



Grammar GOALS



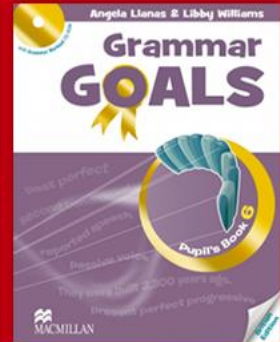
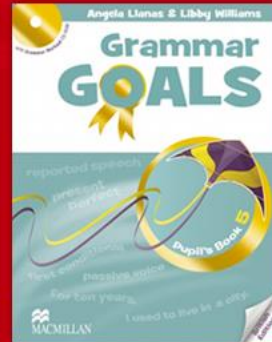
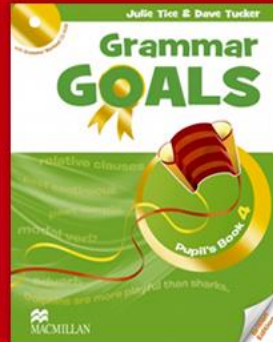
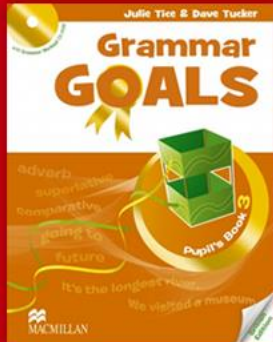
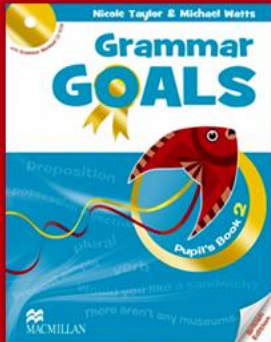
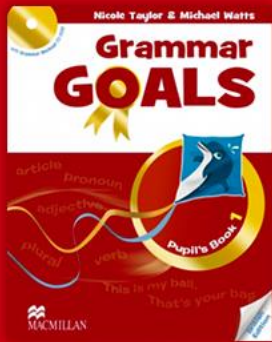
adjective

