OXFORD

Project Explore

Upgraded

**2**

Supports Teacher Wellbeing

**Teacher's Guide**

with Digital Pack

Zoltán Rézműves

# Project Explore

## 2

### Upgraded

**Teacher's Guide**

with Digital Pack

**Zoltán Rézműves**

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Based on an original concept
by Tom Hutchinson

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# STUDENT BOOK 2 CONTENTS

# Print components

## FOR STUDENTS
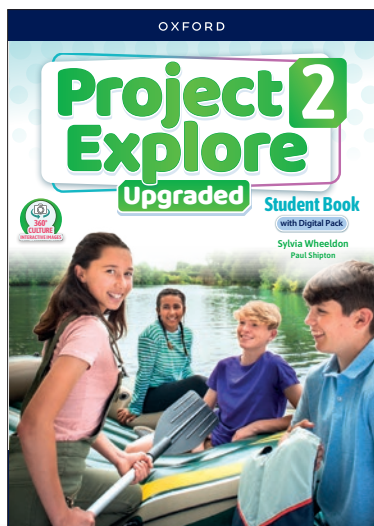
### Student Book
- 6 topic-based units each including a photo story, *Culture* lesson, *Project* lesson and *Revision* lesson
- 3 interactive *360° Culture* lessons
- A 3-part adventure story for extended reading practice
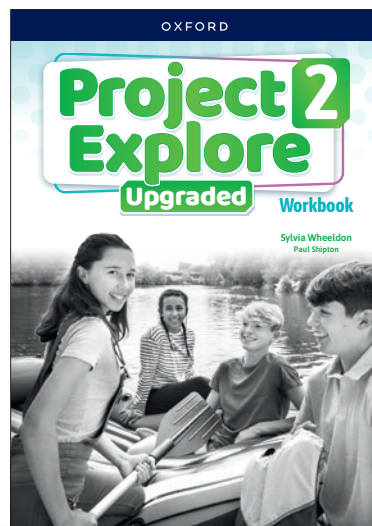
### Workbook
- Further practice and reinforcement of the language in the Student Book
- Support pages for the *Project* lesson
- Learner progress check and *I can …* statements for self-assessment at the end of each unit
- Grammar Summary
- Wordlist and phonetic transcriptions

## FOR TEACHERS

### Teacher's Guide
- An overview of the course and its methodology
- Professional development support
- Teaching notes for the Student Book
- Optional extra activities for fast finishers
- Learner progress section at the end of each lesson
- Teacher well-being tips
- Answer keys and audio and video scripts
- Access code for Oxford English Hub
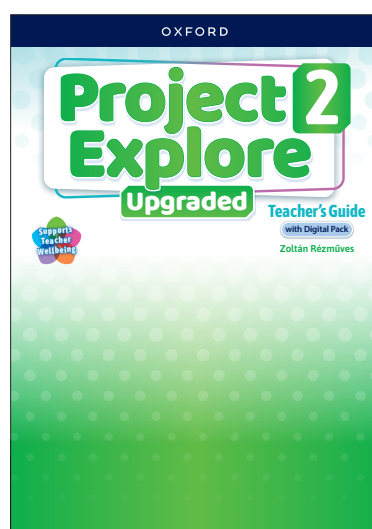
# Digital components
## on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

## FOR STUDENTS

### Student Book e-book

- A digital version of the Student Book with audio, video and *360° Culture* interactive images

### Workbook e-book

- A digital version of the Workbook with audio

### Student Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary

### Student resources

- Course audio and video including scripts

## FOR TEACHERS

### Teacher's Guide

- PDF version

### Classroom Presentation Tool (CPT)

**Student Book**

- Student Book on screen with audio, videos (including animated and photo stories, grammar animations, *Project Coach* videos and *Reflect* videos), *360° Culture* interactive images, answer keys and songs
- Games and interactive activities
- Navigate function to the Workbook

**Workbook**

- Workbook on screen with audio and answer keys
- Navigate function to the Student Book

### Course assessment

- Photocopiable unit tests, progress tests and end-of-year test – all at standard and challenge levels with a dyslexia-friendly version of each A test as well

### Teacher Resources

- Photocopiable worksheets to practise grammar, vocabulary, reading, communication, pronunciation and writing
- Song worksheets
- Culture worksheets to use with the Culture videos
- A set of vocabulary mind maps to help students organize, recycle and remember the words they study

### Teacher Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary
- Tools to assign and track students' homework and progress, and manage classes

### Professional Development

- Methodology support, bite-sized training and more to maximize your teaching

# Introduction

*Project Explore Upgraded* is a five-level course for young learners of English aged 10–15. The whole course takes learners from beginner to pre-intermediate level.

