

2ND EDITION



MORE!

8^e
2^e CYCLE

Teacher's Book

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CAMBRIDGE



CONFÉRENCE INTERCANTONALE
DE L'INSTRUCTION PUBLIQUE DE
LA SUISSE ROMANDE ET DU TESSIN

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The Workbook answer key is between the English and French texts, in the middle of the book.

Student's Book map

Module 1

Pages 4–13

Unit 1 Back to school

Objectives	Skills	Language	MORE!
Students learn: <ul style="list-style-type: none"> to follow classroom instructions to talk about school subjects to talk about school timetables to talk about daily routines and times to ask about and spell words 	<p> Listening</p> <ul style="list-style-type: none"> understand a dialogue about school follow classroom instructions identify school subjects in a timetable <p> Reading</p> <p>understand</p> <ul style="list-style-type: none"> a penfriend website a school timetable a personal email and a letter <p> Interaction</p> <p>ask and answer about</p> <ul style="list-style-type: none"> preferences the time spelling words <p> Production</p> <ul style="list-style-type: none"> describe classroom scenes describe preferences talk about school timetables talk about daily routines <p> Writing</p> <ul style="list-style-type: none"> write a personal introduction email 	<p>Active vocabulary</p> <p>School subjects</p> <p>The time</p> <p>Daily routines</p> <p>In the classroom</p> <p>Grammar</p> <p>Present simple</p> <p>affirmatives and routines</p> <p><i>has got + timetables</i></p>	<p>Pronunciation</p> <ul style="list-style-type: none"> the sound /i:/ <p>Rap</p> <ul style="list-style-type: none"> <i>More! More! More!</i> <p>Cross-curricular content:</p> <p>Social Sciences</p> <ul style="list-style-type: none"> organising important events chronologically understanding the historical relevance of transport <p>Learning strategies</p> <p>Learning to speak</p> <ul style="list-style-type: none"> interaction – initiating, asking for clarification and finishing off <p>Learning to read</p> <ul style="list-style-type: none"> skimming <p>Learning to listen</p> <ul style="list-style-type: none"> listening for gist <p>Writing tip</p> <ul style="list-style-type: none"> personalising model texts <p>Word tip</p> <ul style="list-style-type: none"> using capital letters <p>Language links</p> <ul style="list-style-type: none"> school subjects times word roots
Students learn: <ul style="list-style-type: none"> to ask and answer about the sports they do to talk about sports routines to follow simple exercise instructions 	<p> Listening</p> <ul style="list-style-type: none"> understand a dialogue at a sports centre understand interviews about sports routines follow exercise instructions <p> Reading</p> <ul style="list-style-type: none"> understand after school activity announcements understand a fitness quiz extract facts about young people's sports routines understand a humorous comic strip narrative <p> Interaction</p> <p>ask and answer about</p> <ul style="list-style-type: none"> the sports people do fitness and sports routines <p> Production</p> <ul style="list-style-type: none"> describe activity routines describe fitness routines <p> Writing</p> <ul style="list-style-type: none"> write a sports facts card write a health survey 	<p>Active vocabulary</p> <p>Sports</p> <p>The body</p> <p>Grammar</p> <p>Present simple:</p> <p>negatives and <i>yes / no</i> questions</p> <p>Present simple:</p> <p><i>Wh-</i> questions with <i>What, When, Where, Who</i></p> <p>Articles</p> <p><i>a/an and the</i></p>	<p>Pronunciation</p> <ul style="list-style-type: none"> the sounds /ɒ/ /ɔ:/ /əʊ/ <p>Rap</p> <ul style="list-style-type: none"> <i>The Fitness Rap</i> <p>Reading for pleasure</p> <ul style="list-style-type: none"> <i>The world's best detective</i> <p>Learning strategies</p> <p>Learning to speak</p> <ul style="list-style-type: none"> production – using notes <p>Learning to read</p> <ul style="list-style-type: none"> reading for details <p>Learning to listen</p> <ul style="list-style-type: none"> listening for details <p>Reading tip</p> <ul style="list-style-type: none"> understanding new words in a text <p>Listening tip</p> <ul style="list-style-type: none"> listening for specific information <p>Word tip</p> <ul style="list-style-type: none"> borrowed words <p>Language links</p> <ul style="list-style-type: none"> sports times word roots