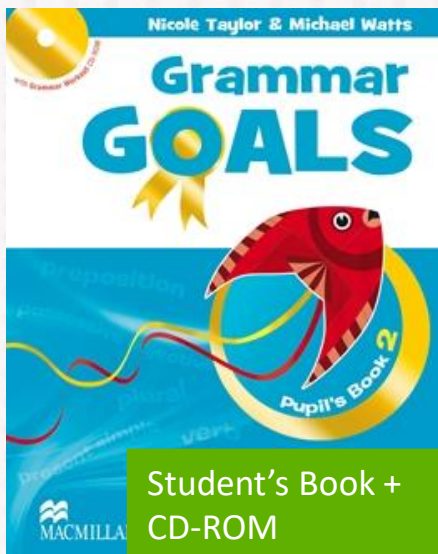
noun

plural

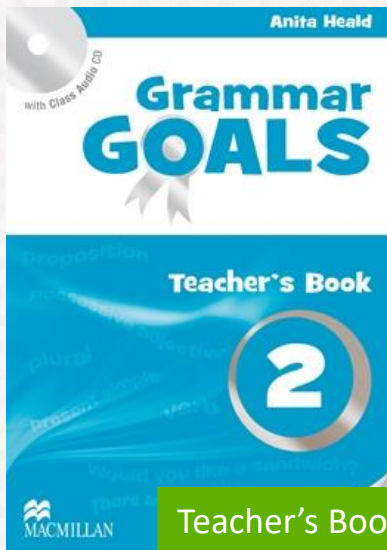
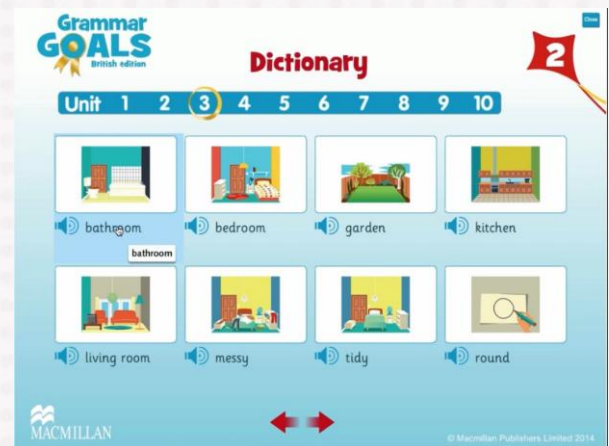
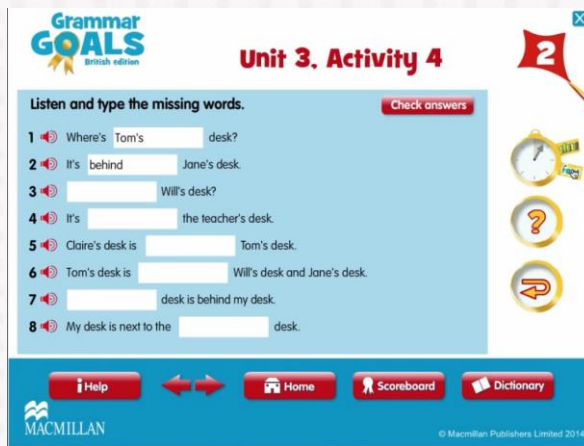
verb

article

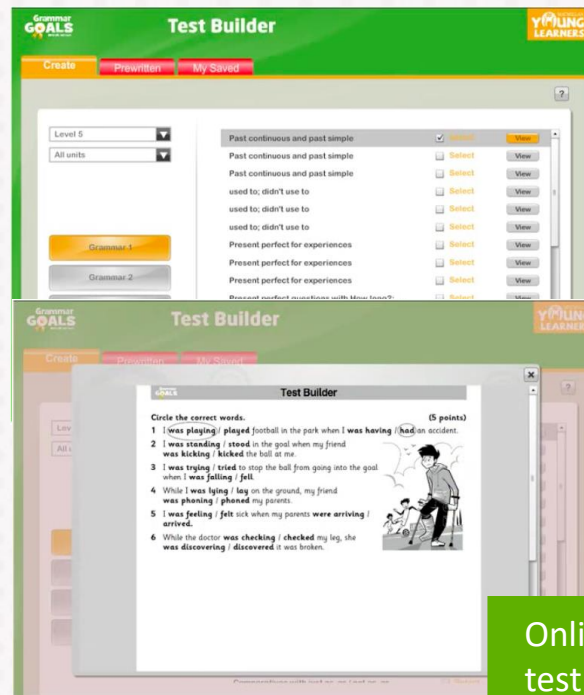




Student's Book + CD-ROM



Teacher's Book + audio CD



Online support: test builder

Simple past (regular verbs): affirmative

We use simple past to talk about

Complete with the simple past verb.

- Last weekend, we visited a museum.
- We looked at some very interesting things.
- We _____ in the museum for two hours.
- I _____ the old cars best.
- I _____ a lot that day!

_____ like

1 Making friends

be: (I/he/she) affirmative

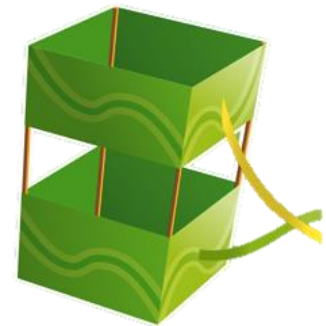
Question words; answers with *be*

2 Amazing animals

Articles: *a/an*

be: question & short answers

Pupil's Book 1



9 A better world

Second conditional; *I wish* + past simple / *could*

10 Communication

Question tags: past simple, present perfect, *will*
Review of modals

Pupil's Book 6

COMMUNICATIVE CONTEXTS

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

Variety of skills practice +
new vocabulary introduction

1   Listen, say and point.



desert



lake



mountain



ocean



rainforest



river



waterfall

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

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.