The design of the course has been upgraded to make the lessons even clearer and easier to follow. New digital features, such as the interactive *360° Culture* lessons, animated grammar videos, and *Project Coach* videos, have been added to help prepare young students for the globalized, digital world of the 21st century. However, the popular course characters and stories, and the tried and trusted *Project* methodology have been maintained.

## Course methodology

*Project Explore Upgraded* is an easy-to-use course with a syllabus based on a traditional structural progression. It provides a highly structured learning environment to guide and support students. In each unit, grammar and vocabulary is broken down into manageable chunks of content, and presented through engaging, meaningful tasks. The language acquired is then applied to a real-world communicative outcome – the project. The focus on progressive language development is coupled with a systematic focus on skills development. The lesson contexts are contemporary, diverse and entertaining, ensuring that students' interest and involvement is maximized.

The course syllabus combines the best of contemporary and traditional approaches to language teaching. It incorporates ideas such as learner progress, project work and role-play, while providing a solid grammar framework and plenty of practice of structures, functions and vocabulary.

*Project Explore Upgraded* is designed to include a high level of flexibility to help meet the individual needs of all students. Teachers can select which elements to use in class and in which order, and also select which elements may be better suited for homework. The course offers:

*   an extended *Introduction unit* to provide support for young students starting each level of *Project Explore Upgraded*. It offers a *Play and Review* page of fun activities to review grammar structures and vocabulary from the unit.
*   a project in every unit with clear outcomes and step-by-step support for students to help them use their English with creativity and imagination, while at the same time consolidating new grammar and vocabulary they have learned, and developing writing skills.
*   animated grammar videos to support the Student Book grammar presentations and provide relatable content for students of all abilities.
*   three *360° Culture* lessons, which transport students into life in other cultures, help them to establish a connection between language and life in other countries, and encourage them to explore differences and make comparisons with aspects of their own culture.

## Project work

Project work is a student-centred form of learning. It is an important vehicle for the development of global skills for the 21st century including digital literacies.

A high level of engagement is achieved when learners find project goals meaningful and relatable, and this in turn can lead to deeper levels of learning. Outcomes include improved language skills, transferable project skills, and good retention of learning.

The projects in *Project Explore Upgraded* contain a number of important elements:

*   A **clear project goal** based on a topic that students find meaningful and relevant to their own lives. Students write about their family, their school, their town, their hopes and dreams, and they do research into topics of their choice that interest them.
*   Support for **project preparation** is provided in the Workbooks, where students are encouraged to create their projects in manageable steps. The *Project Coach* videos also provide students with useful tips for their project work in a fun and dynamic format.
*   During the project work, students **develop a range of global skills** such as: critical thinking, communication, creativity and collaboration. Project work can require students to collect information, draw or print pictures, make decisions about what to include, arrange texts and visuals, carry out interviews and surveys, and make recordings.
*   The projects all involve producing some form of **final output**, for example, a presentation, a poster, a slideshow or a display. This gives students of all abilities and skills a clear sense of achievement. It also encourages the use of a wide range of communicative skills.
*   During project work, students **increase their knowledge** not only of English, but also of broader topics of interest.
*   Students **develop writing skills** as they draft, check and produce a final version of their projects.
*   Students are encouraged to **reflect on their work** to consider what they learned during their project work, and in which areas they could improve.
*   Students are also encouraged to **give and receive feedback** both from each other and the teacher in order to improve what they are doing and how they are doing it.

## Grammar

In *Project Explore Upgraded*, grammar presentation and practice activities are clearly signposted in green. The grammar input in the course is structured in a way which allows students to gradually progress from understanding to acquiring, and finally using the language with confidence. New structures appear in context so that teachers can use a guided discovery approach to grammar. Teachers can also present new structures using the Grammar animation videos, which provide a clear and relatable context for the new grammar, which is accessible to students of all abilities. Expanded grammar tables and explanations of each main grammar point can be found in the Grammar Summary section of the Workbook.

Practice of each grammar structure is provided not only in the Student Book, but reinforced with additional graded practice in the accompanying lessons of each unit of the Workbook.

Worksheets for additional grammar practice of each new structure at two ability levels (Standard and Challenge) are available in the Teacher Resources on Oxford English Hub.

# Vocabulary

In *Project Explore Upgraded*, vocabulary presentation and practice activities are clearly signposted in blue. Each unit has two or sometimes three core vocabulary sets, which are generally topic-based.

Each vocabulary section starts with visual and audio input accompanied by a short task. This is followed by a communicative activation task. In addition, further reinforcement of new vocabulary is provided through practice tasks in the Workbook and the photocopiable vocabulary worksheets available in the Teacher Resources. There are also photocopiable vocabulary mind maps which students can complete for themselves with vocabulary they have learned, to build a personalized, visual vocabulary bank.