Module 1











Units 1 and 2






Pages 22–23

Revise more

Project: *Lifestyles*

Objectives	Skills	Language	MORE!
Students learn: <ul style="list-style-type: none"> to make requests and ask for permission to talk about things they like doing to talk about things they can do 	 Listening <ul style="list-style-type: none"> understand a dialogue about what people can do identify people and the activities they like doing  Reading <ul style="list-style-type: none"> extract facts from an article about an unusual family extract facts from a website about life in Australia  Interaction <ul style="list-style-type: none"> ask for and give permission ask and answer about likes skills and abilities  Production <p>describe</p> <ul style="list-style-type: none"> what people like doing the things you can do  Writing <ul style="list-style-type: none"> write a personal identity card 	Active vocabulary Skills verbs Languages Countries Grammar <i>can/can't:</i> ability, requests and permission <i>like / love / hate + verb + -ing</i>	Pronunciation <ul style="list-style-type: none"> consonant clusters Song <ul style="list-style-type: none"> <i>The Music Man</i> Cross-curricular content: Music <ul style="list-style-type: none"> listening to a variety of musical works and commenting on them discovering, recognising and distinguishing between the families of musical instruments distinguishing the appearance and sound of different instruments Learning strategies Learning to speak <ul style="list-style-type: none"> asking for help Learning to write <ul style="list-style-type: none"> asking for help Speaking tip <ul style="list-style-type: none"> compensation strategies Word tip <ul style="list-style-type: none"> spelling cards Language links <ul style="list-style-type: none"> instruments talking about ability consonant clusters music words
Students learn: <ul style="list-style-type: none"> to make arrangements to describe what people are doing and why to ask and answer about what people are doing to make suggestions 	 Listening <ul style="list-style-type: none"> understand dialogues about what people are doing identify phone numbers identify people in a picture  Reading <ul style="list-style-type: none"> understand messages about what people are doing extract facts about a boy and where he lives understand a short story  Interaction <ul style="list-style-type: none"> ask and answer about what people are doing make suggestions  Production <ul style="list-style-type: none"> talk about the free time activities you like describe what you are doing describe what people are doing in a picture  Writing <ul style="list-style-type: none"> write a postcard make a free time poster 	Active vocabulary Free time activities Shops Grammar Present continuous <i>Why ...? Because ...</i> <i>Let's ...</i>	Pronunciation <ul style="list-style-type: none"> the sound /w/ Song <ul style="list-style-type: none"> <i>Mr Muddle</i> Reading for pleasure <ul style="list-style-type: none"> <i>A knock at the window</i> Learning strategies Learning to listen <ul style="list-style-type: none"> listening for details Learning to speak <ul style="list-style-type: none"> production – acting out Word tip <ul style="list-style-type: none"> word pairs Language links <ul style="list-style-type: none"> talking about what is happening now

Objectives	Skills	Language	MORE!
Students learn: <ul style="list-style-type: none"> to understand and ask about prices and buy things to talk about clothes and personal possessions to describe what people are wearing 	 Listening <ul style="list-style-type: none"> understand dialogues in shops identify prices identify what people buy  Reading <ul style="list-style-type: none"> understand a humorous shopping dialogue understand gist and extract facts from a boy's blog  Interaction <ul style="list-style-type: none"> ask and answer about <ul style="list-style-type: none"> prices personal objects what people are buying  Production <ul style="list-style-type: none"> describe <ul style="list-style-type: none"> personal possessions objects in a bedroom  Writing <ul style="list-style-type: none"> write a mind map and a shopping dialogue 	Active vocabulary Numbers 20–100 Personal objects Clothes Grammar <i>this, these, that, those</i> <i>How much is / are ...?</i> Countable and uncountable nouns <i>some / any</i>	Pronunciation <ul style="list-style-type: none"> the sound /ð/ Song <ul style="list-style-type: none"> <i>The Monsters are in Town</i> Cross-curricular content: Maths <ul style="list-style-type: none"> addition, subtraction, multiplication and division with numbers using a calculator to perform simple operations Learning strategies Learning to write <ul style="list-style-type: none"> using mind maps to prepare creative tasks Learning to speak <ul style="list-style-type: none"> using a dictionary Writing tip <ul style="list-style-type: none"> analysing model texts Speaking tip <ul style="list-style-type: none"> oral presentations Word tip <ul style="list-style-type: none"> learning phrases with word cards Language links <ul style="list-style-type: none"> numbers food
Students learn: <ul style="list-style-type: none"> to make and respond to invitations to make simple comparisons to talk about important dates to express preferences 	 Listening <ul style="list-style-type: none"> understand a dialogue about a birthday identify places in town identify situations and extract facts about scenes  Reading <ul style="list-style-type: none"> understand <ul style="list-style-type: none"> short descriptions on a website gist in descriptions of birthdays the meaning of new words in a text a short story  Interaction <ul style="list-style-type: none"> invitations describe and guess animals ask and answer about dates  Production <ul style="list-style-type: none"> talk about favourite months compare animals describe and compare people describe celebrations  Writing <ul style="list-style-type: none"> write a party invitation describe important events 	Active vocabulary Places in town Months of the year Seasons Adjectives Ordinal numbers Grammar <i>would like to + verb / would like + noun</i> Comparatives	Pronunciation <ul style="list-style-type: none"> the sound /θ/ Song <ul style="list-style-type: none"> <i>We've Got the Whole World in Our Hands</i> Reading for pleasure <ul style="list-style-type: none"> <i>A birthday surprise</i> Learning strategies Learning to read <ul style="list-style-type: none"> guessing the meaning of new words Learning to speak <ul style="list-style-type: none"> playing games Writing tip <ul style="list-style-type: none"> preparing to write with mind maps Word tip <ul style="list-style-type: none"> grammar mind maps Language links <ul style="list-style-type: none"> animals ordinal numbers

