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Student's Book map

5. Pages 4–13

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Objectives

Students learn:

- to say *hello* and *goodbye*
- to introduce themselves
- to ask about and say other people's names
- to introduce their pets
- to ask how to spell names
- to spell their names
- to talk about countries and places

Skills

口) Listening

- understand a greetings dialogue
- recognise names
- identify the letters of the alphabet

Reading

- understand names and pet words
- understand simple dialogues
- extract facts about other children

Interaction

- say hello and goodbye
- ask and give names
- spell names

Production

- introduce a pet
- say the alphabet

Writing

- copy pet words, country words
- write simple phrases of greeting and introduction

Language

Active vocabulary Hello and goodbye Pets The alphabet

The alphabet Countries

Grammar

Present simple *to be* – singular

How are you? I'm (fine). And you?

What's your name? My name's ... I'm ...

This is (my pet dog).

Possessive determiners my, your, his, her, its

MORE!

Pronunciation

• alphabet sound groups /eɪ/, /iː/, /e/, /uː/, /aɪ/, /əʊ/, /ɑː/

Song

Alphabet Stars

Cross-curricular content: Geography

- identifying countries in Europe
- villages, towns, cities and regions

Learning strategies Learning to listen

- specific informationWord tip
- international words

Language links

- animal words
- letter names

Students learn:

- to introduce their friends
- to count from one to twenty
- to ask and say ages
- to ask and answer questions about themselves
- to talk about their family

(Listening

- identify numbers
- identify names, places, ages and family members

Reading

- extract facts about a boy from England
- understand a humorous dialogue

Interaction

- ask about people's ages
- ask and answer personal questions

Production

- talk about your friends, other people and families
- talk about yourself

Writing

- copy numbers one to twenty, family words
- write personal introductions

Active vocabulary Numbers one to twenty The family

Grammar

Present simple to be – plural

How old are you? We're eleven. They're from London. These are my brothers.

Personal pronouns

I, you, he, she, it, we, you, they

Plural nouns (regular)

Pronunciation

plural nouns with /z/

Song

• Ten in the Bed

Reading for pleasure

• The wide-mouthed frog

Learning strategies Learning to speak

- interactionWord tip
- using word cards

Language links

- categorising animals
- numbers
- talking about age

Module 1

Units 1 and 2

Pages 22-23

Revise more

Project: Families

My friends Pages 24-33

Objectives Skills Language **MORE!** (1) Listening Students learn: Pronunciation **Active vocabulary** word stress in the • to ask and say who Feelings adjectives identify feelings people are days of the week Days of the week order and repeat dialogues • to say how people feel to say who things **Reading Grammar** Song belong to Present simple to be If You're Happy and understand feelings and • to talk about their You Know It situations friends Negative understand a comic strip to say the days of Cross-curricular content: This isn't my cat. narrative the week Art to describe people Interaction yes / no questions describing people in in pictures works of art Are you scared of dogs? ask and say who people are being aware of Yes, I am. ask and say how people feel No. I'm not. different art styles ask and answer questions identifying and about people in pictures Questions with Who drawing simple Production cartoon faces Who's she? Who are they? describe feelings **Learning strategies** describe a boy's week Learning to read Possessive determiners using the title and our, your, their Writing pictures to aid copy feelings adjectives, understanding days of the week Word tip describe a photo of a person working on your pronunciation Language links talking about feelings **(1)** Listening Students learn: Active vocabulary Pronunciation • to ask and say where Classroom objects • the sound /æ/ understand dialogues about things are Colours where things are to give and follow understand gist to identify classroom instructions Grammar • Where Is My Pencil? situations **Imperatives** to describe their Sit down! classroom **M** Reading Reading for pleasure Don't laugh! to say what colours Sunday morning understand stories with pictures things are Interaction Questions **Learning strategies** Learning to speak Where's my pen? ask and say where objects are What colour is it? repeating ask and answer personal Learning to write questions Prepositions of place checking your work ask and say what colour in, next to, on, under Word tip things are revising words Production Language links describe the classroom question words say where school objects are colour words Writing copy school words, instructions, colours describe your desk