# Skills development

Development of the skills of reading, listening, speaking and writing is an important aspect of the *Project* methodology. To recreate authentic use of language, skills are often integrated. For example, students may read and complete a quiz and then listen to check their answers, or they might listen to a dialogue, write about what they have heard, then adapt the dialogue and personalize it with their partner. Not only is this blending of skills natural, it also helps keep students engaged and curious.

A systematic approach has been taken to developing written and oral skills. Students first spend time on the *Get ready to…* stage, working with a model or preparing notes. This support and preparation means students are then able to accomplish the main productive task effectively and confidently. With the writing tasks, students also have the option to complete Workbook exercises, which provide further guidance and practice, prior to writing their own text.

The speaking tasks in *Project Explore Upgraded* help students to consolidate and practise the grammar and vocabulary they have learned. In addition to the main speaking tasks, there are numerous other opportunities to practise oral skills, for example, through sharing ideas on a new topic or through the *Over to you!* activities, through practising the pronunciation of new vocabulary, using cues in grammar exercises to facilitate pairwork, and through the project work. The *Everyday English* section in each unit equips students with functional language to enhance effective, natural communication. And to further practise spoken language, each unit has a pronunciation section.

# Revision, Culture and Learn through English

## Revision

Each unit of *Project Explore Upgraded* includes a *Revision* lesson, which consolidates the new grammar, vocabulary and *Everyday English* phrases of the unit through a variety of activities. There is a corresponding *Progress check* lesson in the Workbook, which includes a *Your progress* self-assessment section allowing students to reflect on their progress and consider in which areas they may need further practice.

## Culture

Each Culture page in the main units centres on an aspect of the English-speaking world connected to the topic of the unit. These sections aim to broaden students' knowledge and understanding of diverse cultures and invite them to draw comparisons with their own. There are also related short videos for extension purposes.

In addition, the Upgraded edition of *Project Explore* includes three *360° Culture* lessons, which focus on culture in an exciting and interactive manner. The dynamic 360° photos can be launched on the CPT and e-book.

## Learn through English

These pages provide a cross-curricular focus and give students the chance to learn about a range of other school subjects through English.

# Student Book and Workbook integration

The Workbook provides additional write-in activities to reinforce and consolidate the content of the Student Book. The course is designed so that the two books can be used in close tandem in the classroom. The Workbook exercises mirror the unit and section structure of the Student Book. There is clear signposting in the Student Book to direct learners to the relevant Workbook exercises.

To support differentiation, the Workbook tasks are graded by difficulty and clearly marked with one to three stars – with one being the easiest. This ensures that in a mixed-ability class, all students can tackle a task and gain a sense of accomplishment.

Clear presentation of new vocabulary through photos or illustrations.

*You First* activities at the beginning of lessons activate students' knowledge of the language or topic they are going to learn in a personalized way.

There is a strong emphasis on vocabulary. New language is presented at the beginning of a section and then practised in relation to the grammar and skills in that section.

The lesson's objectives are highlighted at the top of the Student Book page.

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## 3 FOOD AND HEALTH
### 3A FOOD AND DRINK

**YOU FIRST** What are your favourite foods? What's your favourite drink? Tell a partner. Do you like the same things?

### Vocabulary — Food and drink nouns

bananas carrots cheese chicken chocolate coffee cola crisps eggs fish fruit juice grapes lamb lemonade milk pasta potatoes rice sandwiches sausages strawberries tea tomatoes wholegrain bread yoghurt

**1 a** Work in pairs. Cover the words in the box. How many items of food and drink can you name?

**b** Match the words in the box to the photos. Which five foods are not in the photos?

**2 a** Copy and complete the table with the words in the box.

| Drink | Fruit / Vegetables | Snacks | Meat / Fish | Other |
|-------|-------------------|--------|-------------|-------|
| coffee | bananas | chocolate | chicken | cheese |

**b** 🔊 047 Listen, check and repeat.

**3 a** 🔊 048 Listen to three conversations. Which food or drink do these people really like? Which do they really dislike?

| | Likes | Dislikes | Extra info |
|---|-------|----------|-----------|
| Joe | | | |
| Ava | | | |
| Simon | | | |

**b** Can you remember one piece of extra information about the food they like?

**4** **Over to you!** Look at the food and drink in exercise 1. Ask and answer questions with your partner.

Do you like fish?

No, I don't. I never eat it. What about you?

Yes, I like it.

Do you like strawberries?

Yes, I really like them.