Objectives	Skills	Language	MORE!
Students learn: <ul style="list-style-type: none"> to describe places and pictures to talk about their plans to express likes and preferences 	<p> Listening</p> <ul style="list-style-type: none"> understand a class conversation about holiday plans understand descriptions of holiday photos understand gist and extract facts in an interview about a holiday <p> Reading</p> <ul style="list-style-type: none"> understand gist in a holiday postcard understand a humorous playscript understand an advert for a summer camp <p> Interaction</p> <p>ask and answer about</p> <ul style="list-style-type: none"> holiday preparations holiday arrangements and plans usual holiday activities and routines <p> Production</p> <ul style="list-style-type: none"> describe where things are in photos talk about holiday preferences <p> Writing</p> <ul style="list-style-type: none"> describe a holiday photo complete a mind map about holidays describe places in your home town 	<p>Active vocabulary</p> <p>Prepositions of place</p> <p>Holiday equipment</p> <p>On holiday</p> <p>Grammar</p> <p><i>I like ... and I'd like ...</i></p> <p>Present continuous for future plans</p>	<p>Song</p> <ul style="list-style-type: none"> <i>We're on Holiday!</i> <p>Cross-curricular content:</p> <p>Natural Science</p> <ul style="list-style-type: none"> day and night on Earth the seasons the two movements of the Earth: rotation on its axis and rotation around the sun <p>Learning strategies</p> <p>Learning to write</p> <ul style="list-style-type: none"> using mind maps to prepare creative tasks <p>Learning to speak</p> <ul style="list-style-type: none"> production – oral presentations <p>Word tip</p> <ul style="list-style-type: none"> picture cards <p>Language links</p> <ul style="list-style-type: none"> talking about definite future

Module 4

Unit 7

Pages 74–75

Revise more

Project: *My home town*

Welcome to MORE! 8^e

The Student's Book

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

Unit 1 Back to school

In this unit

- follow classroom instructions
- talk about school and timetables
- talk about daily routines and times
- ask and say how to spell words

Listen and read.

Tom: Hi! Are you at Fox Hill School?
 Emily: Yes, I am. Are you new?
 Tom: Yes, I am. What year are you in?
 Emily: Year 6. I'm in Mr Bell's class.
 Tom: Me too! Is he a good teacher?
 Emily: Yes, he is. He's great. He teaches French.
 Tom: What are your favourite subjects?
 Emily: Maths and Science. And you?
 Tom: History and Geography.
 Emily: Hey. What's the time?
 Tom: It's half past eight. Are we late?
 Emily: No, we aren't. We start at nine o'clock.
 Tom: Look, here comes the bus.

Read and say true or false.

- 1 Emily and Tom are old friends.
- 2 They're in the same class.
- 3 Emily likes Mr Bell.
- 4 Emily's favourite subjects are Maths and Science.
- 5

Practice

Look at the pictures. Say and point.

There's a pencil on the floor. It's next to the boy.

Listen and order.

Then listen and act out.

Read.

MORE fun with Fifi!

Peace and quiet again.

In this unit summarises the learning objectives for each unit.

There is a range of activities to practise the new language in meaningful chunks.

The new language is presented in a dialogue. The photos create the context for students to understand the new language input.

Language

Read and match.

Then listen, check and repeat.

Art
 English
 French
 Geography
 History
 ICT
 Maths
 Music
 PE
 Science

Listen and repeat.

one o'clock
 quarter past twelve
 half past two
 quarter to six

Look at the watches. Ask and answer.

What's the time?
 It's half past eleven.

Listen and write the times.

Then listen and repeat.

Do a survey.

What are your favourite subjects?
 I like Art, Music and History.

Report your answers to the class.

Four of us like History. One of us likes Maths.

Talk about your school timetable.

We've got English on Mondays and Wednesdays.
 No, we haven't. We've got English on Tuesdays and Thursdays.

Talk about you.

I get up at half past six.

Grammar summary
 page 44

In English
 It's half past six.

En français
 Il est six heures et demie.

Auf Deutsch
 Es ist halb sieben.

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

The activities on this page focus on the target grammar. Students use the new language in context and are then guided to discover the rules.

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.

There is a listening skills development activity in every unit.

Students communicate about the text or perform a personalised oral task using the text as a springboard.

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

There is a **Portfolio** writing activity in every unit. Students personalise the target language to write about their own lives and experiences.

Pronunciation rhymes focus on particular sounds or on the unit vocabulary.

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

Reading and Speaking

14 Read and match the missing headings.

School day After school At the weekend
My favourite day My class My friends

Find a Penfriend

First name Oliver Location Scotland
Surname Inglis School Sanford Primary School
Email address oliving@sanfordps.uk

1 I'm in Year 7. It's my last year at Sanford Primary School. My class isn't very big. There are ten girls and eight boys in my class. Our teacher's name is Mr. Gilpin. He's great.

2 School starts at nine o'clock and I get up at quarter past eight. I'm lucky. Sanford is a small village and I live near the school. I have lunch at school, but I take a packed lunch. We finish school at half past three.

3 I like Wednesdays. We've got Science, History and Maths in the morning. Then we've got PE all afternoon. I love PE, so it's great.

4 When I get home, I watch TV for an hour. Then I play football or I go to the park with my friends. I do my homework, too, of course. My bedtime is at nine o'clock.