Module 2

Units 3 and 4

Pages 42-43

Revise more

write about your school

Project: My school

Objectives	Skills	Language	MORE!
Students learn: • to describe objects • to describe their bedrooms and their homes • to ask and answer questions about things and places • to talk about possession • to ask and answer questions about size	Understand dialogues about a room and a zoo identify a bedroom listen for measurements Reading understand a description of a room extract facts from a zoo brochure extract facts about homes in different countries Interaction describe objects and a room ask and talk about sizes Production describe a bedroom describe a favourite place Writing copy adjectives, furniture and house words describe an ideal room describe an object	Active vocabulary Adjectives Furniture Rooms in a house Numbers thirty to ninety Grammar There is/are There are two posters. Is there a computer? There isn't a desk. Possessive 's Claudia's cat Lucas's farm my friends' books	Pronunciation • the schwa sound /ə/ in unstressed syllables and weak forms Song • The Witch's Haunted House Cross-curricular content: Maths • measuring objects • estimating sizes Learning strategies Learning to speak • preparing phrases Learning to read • using background knowledge Word tip • using mind maps Language links • adjective order • describing things
Students learn: • to describe people • to ask and say what people have got • to ask and answer questions about what people are like • to ask about and describe animals	 Listening understand dialogues with descriptions follow an action sequence identify rooms Reading understand descriptions of people understand a story play script Interaction take part in dialogues about families and pets ask and say where things are ask and answer questions about an animal act out a play script Production describe a famous person Writing copy body words and wild animals describe a pirate describe favourite stars 	Active vocabulary The body Wild animals Adjectives Grammar have got Affirmative and negative He's got fair hair. I haven't got my money. yes / no questions and short answers Have you got a sister? Yes, I have. No, I haven't. The indefinite article a/an a foot, an eye	Pronunciation • the sound /h/ Song • Head, Shoulders, Knees and Toes Reading for pleasure • The Lake District Monster Learning strategies Learning to speak • asking for help Learning to listen • listening for details Word tip • learning phrases Language links • parts of the body

Module 3 Units 5 and 6

Pages 62–63

Revise more

Project: My favourite stars

Objectives	Skills	Language	MORE!
Students learn: • to talk about the food they like and hate • to talk about the food they eat at different meals • to talk about the things that other people like • to ask for things in a restaurant • to classify food in different ways	• understand a dialogue about school lunch • understand a restaurant dialogue • identify food likes and dislikes • understand a questionnaire about eating habits • understand facts about children and their favourite foods • talk about your eating habits • ask for food in a restaurant • Production • talk about food you like and dislike • talk about meals and eating habits • talk about meals and eating habits • write notes about meals • write lists of food in food groups	Active vocabulary Food and drink Meals Grammar Present simple affirmative Likes and dislikes I like bananas. He loves pizza. She hates tomatoes. Routines I eat cereal for breakfast. Requests Can I have a sausage, please?	Pronunciation • the sound /tʃ/ Song • A Slice of Pizza Cross-curricular content: Biology • nutritional values and food groups • the food pyramid and eating a balanced diet Learning strategies Learning to listen • listening for gist Learning to write • process writing Word tip • learning on your own Language links • food words • regular present tense verbs
	describe your favourite meal		

Module 4

Unit 7

Pages 74–75

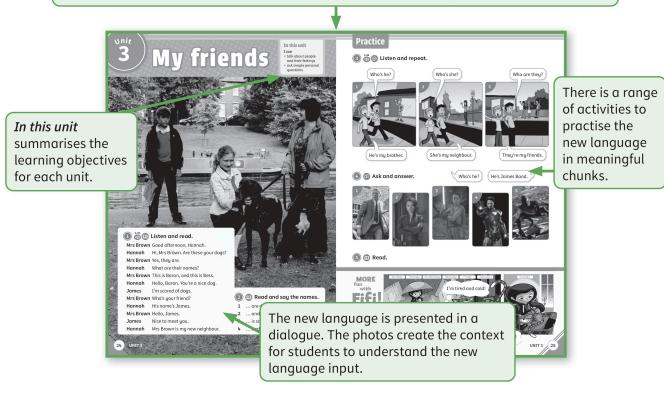
Revise more

Project: Me!

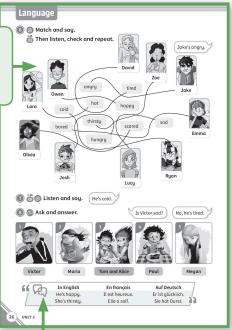
Welcome to MORE! 7e

The Student's Book

The first two pages in each unit present and practise the new language in real life situations.