➤ Workbook page 26, exercises 1–2

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**3A** Vocabulary – Food and drink nouns | Grammar – Countables / uncountables | **3A**

### Grammar — Countables / uncountables

**5 a** Read the shopping list. What is it for?

| 1 | crisps | 7 | tomatoes |
| 2 | chocolate | 8 | sandwiches |
| 3 | fruit juice | 9 | fruit |
| 4 | bread | 10 | bananas |
| 5 | chicken | 11 | apples |
| 6 | cheese | 12 | a cake |

**b** 🔊 049 Listen to Lily and Alfie to check your ideas. Which items have they got already? Which items do they need to get?

**c** Read the rules. What's the difference between countable and uncountable nouns?

A countable noun has a singular and a plural form:
an egg → two eggs
You can count it with numbers.
An uncountable noun usually hasn't got a plural form, because you can't count it with numbers:
milk → milk

**d** Look at the food lists. Write *countable* and *uncountable* at the top of the correct list.

_____
cheese chicken chocolate lemonade milk

_____
banana egg sandwich strawberry

**6** Add these items to the correct food lists in exercise 5d.

carrot coffee grape potato rice tea

**7** Work in pairs. Imagine you are going shopping. Take it in turns to add items to your shopping bag. Remember everything in order!

In my shopping bag, there's fruit juice and there are strawberries.

In my shopping bag, there's fruit juice, strawberries, and there's a sandwich.

➤ Workbook pages 26–27, exercises 3–5

### Listening and Speaking

**8 a** 🔊 050 Read the menu. Listen. What does Jed order? Why is Lily surprised?

**Parkside CAFÉ**

**Hot Food**
| Fish and chips | £6.50 |
| Chicken and chips | £5.20 |
| Egg and chips | £4.99 |
| Pizza | £6.99 |

**Sandwiches**
| Chicken | £3.50 |
| Egg | £2.99 |
| Cheese | £2.99 |

**Desserts**
| Chocolate cake | £2.25 |
| Strawberry yoghurt | £0.75 |
| Ice cream | £1.75 |

**Drinks**
| Fruit juice | £1.50 |
| Lemonade | £1.25 |
| Cola | £1.25 |
| Cup of tea | £1.50 |
| Cup of coffee | £2.00 |
| Strawberry / chocolate milkshake | £2.50 |

**b** 🔊 050 **Get ready to speak** Complete the dialogue. Listen again and check.

| Waitress | Can I ¹_____ you? |
| Jed | Yes please. Can I have ²_____ , please? |
| Waitress | Anything for ³_____ ? |
| Jed | Yes, um, ⁴_____ , please. |
| Waitress | OK. And do you want anything to drink? |
| Jed | Yes, ⁵_____ , please. |
| Waitress | Sure. Is that everything? |
| Jed | Yes, thanks. |
| Waitress | That's ⁶_____ . |
| Jed | Here you are. |
| Waitress | That's ⁷_____ change, thank you. |
| Lily | Jed? What are you doing here? |
| Jed | I'm having ⁸_____ . I'm really hungry. |
| Lily | But we're having a ⁹_____ in the park in an hour! |
| Jed | Don't worry. I can easily eat ¹⁰_____ . |
| Lily | Well, I want to see that! |

➤ Workbook page 27, exercises 6–7

**c** Now role-play a café dialogue with your partner.

Can I help you?

Yes, please. Can I have…, please?

**EXTRA** Imagine you are vegetarian / very hungry / don't eat anything made with milk. Take turns to role-play another café dialogue with your partner.

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Students are given the opportunity to practise the pronunciation of all new language.

All new lexical sets are followed by a practice exercise to familiarize students with the language and to provide consolidation.

There is clear signposting to the Workbook exercises for further practice of the language of the section.

The comprehension story or text illustrates the grammar point. Students use the text to identify a structure and understand its pattern or the rule.

New grammar is presented through engaging dialogues and texts. Such contexts help to make the grammar more memorable for students.

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### 3ᴮ GOING SHOPPING



**YOU FIRST** Do you help with the shopping for your family? Why? / Why not?

#### Vocabulary  Quantities

**1 a** Look at the picture. What food and drink can you see?

**b** Match the words in the box with the food and drink in the picture.

a bag  a bar  a bowl  a box  a can  a carton  a cup  a glass  a kilo  a loaf  a packet  a plate  a pot  a slice  a tin

**c** 🔊 051 Listen, check and repeat.

**d** Work in pairs. Look at the picture for 30 seconds, then cover it. Take turns to say the food and drink with the words in the box.

a bag of crisps    a bar of...

**2** 🔊 052 Listen. What food does each person get?

| | Speaker 1 | Speaker 2 | Speaker 3 |
|---|---|---|---|
| | | | |

**3 a** Draw a kitchen table. Draw six things from exercise 1 on your table. Do not show your partner.

**b** Now ask and answer *Yes / No* questions with your partner. The first person to guess all of the things on their partner's table is the winner.