15 Read again and talk about Oliver.

Oliver goes to school in Scotland. He's in Year 7.

Listening and Writing

16 Listen and write the missing subjects.

Name: Oliver Inglis

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	English	Maths	English	French	Science
10:00-11:00	English	English	History	Science	English
Break					
11:30-12:30	ICT	Maths	Maths	History	
Lunch					
1:15-2:00	Maths	Science		Geography	English
2:00-2:45	Art	French		English	English
2:45-3:30				Music	Geography

17 Compare Oliver's timetable with yours.

He starts school at nine o'clock. We start school at eight o'clock.

18 Write an email to a penfriend for your Portfolio.

New message

Subject: Me and my school

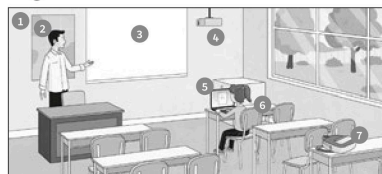
Hi! My name's Aisha. I'm 12 years old and I'm from Wales. I go to St David's School. Today is the first day of the school year. My teacher's name is Mrs Jones. There are fourteen girls and twelve boys in my class. My favourite subjects are Science, Music and Welsh. We've got Science on Mondays, Wednesdays and Fridays. Music on Tuesdays and Welsh on Thursdays.

Love from,
Aisha

P.S. My email is: aisha@woodlandsch.uk

Learn more

19 Listen and write. Then ask and answer.

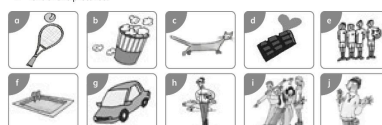


20 Listen and repeat. /t/

If you know your ABC, You can say these words with me.
My favourite subject is ICT, I'm not very good at PE. I watch a film on a DVD. I haven't got an MP3, So I listen to music on a CD.
If you know your ABC, You can say these words with me.

21 Listen and answer.

22 Then listen again and rap.
1 Which three letters of the alphabet do you hear?
2 Order the pictures.



Rap page 60

Reading

22 Read quickly and choose. Aisha and Léanne are ...

- best friends
- penfriends
- cousins



26 Grantham Road, Tonbridge, Kent 15th September

Dear Léanne,
I'm very happy to be your penfriend. My name's Aisha. I go to Woodlands School in England. It's a great school and I love it. This letter is about a typical day at school.
School starts at 8:55 am. I go to my classroom and I leave my bag there. After that we have assembly. All the classes go to the hall and listen to the headteacher. Our morning lessons are from 9:30 am until noon. Then we have lunch. I take a packed lunch from home. I have a sandwich, juice, some fruit and a yogurt.
In the afternoon we have lessons from 1:15 pm until 3:15 pm. After school I go to a computer club and I do judo. My mum picks me up at 4:45 pm. How about your day at school? What's it like? Please write and tell me.
Love from,
Aisha
P.S. My email is: aisha@woodlandsch.uk

New message

To: aisha@woodlandsch.uk
From: leanne@lemaulin.ch
Subject: Hi and thank you for your letter

Hi Aisha!
Thanks for writing. I'm happy to be your penfriend, too. My school day isn't very different from yours. I go to Le Moulin School in Switzerland. Lessons start at 8 am. Today is Monday and I've got English and Maths this morning.
We have a break from 9:45 am until 10 am. I go to the playground with my friends and have a snack. I have lunch at 12 pm at home and then I go back to school until 3:30 pm except on Wednesdays. On Wednesdays there isn't any school in the afternoon. It's cool! Please tell me - what's assembly? I don't understand.
Bye! Write again soon.
Léanne

23 Read again and say Aisha or Léanne.

- She goes home at quarter to five.
- She finishes school at half past three.
- She goes home at lunchtime.
- In the morning she has lessons from half past nine until twelve.
- She starts school at eight o'clock.
- She does sport after school.

There is a song in every unit.

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.

These pages are a rich source of vocabulary for the cross-curricular work.

Transport

24 Look and match.
25 Then listen, check and repeat.

bicycle bus cable car car helicopter motorbike plane train

25 Look and order the means of transport from exercise 24 on the timeline.

I think the car is before the bus. The motorbike is after the bike.

26 Listen and check.

Social Sciences

27 Look, then listen and match.

Matthew Jasmine Karl Emma

28 Listen again and take notes.
29 Then write.

Jasmine goes to school by bike. She leaves her house at twenty past eight and she arrives at school at quarter to nine. It takes twenty-five minutes.

30 Ask and answer. How do you go to school? How long does it take?

31 Do a class survey about your route to school for your Portfolio.

Our route to school

The *Mini project* encourages students to personalise their cross-curricular learning.

Every second unit in the module ends with revision activities, a project and self-evaluation.

The *Project* is designed to encourage self-expression, creativity and consolidation.

Revise more has revision activities and a communication game played in pairs or groups.

