicious, and they're fun to make!

Fruit on sticks with chocolate sauce

Ingredients:

- 50g chocolate
- 50ml cream
- fruit, e.g. strawberries, grapes, kiwi, cherries, mango

What to do:

- 1 Chop the fruit and put the pieces of fruit on wooden sticks.
- 2 Put the chocolate in a bowl in the microwave, and melt it slowly. Don't boil it!
- 3 Mix the cream and the melted chocolate.
- 4 Heat the cream and chocolate in the microwave for 20 seconds and mix it again.
- 5 Eat the fruit with the chocolate sauce.



B

Cheese straws

Ingredients:

- 100g flour
- 1/2 teaspoon salt
- 50g butter
- 75g grated cheese
- 1 egg

What to do:

- 1 Cut the butter into small pieces, and beat the egg.
- 2 Put the flour, salt and butter into a big bowl. Rub the butter with your fingers to make very tiny pieces.
- 3 Add the cheese and the egg. Mix everything together to make the dough.
- 4 Roll the dough with a rolling pin and then cut it into long pieces.
- 5 Put the pieces of dough on a metal tray in the oven and bake them at 180°C for 10 to 15 minutes.



Words in context

cream sauce butter
teaspoon rolling pin tray

3 **After you read** Read and find the recipe. Write A or B.

Which recipe tells you to ...

- 1 use wooden sticks?
- 2 make a dough?
- 3 use the microwave?
- 4 beat an egg?
- 5 bake something in the oven?
- 6 melt something?

A
B
A
B
B
A

4  Work in pairs. Act out the actions from the recipes. Watch and guess.

Are you chopping fruit?

Yes, I am.

Reading

Words in context

1 Unscramble the words and complete the sentences.

- I don't have a metal tray (yart) so I can't bake cheese straws.
- Arwa always puts hot chocolate sauce (eacus) on her ice cream.
- Would you like some butter (retubt) in your sandwich?
- You'll only need one teaspoon (snopateo) of salt for this recipe.
- We need a rolling pin (logri/n nip) to make the pizza dough very thin.
- My sister always has cream (carne) and sugar in her coffee.

2 Read the recipe for fruit sticks on the Class Book page 24 again. Number the instructions in order.

- a After that, melt the chocolate in the microwave.
- b Then take the fruit and chop it into small pieces.
- c Next, heat the chocolate and cream and mix them again.
- d First, be sure you have all the ingredients.
- e Then add the cream to the chocolate and mix them.
- f Finally, eat the fruit with the hot chocolate sauce.



3 Read the recipe for cheese straws again. Answer the questions. Write complete sentences.

- How much cheese do we need to make this recipe?
We need 75 grammes of cheese to make this recipe.
- What must we beat before we add it to the other ingredients?
We must beat the egg before we add it to the other ingredients.
- Why do we need to rub the butter with our fingers?
We need to rub the butter to make very tiny pieces.
- What do we do after we roll the dough with a rolling pin?
We cut it into long pieces.
- What must we do with the long pieces of dough?
We put the pieces of dough on a metal tray in the oven.
- How hot must the oven be to cook the dough?
It must be at 180°C for 10 to 15 minutes.

4 Work in groups. Choose a dinner recipe. Discuss the questions and make notes. Then share your ideas with the class.

- Why do you like the recipe so much?
- What things do you need to make it?
- How must you prepare the recipe?
- How does the food smell and taste?

- 1 Read the recipe. Match the pictures to numbers 1–5.

CHOCOLATE COOKIES



Ingredients

- 100g brown sugar
- 125g butter
- 1 egg
- 1 teaspoon vanilla
- 1/2 teaspoon salt
- 225g flour
- 200g chocolate

What to do

- 1 Cut the chocolate into small pieces. **(b)**
- 2 Mix the butter and sugar together to make a dough. **(c)**
- 3 Add the egg and vanilla and mix again. **(e)**
- 4 Now add the flour, salt and chocolate pieces and mix again. **(a)**
- 5 Make small balls of dough with your hands and put them on a metal tray. Bake the cookies in the oven at 200°C for 15 to 20 minutes. **(d)**



- 2 Read. Then answer the questions about the recipes on pages 24 and 25.

How to write... a recipe

- First write a title.
- Then write the ingredients. Use abbreviations, e.g. *g = grammes, ml = millilitres, °C = degrees Celsius*
- Then write what to do. Give instructions with cooking verbs, e.g. *Cut ... , Bake ... , Add ... , Don't boil ...*

- 3 ✨ Write a recipe for a dish that you like. Plan, write, check and rewrite. Use the *How to write...* box to help you.

g (grammes), ml (millilitres), °C (degrees Celsius)

- 1 Which recipe has the most ingredients? **Chocolate cookies**
- 2 What abbreviations do the recipes use?
- 3 What cooking verbs can you find in the recipes?

chop, put, melt, boil, mix, heat, eat, cut, beat, rub, add, roll, bake

When you write instructions, make sure the order is clear. You can use bullet points (*), numbers (1, 2, 3, etc.), and words like *first, next, then*.