Have you got a bag of crisps?

No, I haven't.

Yes, I have. Have you got a plate of sandwiches?

**c** Compare your table with your partner's. Have you got any of the same things?

➤ Workbook page 28, exercises 1–3

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3B Vocabulary – Quantities  Grammar – *some* and *any*    3ᴮ

#### Grammar  *some* and *any*

**4 a** 🔊 053 Read and listen to the dialogue. What do they want to make?



**Elsa** OK, what's in the recipe? First, ice cream and milk. There's some ice cream in the freezer, but there isn't any milk.
**Lily** OK. Let's buy some.
**Elsa** One carton or two?
**Lily** One carton, I think.
**Elsa** And are there any bananas at your house?
**Lily** A couple. We probably need some more.
**Elsa** OK. What else do we need? Do we need any cocoa powder?
**Lily** Yes, a small tin. Is that everything?
**Elsa** No, we need some straws!
**Lily** Oh, good idea!

**b** Which highlighted nouns are countable and which are uncountable?

**c** Underline the words *some* and *any* in the dialogue. Then complete the rules with *some* and *any*.

We use *some* and *any* with countable nouns in the plural and with uncountable nouns.
We use _____ with positive sentences:
We need _____ straws.
We use _____ with...
• negative sentences:
  ...there isn't _____ milk.
• questions:
  Are there _____ bananas?

➤ Workbook page 29, exercise 4

#### Listening

**5** 🔊 054 Listen to the conversation. What are Lily and Elsa making? Why? Is it successful?

**6 a** Complete the sentences with *some* or *any*.
1 We're making _____ banana milkshake.
2 Is there _____ milkshake for me?
3 We need _____ banana pieces first.
4 Then, pour in _____ milk.
5 Have you got _____ ice cream?
6 I didn't spill _____ of it.
7 Here's _____ milkshake for everyone.

**b** 🔊 054 Listen again and check your sentences.

➤ Workbook page 29, exercises 5–6

#### Speaking

**7 a** Get ready to speak  Go shopping! Look at the picture. What can you see?



**b** Student A  Go to page 94.    Student B  Go to page 95.

Look at your shopping list. Decide the quantities you need.

**c** Role-play the dialogue in the shop. Use the picture. Take turns being the shopkeeper.

Good morning. How can I help?

Hello. Have you got any water?

Yes, I have.

Can I have three bottles, please? Thank you. Have you got any milk?

No, I haven't got any milk, but I've got some juice.

No, thanks. I needed some milk for tea. Have you got any...?

**EXTRA** Work in pairs. Plan your dream party. What food do you need?

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*Project Explore Upgraded* takes a guided discovery approach to grammar, using guided activities to encourage students to work out as much as possible of the grammar rules for themselves. This helps students to remember the grammar more easily. To make grammar friendlier, each grammar rule box has a fun icon.

Controlled practice activities consolidate students' knowledge of the rules.

# C Grammar and Skills

Each comprehension text is followed by activities to check students' understanding. These exercises also further develop reading and listening skills.

Comprehension practice is based around input texts related to the main topic of the unit. The texts provide a good model of genuine, everyday English for students' reference. Each text introduces an aspect of the unit grammar.

Grammar presentation is consolidated with short, amusing animations available on the CPT and e-book. The animations provide a clear and relatable context for the grammar, which is accessible to students of all abilities.

## 3c EATING WELL

**YOU FIRST** What did you have for breakfast this morning? Compare with a partner.

### Reading and Listening

**1 a** What can you see in the photos?

**Healthy Eating Quiz**

Do you know how to eat healthily?
Or could you improve?
Find out by doing this quiz.

1 You are late for school and it's breakfast time. You…
A skip breakfast – you regularly do.
B have some sliced banana on cereal with milk and eat it before you go.
C make two slices of white toast and eat them on the way.

2 At school, it's time for your morning break. You choose…
A a cup of tea or fruit juice and two wholegrain biscuits.
B a can of fizzy drink and a chocolate bar.
C a glass of water and an apple.

3 How many portions of fruit and vegetables do you eat a day?
A A lot – 6 or more.
B Some – between 3 and 5.
C Not many – less than 2.

4 When you get a drink, what do you usually buy?
A A juice drink.
B A bottle of water, a smoothie or some fresh juice.
C A fizzy drink, like cola.

5 You're having lunch in a café. What do you choose?
A Grilled fish, potatoes and green salad.
B A sausage sandwich, coffee and cake.
C A chicken pizza with tomatoes.

6 What do you usually prefer when choosing a dessert?
A Some home-made apple pie with custard.
B Some fresh fruit salad with yoghurt.
C A slice of chocolate cake with ice cream.