Revise more

26 Read.
27 Then listen and write true or false.

Name	School hours	Go to school	Favourite subject	After school activities	School sports
Georgia	9:00-16:30	on foot	Maths	gymnastics, computer club	basketball, athletics
Luis	8:30-13:15 14:30-16:45	by bike	Music	rollerblading, piano lessons	football, hockey

28 Play the game.

Project Lifestyles

29 Make a project about healthy lifestyles.

Our Lifestyles

- Do you eat fast food?
- Do you do sport every day? How many hours a week?
- Do you eat fruit every day?
- Do you drink fizzy drinks?
- What time do you go to bed?
- How many hours do you sleep?

Do you eat fruit every day? Do you do sport every day? How many hours a week?

Nineteen students eat fruit every day. Six students don't eat fruit every day.

Thirteen students do sport for two hours a week. One student does sport for four hours a week.

27 Revise and check.

Now I can ...

- follow classroom instructions
- talk about my school
- talk about my routines
- ask how to and spell words
- ask and answer about sports
- talk about my sports routines
- follow exercise instructions

Students are guided to assess their own learning.

Students are encouraged to choose sample work to put into their portfolios.



The Language Book




The **My Words** section 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.




Unit 1


Back to school

School subjects






















Daily routines







In the classroom

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.

Unit 1

Back to school

School subjects

Art

arts (arts visuels)

English

anglais

French

français

Geography

géographie

History

histoire

ICT

informatique (TIC)

Maths

maths

Music

musique

PE

éducation physique

Science

sciences

ICT = Information and Communication Technology

PE = Physical Education

The time

What's the time?

Quelle heure est-il?

(one) o'clock

(une) heure

quarter past (one)

(une) heure et quart

half past (one)

(une) heure et demie

quarter to (two)

(deux) heures moins le quart

noon

midi

Daily routines

get up

se lever

have breakfast

prendre le petit déjeuner

go to school

aller à l'école

go home

do homework

go to bed

faire ses devoirs

go to bed

aller se coucher

In the classroom

backpack

sac à dos

beamer

vidéoprojecteur

classroom

(salle de) classe

laptop

ordinateur portable

student

élève, étudiant(e)

teacher

instituteur (trice), enseignant(e)

whiteboard

tableau blanc

Words and phrases

after (school)

après (l'école)

arrive

arriver

before (school)

avant (l'école)

break (n)

pause

late (for)

en retard (pour)

leave

partir, quitter, laisser

subject

matière

timetable

horaire de classe

write

écrire

Dear (Ben)

Affectueux (Ben)

Love from (Mathilde)

Affectueux (Mathilde)

I've got (English) on (Mondays).

J'ai (l'anglais) le (lundi).

Transport

bicycle / bike / by bike

bicyclette / vélo / en vélo

bus / by bus

bus / en bus

cable car

funiculaire

car / by car

voiture / en voiture

helicopter

hélicoptère

motorbike

plane / by plane

moto

avion / en avion

train / by train

train / en train

on foot

à pied

How do you go (to school)?

Comment vas-tu (à l'école)?

How long does it take?

Combien de temps faut-il?

It takes (ten minutes).

Il faut (dix minutes).

Word Tip

Il est important de se rappeler quelles catégories de mots commencent par une majuscule en anglais.

Les majuscules

Compare d'abord les différentes catégories de mots dans les trois langues ci-dessous et coche les cases quand les mots d'une catégorie commencent par une majuscule.

English

Français

Deutsch

Noms de lieux

Noms de personnes

Jours de la semaine

Matières scolaires

Vocabulaire de classe

Coche les mots qui sont écrits correctement et corrige les erreurs.

english

saturday

teacher

mr bell

geography

maths

monday


new york

backpack

classroom

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

Le déterminant démonstratif



	Singulier	Pluriel
→ ●	This is my hamster. C'est mon hamster.	These are my hamsters. Ce sont mes hamsters.
→ ●	I don't want that cake. Je ne veux pas ce gâteau (-là).	I want those cakes. Je veux ces gâteaux (-là).

On emploie *this* (sing.) ou *these* (plur.) pour désigner des éléments proches : ce, cet, cette, ces, celui / ceux / celle / celles (-ci). On emploie *that* (sing.) ou *those* (plur.) pour désigner des éléments éloignés : ce, cet, cette, ces, celui / ceux / celle / celles (-là).

Le déterminant numéral

first (1st)	eleventh (11th)	twenty-first (21st)
second (2nd)	twelfth (12th)	twenty-second (22nd)
third (3rd)	thirteenth (13th)	twenty-third (23rd)
fourth (4th)	fourteenth (14th)	twenty-fourth (24th)
fifth (5th)	fifteenth (15th)	twenty-fifth (25th)
sixth (6th)	sixteenth (16th)	twenty-sixth (26th)
seventh (7th)	seventeenth (17th)	twenty-seventh (27th)
eighth (8th)	eighteenth (18th)	twenty-eighth (28th)
ninth (9th)	nineteenth (19th)	twenty-ninth (29th)
tenth (10th)	twentieth (20th)	thirtieth (30th)
		thirty-first (31st)


It's my *first* day at school. C'est mon premier jour d'école.
It's my *fourth* piano lesson. C'est ma quatrième leçon de piano.

5 Le génitif

Pour exprimer la possession ou les relations sociales.