Writing

- 1 Number the pictures in order. Then complete the recipe.

after that finally first next then



Hot tomato and cheese sandwiches

- First, cut some thin pieces of tomato and cheese.
- Then, put the tomato on a piece of bread.
- Next, add the cheese and another piece of bread.
- After That, put butter on the outside of the sandwich.
- Finally, cook the sandwich very slowly on both sides.

- 2 Plan a recipe for a dish that you like.

Tip Writing

When you write instructions, make sure the order is clear. You can use bullet points (•), numbers (1, 2, 3, etc.), and words like *first*, *next*, *then*.

Write a title for your recipe.

List the ingredients you need for your recipe. Use abbreviations: g (grammes),

• • • • • • • •

1 Complete the phrases for jobs at home.



Clean the windows



sweep the floor



water the plants



tidy your/my room



dust the furniture



wash the car



empty the bin



vacuum the carpet

2 Complete the texts with cooking words.

Please can you lay the table? We need six ¹ knives, six ² forks and six ³ spoons. Don't forget the ⁴ salt and ⁵ pepper.

First, you ⁶ cut potatoes into tiny pieces. Then you ⁷ boil them in water. After that, you ⁸ mix the potatoes with butter and ⁹ add a teaspoon of salt. Next, ¹⁰ cover some cheese and put it on top. ¹¹ Bake in the oven for 20 minutes at 180°C.

3 Write Present perfect sentences.

1 make I already dinner

I've already made dinner.

2 just watch film a he

He's just watched a film.

3 stop not raining yet it

It hasn't stopped raining yet.

4 finish we our already homework

We've already finished our homework.

5 yet she not me call

She hasn't called me yet.

6 eat never we Chinese food

We've never eaten Chinese food.

4 Complete the sentences with sense verbs.

1 Those flowers look so pretty. They're a beautiful colour.

2 That sounds like kittens calling for their mum.

3 Yum! This cake tastes delicious! Can I have another slice, please?

4 This sweater feels like wool. It's really soft.

5 Yuck! The kitchen bin smells horrible.

Self-assessment

5 Answer the questions about your work in Unit 4.

1 How was your work in this unit? Choose. OK Good Excellent

2 Which lesson was your favourite? _____

3 Which parts of the unit were difficult for you? _____

4 What new things can you talk about now? _____

5 How can you work and learn better in the next unit? _____

A2 Key for Schools Listening Part 3

110 Exam



- 1 Listen. You will hear Harriet talking to her friend Lucy about last Saturday. For each question, choose the correct answer.

Listen very carefully the second time to make sure you have chosen the correct answer.

- 1 On Saturday morning, Harriet was
 A playing hockey.
 B visiting her grandma.
 C doing the gardening.
- 2 She was there with
 A her uncle.
 B her mum.
 C her dad.
- 3 For lunch, they had
 A sandwiches.
 B fish and chips.
 C fish and salad.
- 4 After lunch, Harriet
 A tidied the kitchen.
 B swept the floor.
 C made a cake.
- 5 Then she and Grandma
 A watched TV.
 B went for a walk.
 C washed Grandma's car.

A2 Flyers Reading and Writing Part 3

110 Exam



- 2 Read the story. Choose a word from the box. Write the correct word for numbers 1–5. There is one example.

Read the whole text before you start writing.

heard tidy lazy television floor dropped water happy saw bin

On Sunday evening, Ana was reading a book in her bedroom when suddenly she heard a loud noise downstairs. 'Oh dear,' she said. 'That doesn't sound good!'

She ran downstairs. She found her little brother Tyler in the kitchen.

He was crying, and there was a broken plate on the (1) floor next to him. 'What happened?' Ana asked.

'I was tidying up the kitchen for Mum,' said Tyler. 'But I (2) dropped a plate!'

'Don't worry,' said Ana. 'Mum didn't like that plate!'

Ana swept the floor and Tyler put the pieces of the broken plate in the (3) bin. Then they went to the living room. 'Let's watch a film,' said Ana.

'Oh, but I wanted to help Mum!' said Tyler. So they decided to (4) tidy the living room. They dusted the furniture and they put away all the toys. Mum was (5) happy when she got home. She wasn't angry about the plate!



- (6) Now choose the best title for the story. Tick one box.

Mum's new plate Helping Mum Ana's house

Get ready for...

A2 Flyers Listening Part 3

Think!

1 Read the task carefully. Make sure you know what you have to do.

Try!

2 Look at pictures A–H in Activity 3. Match them to the words.

- 1 **D** bathroom 2 **A** bedroom 3 **F** dining room 4 **B** garage
 5 **E** garden 6 **G** hall 7 **H** kitchen 8 **C** living room

Do!

3   Which parts of the house are these things in? Listen and write a letter for each thing.

Tip: Exam

Check you know the names of what is in the pictures before you listen.

1  backpack **F**



2  tablet **A**



3  textbook **G**



4  trainers **B**



5  cat **H**

6  guitar **C**