7 How much water do you drink a day?
A A lot – 5 to 10 glasses.
B Some – 3 to 5 glasses.
C Not much – 0 to 2 glasses.

8 How many sugary snacks do you eat a day?
A A lot – I like chocolate, sweets and ice cream.
B Some – I like them, but I don't always choose them.
C Not many – I try not to eat them most of the time.

**b** Read the Healthy Eating quiz. Which questions (1–8) match photos (a–d)?

**c** Ask and answer the quiz questions with a partner. Circle the answer nearest to your daily habits.

**2 a** Look at the scores at the end of the quiz and count up your total. Tick the box that shows the amount you scored.

**b** 🔊 055 Listen to the explanation for your score. Do you agree with the advice?

**c** Compare with your partner's quiz score. Compare results with the class. Who has got the highest scores in the class?

**Scores**

1 a0 b2 c1   5 a2 b0 c1
2 a1 b0 c2   6 a1 b2 c0
3 a2 b1 c0   7 a2 b1 c0
4 a1 b0 c2   8 a0 b2 c1

0–7 ☐   8–12 ☐   13–16 ☐

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3C Grammar – *How much…? | How many…?; a lot (of) | not much | not many* | 3c

### Grammar

*How much…? | How many…?; a lot (of) | not much | not many*

**GRAMMAR VIDEO**

**3 a** Complete these questions from the quiz on page 42.
1 _____ water do you drink a day?
2 _____ sugary snacks do you eat a day?

**b** Complete the rules with *How much…?*, *How many…?*, *a lot of*, and *not much, not many*.

We use <u>How much</u> to ask about uncountable things.
We use _____ to ask about countable things.
We use _____ to talk about both uncountable and countable quantities.
We use _____ to talk about small countable quantities.
We use _____ to talk about small uncountable quantities.

**4** Complete the questions with *How much…?* or *How many…?* Then ask and answer the questions with a partner. Use these words to reply.

A lot.   Some.   Not much. / Not many.

1 _____ sweets do you have a day?
2 _____ cans of fizzy drink do you have a day?
3 _____ fruit do you eat a day?
4 _____ bags of crisps do you eat a week?
5 _____ fish do you eat a week?
6 _____ meat do you eat a week?

➤ Workbook page 30, exercises 1–4

### Listening

**5 a** 🔊 056 Look at the topics below. Listen to the interview with Mia. Number the topics in the order that you hear them.

**Yesterday**
___ Breakfast
___ Dessert
___ Dinner
___ Drinks
___ Lunch
___ Snacks

**b** 🔊 056 Listen again and take notes.

**c** What do you think of Mia's diet? Can she improve it? Discuss with a partner, then tell the class.

Mia's diet is quite… She eats… She needs to…

➤ Workbook page 31, exercise 5

### Speaking and Writing

**6 a** Get ready to speak Write a food diary for yesterday.

**b** Ask and answer questions about your diary with a partner. Make notes about your partner's diary.

What did you have for breakfast?
Toast and butter.
How many slices of toast did you have?
Two slices.

**7 a** Get ready to write Write your partner's food diary using your notes from exercise 6.

| Breakfast | two slices of toast and butter |
| Lunch | |
| Dinner | |
| Drinks | |
| Snacks | |

➤ Workbook page 31, exercise 6

**b** Now write a short summary about your partner's diet.

Jakub's diet is… He eats…but he doesn't eat… He needs to…

**EXTRA** Imagine the food diary of a very healthy sportsperson. What do they eat and drink? Work in pairs to write the sportsperson's food diary for one day.

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Grammar exercises are always followed by task-based activities which use one or more of the skills of Reading, Listening, Speaking and Writing.

*Extra* activities throughout the unit give faster learners fun and interesting practice of the language they have learned. They can do these in class or for homework.

Students not only practise the grammar and vocabulary of the section in real communication, but also develop their ability to understand and to express themselves effectively in English.

Functional language is presented through the photo story about British school students, Alfie, Elsa and Lily, and their Australian friend, Jed. The photo stories present *Everyday English* phrases in contexts students can comfortably relate to, such as asking for permission or giving directions.

The photo story is available as a video on the CPT and e-book.

Students find *Everyday English* phrases from the photo story and understand what they mean.

## 3D EATING OUT

**YOU FIRST** Where's your favourite place to eat? At home? At a relative's house? At your favourite restaurant? Why?

**STORY VIDEO** **1 a** 🔊 057 Read and listen. Whose house do Lily and Elsa go to?

**1**
Jed   Hey, Lily! Elsa! Listen. I wanted to do something Australian for you guys.
Lily  That sounds good. What?
Jed   A barbie.
Lily  A what?
Jed   A barbecue! You know – cooking outside and all that. Some nice food, some music...
Elsa  Sounds good! Can you cook?
Jed   Elsa, every Aussie knows how to do a barbecue. Come at lunchtime on Saturday.
Elsa  The weather forecast isn't very good.
Jed   Weather forecasts! What do they know?