Une relation ...	En anglais	En français
de possession entre être animé et chose	Mum's car	la voiture de maman
familiale ou sociale entre êtres animés	Dad's brother	le frère de papa
de possession avec un être animé	Lucas's dog	le chien de Lucas

Le 's crée un lien très fort ; il doit donc s'entendre.



Singulier	Pluriel
My friend's books are on the desk. Les livres de mon ami(e) sont sur le bureau.	My friends' books are on the desk. Les livres de mes ami(e)s sont sur le bureau.

Au singulier on ajoute un 's au nom et au pluriel on ajoute un ' au nom.

Pour indiquer une relation entre deux choses, on emploie en anglais la même tournure qu'en français.

En anglais	En français
the name of the city	le nom de la ville

On emploie *the* + nom + *of* + déterminant + nom.

The **Grammar** section provides further explanations in French of grammar points covered in the Student's Book **Grammar summary**.

cyclisme *cycling* /'saɪkɪŋ/ n

cygne *swan* /swɒn/ n



dangereux *dangerous* /'deɪndʒərəs/ adj

dans *into* /'ɪntuː/ *in* /ɪn/ prép

danser *dance* /daːns/ v

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.

Students practise the functional language in context and listen and check their own work.

Unit 1 Back to school

Write the words in groups.

rubber desk ruler window floor felt tip pens
book chair planner scissors notebook pencil sharpener

On my desk _____
In my pencil case _____
In my classroom _____

Complete the teacher's phrases.

don't put sit stop take write

_____ talking. It's time to start the lesson.

That's all for now. your things away.

1 Come in and sit down.

_____ put your bag on the desk. Put it on the floor.

Take a pencil out of your pencil case and your name.

_____ your books out of your bag.

Listen, check and number.

Language

Complete George's timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15-10:00	ICT	Geography	Science	English	
10:00-10:45		English	History	French	French
Break					
11:15-12:00		Maths	Maths		
Lunch					
1:00-1:45	Art	PE			
1:45-2:30	Science	Music			
2:30-3:15	Maths	Geography			

Look at George's timetable. Write the subject.

- He's got ? and English on Monday morning. _____ ICT
- He's got ? and PE on Friday afternoon. _____
- He's got ? on Mondays, Tuesdays, Wednesdays and Thursdays. _____
- He's got ? on Wednesdays and Fridays. _____
- He's got ? and Maths on Monday afternoon. _____

Look at George's timetable again. Write sentences.

- Music He's got Music on Tuesday and Thursday afternoon. _____
- PE He's got _____
- Geography He's _____
- Science _____
- English _____

There are two pages of grammar exercises for the target language in the Student's Book.

Symbols indicate the suggested level of the exercises.

Language

Write true or false for you.

- I get up at quarter to seven. _____
- I go to bed at half past nine pm. _____
- I have breakfast at quarter past seven am. _____
- I go to school at nine o'clock. _____
- I have lunch at quarter past twelve. _____

Read and match.

1 07:00 _____

2 07:30 _____

3 08:15 _____

4 15:30 _____

5 16:30 _____

6 19:00 _____

7 21:00 _____

Hi, I'm Sophie.

I go home.

I get up.

I have supper.

I go to bed.

I do my homework.

I go to school.

I have breakfast.

Write about Sophie's day.

- Sophie gets up at seven o'clock. _____
- She _____
- _____
- _____
- _____
- _____
- _____

Grammar summary Student's Book page 84

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

Listening and Reading

Listen and circle the correct words.

Name: Hilda / Hilda / Gemma

Colour of eyes: blue / brown / green

Hair: short and dark / long and dark / long and fair

Age: 11 / 12 / 13

Pets: two cats / a cat and a dog / two dogs

Favourite subject: Music / ICT / Science

Read and write true or false.

Lewis's blog! My weekend

On Friday afternoon after school, I go on the computer. I listen to music and I chat with my friends. I look at photos, too. In the evening, I don't do anything special.

On Saturday morning, I play football. I'm not very good, but I love it! In the afternoon, I watch TV or I go shopping with my mum. Then in the evening, I go to my best friend's house. We play video games or we talk.

On Sunday morning, I make breakfast with my dad. Then I do my homework. In the afternoon, I look after our goat. She lives in the garden. In the evening, I go on the computer or I read a book. I love reading.

Subscribe via email: _____ Submit

1 After school on Fridays, Lewis goes on the computer. _____ true

2 On Friday evening, he goes out with his friends. _____

3 He plays football on Saturday afternoon. _____

4 He goes to his best friend's house on Saturday evening. _____

5 On Sunday morning, he does his homework. _____

6 He likes reading. _____

Language Book Look up the new words.

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

Social Sciences

14 Complete the timeline.

bicycle bus cable car car helicopter motorbike plane train

The History of Transport

1662 Blaise Pascal invents the first 'bus'. Two horses pull it.
 1817 A German makes the first 'bus'.
 1829 George Stephenson invents the first steam 'bus'.
 1873 People travel in the first 'bus' in the streets of San Francisco.
 1885 Karl Benz builds and drives the world's first 'bus'.
 1894 A German company makes the first 'bus' to sell to many people.
 1903 The Wright brothers fly the world's first 'bus' for just twelve seconds.
 1940 Sikorsky makes the first flying 'bus'.