The activities on this page present and practise the first set of active vocabulary in the unit using a wide range of communicative tasks.

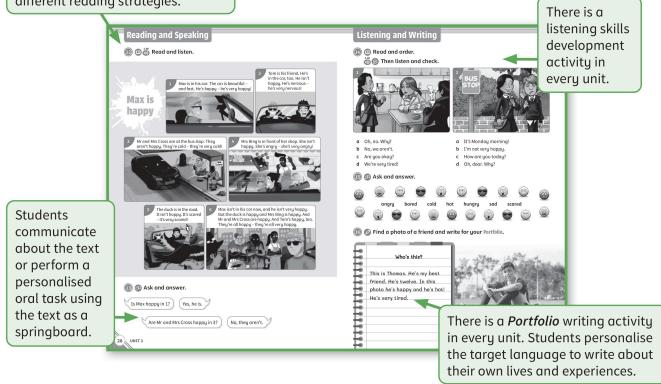


Language links helps students to transfer their knowledge of French and German to their learning in English.

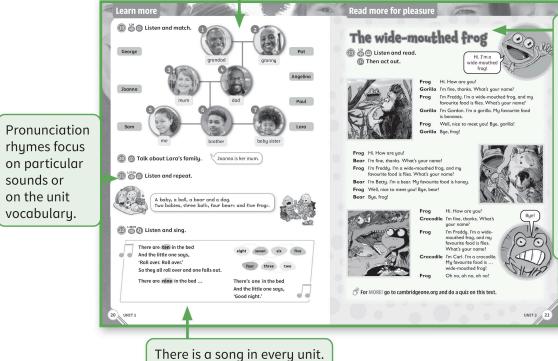


There is a reference to the *Grammar* summary at the back of the Student's Book (see page 15 of this Teacher's Book).

A wide variety of reading texts use the new language in context. The comprehension tasks develop different reading strategies.



Students learn and practise a second set of active vocabulary connected to the unit topic.



Every unit has a reading page. In the first unit in the module, the reading texts have a crosscultural focus. In the second unit, the texts are for enjoyment and can be acted out in class.

Every first unit in the module has two cross-curricular pages linked into the PER curricular areas. They provide valuable opportunities for students to draw on their knowledge from across the school curriculum.

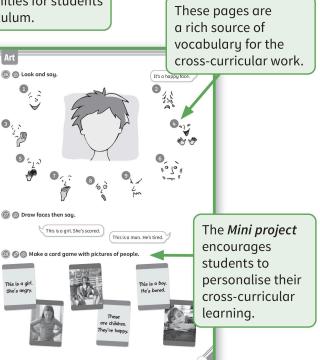
🚳 👩 Look and say.

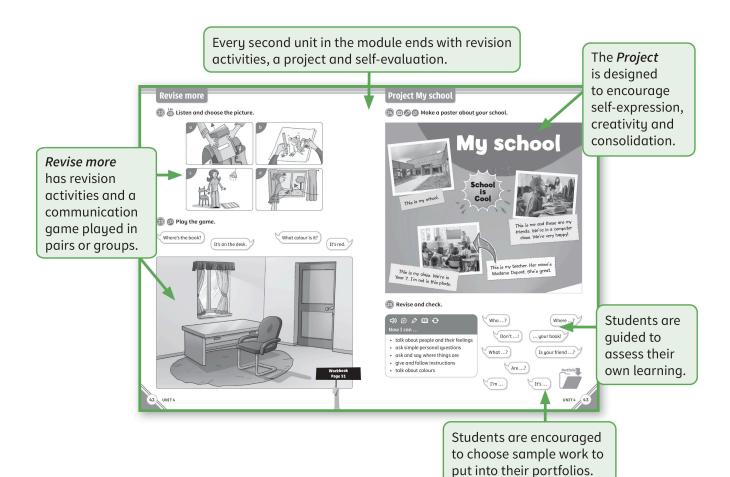
② O Play a guessing game.

Is it a boy?

⑤ Find a painting and talk about it.