**2** Saturday
Jed's dad   Here. Give me your umbrellas.
Lily        Thank you. And here's some potato salad.
Jed's dad   That's very kind. Could you take it to the kitchen, please? Jed is barbecuing there.
Elsa        Can you barbecue inside?
Jed's dad   I guess you can!
Lily        Wow!
Elsa        This looks amazing.
Jed         Welcome! Aussie barbecue – English style!

**3**
Jed's mum   Hi girls! Jed, could you get drinks for Elsa and Lily?
Jed         No problem! Two special cocktails on their way!
Jed's mum   Is Alfie coming?
Lily        Yes, he is. He went home to get something first. What are we having?
Jed         Lamb burgers and snags coming up!
Elsa        Snags?
Jed         It's an Aussie word for sausages! Now, put some of everything on your plates!
Lily        Happy to. I'm very impressed.
Alfie       Hey, don't laugh. I thought: the weather is English, but I can dress Australian.

**b** Read again. Are the sentences true (T) or false (F)?
1 Jed invites his friends for dinner.
2 The weather is nice.
3 Jed is barbecuing in the garden.
4 Alfie is dressed like an Australian.

**2 a** **Spoken English** What do these expressions mean? How do you say them in your own language?

What? | A what? | ...and all that. | Sounds good! | What do they know?

**b** Work in a group. Practise the dialogues.
➤ Workbook page 32, exercise 1

44   Unit 3

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3D **Everyday English – Giving instructions and polite requests**   3D

**STORY VIDEO** **3 a** What do Jed and his parents think of Alfie's outfit?
**b** 🔊 058 Now listen and check your ideas.

**4 Over to you!** Work in pairs. Discuss the questions.
1 What do you think of Jed's barbecue?
2 Do people in your country like eating outside?
3 How often do you have picnics or barbecues?

### Everyday English
Giving instructions and polite requests

**5 a** Look at the useful phrases. Which phrases can you find in the story?

**Giving instructions – Imperatives**
Come at lunchtime on Saturday.
Don't laugh.

**Polite requests**
Can you (get drinks for Elsa and Lily)?
Could you (take it to the kitchen), please?

**Agreeing**
Happy to.      No problem.
Sure.

**Refusing**
No, I can't. I'm sorry.
Sorry, I can't at the moment.

**b** 🔊 059 Listen and repeat.
➤ Workbook page 32, exercise 2

### Pronunciation   The sounds /ɑː/ and /æ/

**6 a** 🔊 060 Listen and repeat the words. Then copy and complete the table.

and   are   ask   barbie   can   can't   fantastic   hard   having   lamb   snag   starting

| /ɑː/ | /æ/ |
|------|-----|
| are  | and |

**b** 🔊 061 Listen and check.
➤ Workbook page 33, exercise 3

### Listening and Speaking

**7 a** 🔊 062 Listen to three conversations. What are the people asking others to do?

| People | Request | Instructions |
|--------|---------|--------------|
| Mum and Tom |  |  |
| Issy and Ali |  |  |
| Joe and Ella |  |  |

**b** 🔊 062 Listen again. What were the instructions? Can you remember any? Check with a partner.
➤ Workbook page 33, exercises 4–5

**8 a** **Get ready to speak** Look at the requests. How do you make them polite?
1 come to my party
2 lend me some money
3 let me use your computer
4 help me wash the car
5 show me your homework
6 carry some shopping for me

**b** Work in pairs. Practise giving instructions and making polite requests with the ideas in exercise 8a. Use this chart to help you:

| Student A | Student B |
|-----------|-----------|
| Ask someone politely to do something. | Respond. Ask a question. |
| Give an instruction. |  |
| Give an instruction / Respond. | Agree or disagree. Give a reason. |

Can you come to my party?
I'm not sure. When is it?
Come at 6 p.m. on Saturday.
Sure. I'm free then. Thanks.
That's great!

**c** Role-play one of your dialogues for the class.

**EXTRA** Write a polite request for each person in the box. Share your requests with a partner. Can they guess who they are for?
famous person   friend   Grandad or Grandma   Mum   teacher

Unit 3   45

---

Each photo story has a set of informal English expressions which can be used to further enhance students' spoken English.

Pronunciation activities practise important aspects of English pronunciation, such as vowel sounds.

Students practise the *Everyday English* phrases in a meaningful way.