15 Read and follow the tip.

Writing tip
 Comment personnaliser un texte :
 1 Biffe les mots qui ne te correspondent pas.
 2 Remplace-les par ceux qui te correspondent.

My name's Adam. I go to
 Parklands School. I go to school
 on foot. I leave my house at
 half past eight and I arrive at school at
 nine o'clock. It takes thirty minutes. I walk
 to school with two friends, Jamie and Taylor.

16 Use Exercise 15 to write about your route to school.

UNIT 1 7

Listening and Writing

13 Read the tip.
 Then listen and complete.

Listening tip
 Suis ces conseils pour faire ce type d'exercices :
 1 Lis attentivement le formulaire.
 2 Observe les blancs et imagine quel genre de mots pourraient manquer.
 3 Ecoute une première fois et n'écris rien, repère les mots manquants.
 4 Ecoute une deuxième fois et prends des notes.
 5 Complete les blancs.
 6 Ecoute encore une fois et contrôle tes réponses.

After-school sports club

Please complete the form.

Name: Jake Simpson
 Age: _____
 Class: _____
 School sports: _____
 Sports team: _____
 Favourite sport: _____

14 Read and write the secret sport.

My secret sport is a problem for me because there are no mountains near my house. I travel a long way to do my sport, and I can only do it in winter when there's lots of snow. It's difficult and the boards are expensive, but it's a great sport and I love it!

The secret sport is _____.

15 Write about a sport.

My secret sport

UNIT 2

Skills activities and strategy tips provide consolidation and extension.

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.

Check your progress

16 What can you do now?
 Colour the ☐ and give examples.

Now I can ...

... understand classroom and simple exercise instructions ☐

... understand descriptions of daily routines and timetables ☐

... understand personal letters and a simple magazine article ☐

... understand a funny cartoon story ☐

... understand and say a chant and two raps ☐

... talk about my school subjects, timetable and routines ☐

... talk about the sports I do and my fitness routine ☐

... ask and answer about the time ☐

... ask and say how to spell words ☐

... ask and answer about daily routines ☐

... ask and answer about the sports people do ☐

UNIT 2 15

Every second Workbook unit in the module ends with a self-evaluation task so that students can assess their learning.

Grammar summary

The *Grammar summary* at the back of the Student's Book presents the grammar students meet in each unit in structured tables with examples. Students can refer to it for revision purposes and use it as a reference tool.

Grammar summary

Unit 1

Present simple

Affirmative			
I	get up	at	seven o'clock. quarter past seven.
You	have breakfast go to school		
He She It	gets up has breakfast goes to school		
We You They	get up have breakfast go to school	in	the morning. the afternoon. the evening.

We use the present simple for habits and routines.



have got + timetables

I've You've	got	History English PE	on	Mondays. Wednesdays. Thursdays.
He's She's				
We've You've They've				

Unit 2

Present simple

Negatives		
I	don't (do not)	play football. go to computer club. like swimming.
You		
He She It	doesn't (does not)	
We You They	don't (do not)	

Questions		Short answers		
Do	I you	do sport? eat fruit?	Yes, No,	I you do. don't.
Does	he she it		Yes, No,	he she it does. doesn't.
Do	we you they		Yes, No,	we you they do. don't.

Wh- questions

What	do	you we they	do on Sundays?
When			get up?
Where	does	he she	go to school?
Who			play with?



Articles

Indefinite article a/an	Definite article the
She's a fat cat.	The fat cat is under the table.
There's a basketball match today.	The basketball match starts at ten o'clock.
An important football team is playing today.	I'm not in the school football team.

We use *a/an* to talk about one person or thing. We use *the* when the listener knows which person or thing we are talking about.

Introduction

MORE! 8^e is a special version of a popular international course. It has been carefully adapted for the Swiss Romande cantons under the auspices of CIIP (*la Conférence Intercantonale de l'Instruction Publique*) and is to be used with pre-teen 8th* grade learners of English. It is the second of a five-level programme which takes students from 7th* grade to the end of 11th* grade.

MORE! 7^e	7th* grade
MORE! 8^e	8th* grade
English in Mind 9^e	9th* grade
English in Mind 10^e	10th* grade
English in Mind 11^e	11th* grade

* Harmos grading system

MORE! 8^e is divided into four modules with two units in each of the first three modules, and a single unit in the last module. At the end of each module there is a revision and consolidation section with self-evaluation activities. There are sets of testing materials available on Cambridge One for formal class evaluations after each module.

Key features of MORE!

Pre-teen learners

Children in the first four years or so of primary education live in a world without clear-cut boundaries between reality and imagination. Stories play a vital part in their home and school lives, and their preference is for those with imaginative and often fairy-tale like content.

Gradually children grow out of this imaginative frame of thinking, and develop an interest in real-world topics. This transition period can differ greatly in length from child to child.

In 7^e and 8^e, students swing between being teenagers and children. In one class they are interested in mature and more realistic content, then in the next they may fall back into more childlike behaviour and attitudes. The content in **MORE!** has been carefully selected to appeal to both facets of the pre-teen learner, blending the imaginative and the realistic in a variety of ways.