Angel Falls



Iguazu Falls

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

- 1  Read and listen. Choose your favourite holiday.



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!





What is sugar used for? How is the air cleaned?

1 Read and point to the stages of the process.

The wonder of plants

Q: What does photosynthesis do?

A: It helps plants grow. It also cleans the air.

Q: How is the air cleaned?

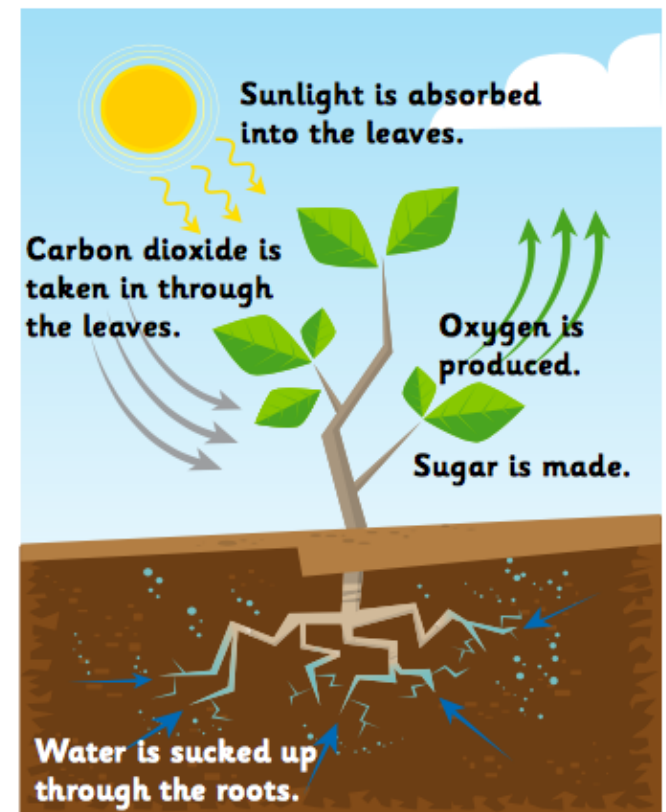
A: Carbon dioxide is taken in through the leaves and oxygen is produced.

Q: How is carbon dioxide turned into oxygen?

A: It is mixed with water and sunlight. This makes oxygen and sugar.

Q: What are sugar and oxygen used for?

A: Sugar is used to help the plant grow. People and animals need oxygen to breathe.



In 1922, the archeologist Howard Carter was working in the Valley of the Kings in Egypt. He hoped to find a pharaoh's tomb. While they were digging, they made an incredible discovery.



3 Read and complete.

We use **be** + **comparative** adjective + **than** to compare two things.

Angel Falls are **higher than** Iguazu Falls.

Atacama is **hotter than** Patagonia.

Iguazu Falls are **wider than** Angel Falls.

Atacama is **drier than** Patagonia.

clarify use

To form the comparative with **short** adjectives:

1 we add **-er** to most adjectives:

cold → **colder** high → _____

2 If an adjective ends in **-e**, just add **-r**:

large → **larger** wide → _____

3 If a short adjective ends with a **consonant** + **vowel** + **consonant**, double the final consonant and add **-er**:

big → **bigger** hot → _____

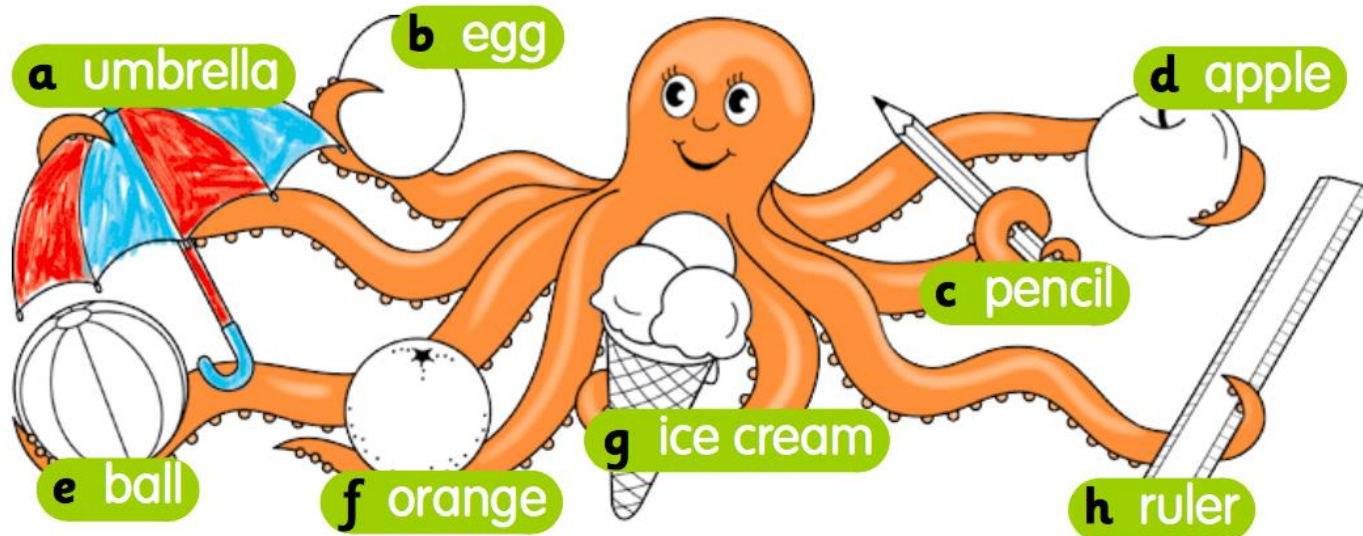
4 If an adjective ends in **-y**, change the **y** to **i** and add **-er**:

windy → **windier** dry → _____

use the immediate creativity technique



2 Colour the things that start with a vowel.



3 Circle **a** or **an**.

a It's **a** / **an** ball.

b It's **a** / **an** egg.

c It's **a** / **an** ice cream.

d It's **a** / **an** ruler.

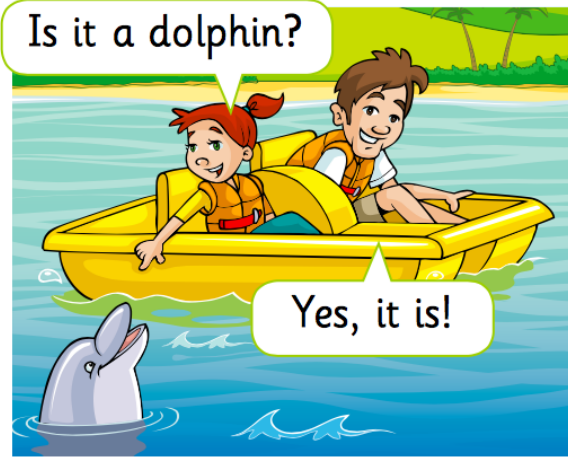
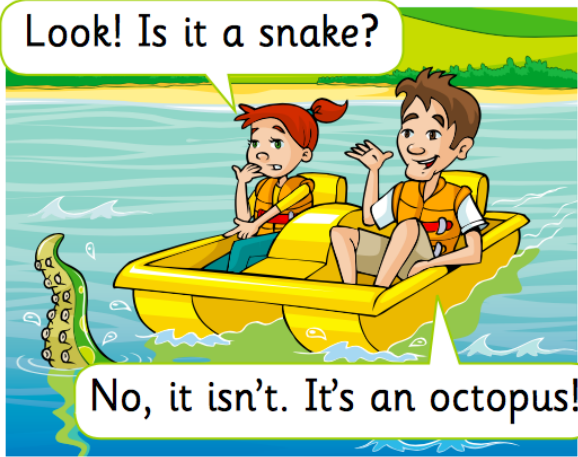
e It's **a** / **an** apple.

f It's **a** / **an** umbrella.


g It's **a** / **an** orange.


h It's **a** / **an** pencil.