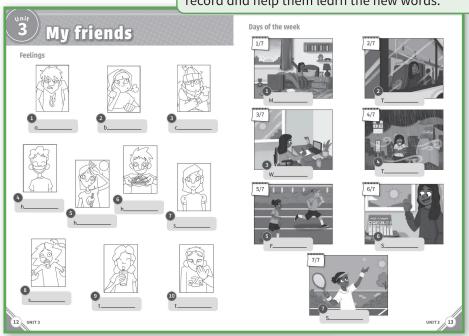
boy child children girl man





Language Book

The *Language Book* is a personalised picture dictionary. The key active vocabulary sets in each unit appear in pictures which the students label to record and help them learn the new words.



The wordlist for each unit lists all the active vocabulary, key words and phrases and cross-curricular vocabulary. Students can use it to check their work and as a study tool.



Elle s'appelle (Sophie). Il s'appelle (Joël). Comment vas-tu / allez-vous ? Comment épelles-tu / épelez-vous (Claudio) ? Je m'appelle (Léa). C'est (mon chien). Comment t'appelles-tu / vous appelez-vous ?

Italie Portugal Espagne Suisse Italy Portugal ville (grande) ville (petite) village town village

Beaucoup de mots anglais ont une orthographe proche des leurs équivalents français ou allemands Les mots ternationaux Par exemple: English Français Deutsch football football Fussball

Cherche des mots qui sont similaires en anglais et dans les autres langue que tu connais. Fais attention à:

l'orthographe la prononciation

 De guelles manières sont-ils similaires et/ou différents? Cette approche t'aidera à comprendre l'anglais plus facilement.

Consulte l'unité 1 du Student's Book et fais une liste des mots qui sont similaires en anglais et dans les autres langues que tu connais. Les mots peuvent être similaires dans toutes les langues, ou seulement dans deux

English	Français	Deutsch	

Word tips give students practical suggestions for recording and learning vocabulary. Students can record the strategies they develop in their portfolios.

fromage cheese /tʃixz/ n fruit fruit /fruxt/ n



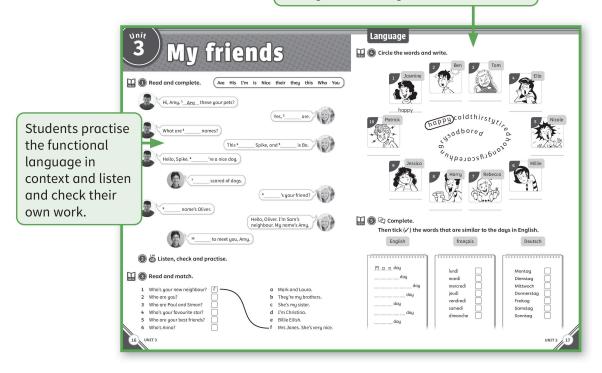
gamins kids /kidz/ n garage garage /ˈgæraɪʒ/ n

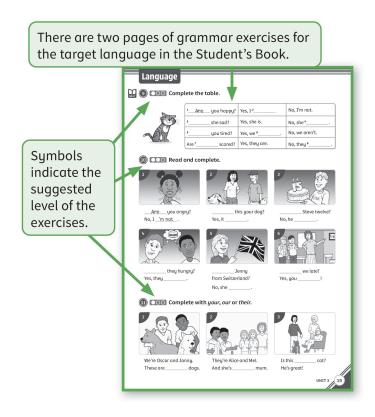
garçon boy /bɔɪ/ n

At the back, all the words in the Student's Book and Workbook are listed in alphabetical order in English-French and French-English with phonetic symbols.

The Workbook

Plenty of vocabulary practice is provided through a wide range of activities.



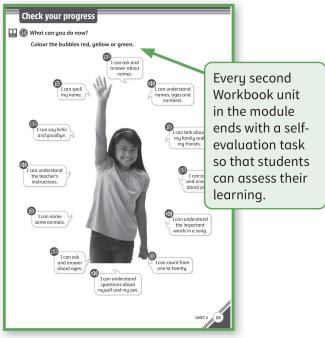


Longer reading and listening texts provide more challenging extension skills work.



Every first Workbook unit in the module ends with a cross-curricular activity page linked to the content of the Student's Book.





The downloadable Workbook Audio contains the Workbook listening tasks and the dialogues, pronunciation rhymes, songs and *Read more for pleasure* texts from the Student's Book. Students use them for listening and pronunciation practice.