In this stage of their lives, our pre-teen students are starting to consciously develop their own identity. As teachers we need to support our students in exploring their own capabilities, strengthening their self-esteem and developing positive beliefs about themselves. As language teachers we need to make our students aware of their learning progress and their language

competencies. If the classroom culture supports this, then students are more likely to develop positive beliefs about their language-learning capabilities.

MORE! helps you to achieve this in the following ways:

A 'can do' learning culture

MORE! offers students plenty of opportunities to show what they have learned to do in English. There are many activities, texts and games that stimulate real communication in the classroom, helping to involve students personally and to create a 'can do' atmosphere in class. After each module of work, students assess their own learning by grading how well they *can do* different things in English. The use of portfolios as records of their written work, their progress and the learning strategies that they use, also focuses on what students *can do*, rather than on what they can't, which is often the focus in traditional tests.

A teaching programme based on human values

Teachers of students of this age are educators as well as language teachers. Our students need respectful guidance. The content in the foreign language classroom can contribute to the students' system of values and their interaction with the world around them. The content in **MORE!** has been chosen to stimulate students' thinking and to help develop human values such as tolerance of other cultures, understanding of and empathy with others, and critical thinking.

A balance of fun and more serious topics

MORE! is divided into topic-based units with grammar and vocabulary carefully selected to allow students to communicate their own ideas and to draw on knowledge and experience from outside the language classroom. Each unit offers a blend of stimulating, serious real-world content, which progresses in complexity as the students' language level increases, and fun and game-like activities and texts. Students using **MORE!** will have fun in many ways: through motivating songs and pronunciation rhymes and chants, games, activities and with the humorous comic strip and continuous text stories in each unit.

Course aims

MORE!

- motivates and inspires students studying English in the last two years of primary school and develops a positive attitude towards the learning of English.
- builds students' confidence in using English communicatively in simple everyday situations.

- develops the five skills (listening, reading, oral interaction, oral production and writing) in a systematic and balanced way. It moves gradually from a focus on oral and aural work at the beginning of units to a focus on reading and then personalised writing skills.
- contributes to the students' general education and to their knowledge of the world around them through a combination of cross-curricular and cross-cultural content.
- encourages students to start taking responsibility for their learning by developing learning strategies and by making students aware of their own progress.
- supports students in making links between their new learning in English and their knowledge of other languages.
- allows students to discover different aspects of English-speaking countries and their cultures through a variety of text types and content.
- contributes to the development of transversal skills through the content, approach and course methodology.

MORE! approach and methodology

MORE! uses a communicative, multi-skills approach to develop students' foreign language abilities in an interesting and motivational way.

Skills

Language skills development is a crucial feature in *MORE!* and is achieved through a balanced, multi-skills approach. As well as providing students with multiple opportunities for developing the different skills in English, the *MORE!* Teacher's Book gives detailed procedural notes which are designed to support the acquisition of learning strategies which will help students to become better and more autonomous language learners. The strategies developed in each unit are listed in the *Student's Book map* (TB pages 4–7). The detailed notes for teachers are followed by a reflective stage for students after which they can record the strategies they used in their portfolios, if they use them. These sections in the Teacher's Book look like this:

LEARNING TO SPEAK

Interaction – initiating, asking for clarification and finishing off

1–4 Key phrases posters

Use this activity to stress that it's important to initiate, ask for clarification and finish a dialogue

Although this way of highlighting the strategies developed isolates each skill, the main approach in *MORE!* is integrated skills work, reflecting the fact that users of a language are seldom required to use only one skill in isolation.

Listening

Every unit of *MORE! 8^e* Student's Book features at least two listening skills development activities with listening texts of different genres and with a variety of tasks. There are also additional listening activities in each Workbook unit.

The *Learning to listen* strategies developed in *MORE! 8^e* build on those developed in *MORE! 7^e* and cover different facets of gist, specific information and intensive listening skills.

Speaking

The two oral skills of **interaction** and **production** are systematically developed and each is given an equal importance in *MORE! 8^e*. Students are given ample opportunities to practise the new language orally, both in more controlled and in freer personalised situations.

The *Learning to speak* strategies build on those developed in *MORE! 7^e* and focus on the following micro-skills:

- initiating, clarifying and finishing dialogues
- using notes to prepare to speak
- asking for help
- rehearsing and acting out
- planning speaking tasks using dictionaries
- playing games
- preparing and giving a presentation

Reading

There are at least two reading skills development activities in each unit of *MORE! 8^e* Student's Book, with reading texts of different genres and with a variety of tasks, as well as additional reading texts and tasks in each Workbook unit. The second reading text in each Student's Book unit alternates between real-life cross-cultural content, which develops students' knowledge of the English-speaking world, and extended fictional texts which inspire their imagination and creativity.

The *Learning to read* strategies build on those developed in *MORE! 7^e* and include:

- skimming and scanning
- predicting content and activating background knowledge
- guessing the meaning of new words in context
- extracting specific information to realise a variety of tasks

At the end of *MORE! 8^e* Student's Book, there is a short graded reader, *The Selfish Giant* by Oscar Wilde. This is intended to allow you to introduce students to extensive reading during the year. Students read the