3 STAGES OF CHALLENGE AND SUCCESS




2 Circle the correct answer. Listen and check.

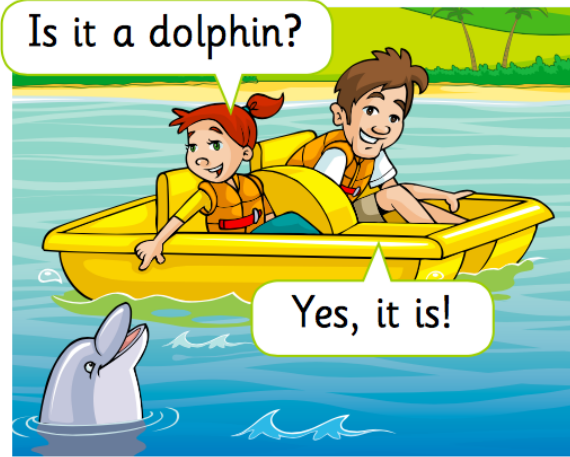
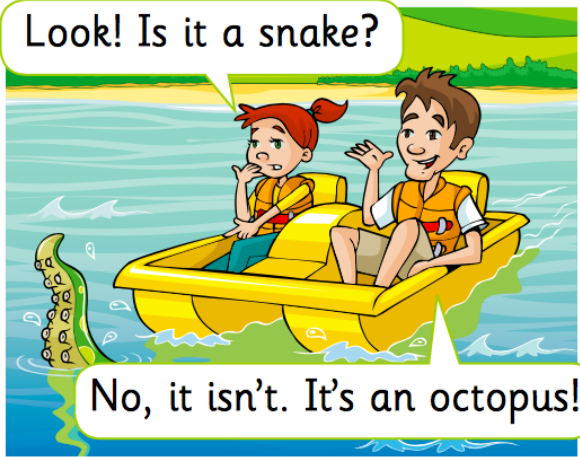
a  **Is it a dolphin?**
 Yes, it is.
 No, it isn't.

b  **Is it a crocodile?**
 Yes, it is.
 No, it isn't.


c  **Is it an octopus?**
 Yes, it is.
 No, it isn't.


d  **Is it an eagle?**
 Yes, it is.
 No, it isn't.


3 STAGES OF CHALLENGE AND SUCCESS




2 Circle the correct answer. Listen and check.

a  **Is it a dolphin?**
 Yes, it is.
 No, it isn't.

b  **Is it a crocodile?**
 Yes, it is.
 No, it isn't.

c  **Is it an octopus?**
 Yes, it is.
 No, it isn't.

d  **Is it an eagle?**
 Yes, it is.
 No, it isn't.

3 STAGES OF CHALLENGE AND SUCCESS



3  Write *Yes, it is* or *No, it isn't*. Listen and check.



Is it a dolphin?

Yes, it is.



Is it an eagle?



Is it a crocodile?

4 Draw an animal. Complete the questions.


a Is it a snake?

b Is _____ an octopus?

c _____ it a dolphin?

d _____ it _____ eagle?



5  Ask and answer.

Is it a snake?

No, it isn't.

PRODUCTIVE SKILLS

4 Read and ✓ or ✗ for you.

How are you today? Are you...

hungry? hot? happy? thirsty? tired?

Me

My friend



5 Ask a friend. Listen and ✓ or ✗.

Are you hungry?

Yes, I am.

4 Write about a festival in your country. Use the questions to help you.

- What's the festival called?
- When does it take place?
- Why does it take place?
- Who did you go with?
- Did you wear anything special?
- What did you do there?
- What did you eat?
- Did you enjoy the festival? Why/why not?



When you write, try not to repeat the same words. Find other words with the same meaning (synonyms). This will make your writing more interesting.





1  **Read the information. Match the sentence halves.**

New Zealand is the third largest **wool** producer in the world. Thousands of tonnes of wool are produced annually! Some of the best quality woollen clothes are made in New Zealand.



Lamb and **beef** are produced here, too. The animals are raised on the South Island. Lamb is exported to the United Kingdom. Beef is exported to the Far East.



New Zealand also produces **fruit**. For example, peaches and plums are grown near the coast. Most of the fruit is sold in New Zealand, but some is exported to Australia.



But agriculture isn't the only industry. Natural gas and iron are mined here. **Gold** is found in the rivers and mountains. It is sent overseas and used to make jewellery.



- | | |
|---|---|
| a Natural gas and iron are | 1 grown near the coast. |
| b Some of New Zealand's fruit is | 2 mined in New Zealand. |
| c Gold is exported | 3 sold to the UK. |
| d A lot of the world's | 4 wool is produced in New Zealand. |



helps to get ready for the exams

- 4  Listen and write. There is one example.

New park

When? Saturday

- 1 Number of places in the park: _____
- 2 Animals in the desert: _____
- 3 Animals in the aquarium: fish, turtles and _____
- 4 Biggest animal in the aquarium: _____
- 5 Highest temperature in the rainforest: _____°C
- 6 Number of restaurants: _____
- 7 Lunch: sandwiches, _____, juice and cake
- 8 Name of park: _____



- 3 Complete the dialogue. What does Jack say to Elena? For each question, write the correct letter (A–H).

Example

Elena: Look at this photo. I took it in the museum yesterday.

Jack: B

Elena: That's right. It's called a harpolyre.

Jack: 1 _____

Elena: Yes, you don't see old ones like this very often.

Jack: 2 _____

Elena: No, it's more complicated. It's like playing the harp.

Jack: 3 _____

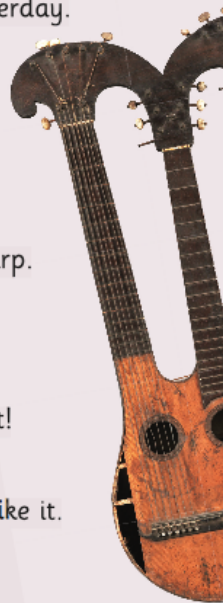
Elena: Yes, it does. It's sometimes called a harp guitar.

Jack: 4 _____

Elena: Yes, they have a huge collection. You should visit!

Jack: 5 _____

- A** It must be really rare. I've never seen an instrument like it.
B Wow! What is it? It looks like a musical instrument.
C Did you see any other instruments at the museum?
D How do you play it? It looks like a guitar, but it can't be the same.
E And how long did you spend there?
F I think I might go next week!
G What did you see?
H What does it sound like? Does it sound like a harp?





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Warm up

- Elicit the names of any animals that pupils already know in English. If you wish, divide the class into teams and award a point for each correct word. Encourage pupils to draw or mime the animal if they can.



EXTRA ACTIVITY Point to a picture and ask: *Is it a (dolphin)?* Pupils answer together. If the answer is *No, it isn't*, ask: *What is it?* and elicit the correct answer.

EXTENSION Point to items around the classroom: pencil, pen, book. Ask: *What is it?* Pupils respond: *It's a pencil. It's a book.* If pupils require more support, write the names of the items on the board beforehand. More confident groups can continue the activity in pairs.

MIXED ABILITY If pupils require more support, point to each picture and read out the question. Pupils identify each animal orally. Help them to identify the corresponding animal word in the answers and draw a line to match.

Unit objectives

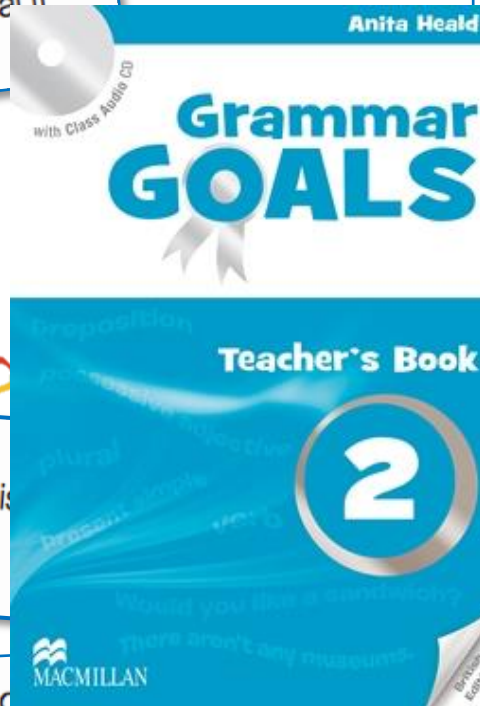
To ask about and identify animals; to recognise vowels

Target language: *What is it? It's a snake. It's an octopus.*

Is it a shark? Yes, it is. / No, it isn't.

Grammar: *be:* (it) affirmative, question and short answers; articles *a/an*

Key vocabulary: (page 10) *crocodile, eagle, iguana, octopus, snake;* (page 14) *dolphin*



4 Match. Listen and check.

This activity promotes thinking about animals by asking pupils to recognise baby animals and associate them with their adult form.

- Point to the first picture. Ask: *What is it?* Pupils follow the blue line and read out the answer. They identify the adult eagle in activity 1 on page 10.



Roll the dice, build a sentence

Level: Levels 1–6

To practice: Sentence structure: affirmatives, negatives, and questions

Grammar: Any

Before class, create a “board game” on a blank piece of paper:

- Create a ring of blank squares around the edge of a piece of paper.
- Label one of the squares *Start*.
- Inside each remaining square, write a word which can make up part of a sentence structure you have been studying in recent classes.
- Remember to include auxiliaries for questions and negatives.

Write these instructions for the activity inside the ring of words:

- *Roll the dice.*
- *Write the word where you stop on a piece of paper.*
- *When you have the words to make a complete sentence or question, show your friends and the teacher. See who can make the first correct sentence. How many sentences can you make in the next 10 minutes?*

Make one copy of the board for each group of three or four students. As an example, after throwing the dice and stopping on different words six times, one student may have the following words written down: *play / on / TV / I / Saturday / watch* and (sometimes with a little help from the teacher) will realize they can make the sentence: *I watch TV on Saturday*. Students have to think hard about word order, agreement for singular/plural and affirmative/negative, and if they have all the necessary parts to make the complete sentence. It sometimes seems slow to start, but after a while students have enough words for the sentences to come much faster!

4 Match and write the letter.

1		
2		
3		
4		
5		
6		
7		
8		

6 Follow and write the numbers.

7 Work in pairs. Read and say the missing number. Write the number.

1	>	eleven	twelve	thirteen	fourteen	15
2	>	twenty	nineteen	eighteen	seventeen	_____
3	>	thirteen	fourteen	fifteen	sixteen	_____
4	>	fifteen	fourteen	thirteen	twelve	_____
5	>	sixteen	seventeen	eighteen	nineteen	_____

Create

Prewritten

My Saved



Choose Level



Choose a Unit



Grammar 1

Grammar 2

Grammar 3

Exam

Welcome to the Grammar Goals Test Builder

You can use the Test Builder to create new tests from a large bank of exercises.

To get started go to the menus in the top left corner of this screen:

- Select a Level.
- Select a Unit.
- Filter your results by category.

Once you have made your selections you can:

- Select Edit to organize your test.
- Select Preview to view your test.
- Select Print to print your test with or without answers.
- Select Save to save your test to your online profile.
- Select Export to export your test as a PDF.

You can return to tests you have saved by selecting the My Saved tab at the top.

If you would like to start with a test that has been edited and organized for you, select the Prewritten tab.



Edit



Preview



Save



Export



Print



Grammar GOALS



adjective

noun

plural

verb

article