The Workbook provides additional write-in activities to reinforce and consolidate the content of the Student Book.

The exercises are graded by difficulty and clearly marked with one to three stars – with one being the easiest.

## 3ᶜ EATING WELL

### Grammar

*How much...? | How many...?; a lot (of) | not much | not many*

**GRAMMAR VIDEO**

**1** ★ Put the items in the correct columns.

bananas books carrots cheese children food
fruit grapes lamb lemonade milk money
pasta pencils people strawberries

| How much? | How many? |
|-----------|-----------|
| _____ | bananas |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**2** ★ (Circle) the correct words.

A I'm hungry. Let's have ¹some / any food now. Dad said we can make lunch.
B Good idea. I'd like ²a / some cheese sandwich. ³How much / How many cheese is there in the fridge?
A Hmm. ⁴Not much / Not many.
B ⁵How much / How many chicken is there?
A There's ⁶many / a lot of chicken.
B Great. Let's have ⁷a / some cheese and chicken sandwiches, then.
A OK. I'd like some slices of tomato in my sandwich. ⁸How much / How many tomatoes are there?
B Only one. You have it. ⁹How many / How much fruit juice is there?
A A lot. Let's have a glass.
B And I'd like ¹⁰any / some strawberry yoghurt. There are two pots left.
A OK, me too. Let's eat in front of the TV!

**3** ★★ Look at the picture. Complete the questions and answers. Use *How much, How many,* and *some, any* or *a lot of.*

WATER

1 How much milk is there?
  There isn't any milk.
2 _____ apples _____ there?
3 _____ eggs _____ there?
4 _____ bread _____ there?
5 _____ orange juice _____ there?
6 _____ bananas _____ there?
7 _____ butter _____ there?
8 _____ water _____ there?

**4** ★★★ Over to you! Complete the questions with *How much* or *How many.* Then answer the questions so they are true for you.

1 How much water do you drink a day?
2 _____ vegetables do you eat a day?
3 _____ students are there in your class?
4 _____ exercise do you do every week?
5 _____ time do you spend on your mobile?
6 _____ homework do you do every week?
7 _____ hours of sleep do you have a night?

### Reading and Listening

**5 a** ★★ Read and complete the blog.

a lot   cheese   food   some   water   wholegrain

**HEALTHY EATING ADVICE FOR TEENAGE ATHLETES**

Most teenage athletes learn about healthy eating at school. Here is some important eating advice to help you be the best you can be at your sport.

Teenage athletes need to eat a lot of food. Their bodies are growing very fast at the same time as they are exercising. So it's really important to eat ¹a lot and to eat the right type of food. If they don't eat good ²_____, they can get ill and they can't improve at their sport.
Teenage athletes need strong muscles, so they need to eat ³_____ fish or chicken, milk, eggs or ⁴_____ at every meal.
For energy, young athletes need to eat a lot of pasta, rice and ⁵_____ bread. For vitamins, they need to have some fruit and a lot of vegetables every day. They also need some 'good' fat from butter, olive oil and nuts every day.
The most important drink is ⁶_____. Young athletes need to drink every hour – this is at least twelve glasses a day. When they exercise, they need to drink before and after. Without water, they can become tired quickly.
So, please, think about what you eat, and you can be the best you can be!

**b** ★★★ Complete the questions with *How much* and *How many.* Then read again and answer the questions.

1 How much food do teenage athletes need?
2 _____ meat, milk and cheese do they need?
3 _____ vegetables do young athletes need daily?

4 _____ times a week do they need to eat 'good' fat?
5 _____ water do they need to drink?
6 _____ glasses of water do they need to drink in a day?

### Listening

**6 a** ★★ 🔊 016 Listen to an interview with Cody, a young swimmer, and complete his food diary.

Yesterday...
Breakfast: cereal with milk, _____
Lunch: _____
Dinner: _____
Snacks: _____

**b** ★★ 🔊 016 Listen again and add Ben's suggestions for Cody.

**c** ★★ Complete the summary of Cody's food diary.

Cody can improve his diet. He eats some fruit, but he doesn't eat many ¹vegetables. He needs to eat less ²s_____.
He needs to eat a better ³b_____, like ⁴e_____ and ⁵w_____ toast.
For lunch he can try ⁶c_____ and ⁷s_____.
He also should drink more ⁸w_____. He needs to drink less ⁹f_____ and ¹⁰c_____.

---

The exercises mirror the unit and section structure of the Student Book.

*Over to you!* activities allow students to personalize the language they have learned.

The Workbook also includes a comprehensive Wordlist with phonetic transcriptions. For each unit, the core vocabulary is shown in bold.

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## 3 GRAMMAR SUMMARY

### Past simple questions and negatives: regular and irregular

• To make negative past simple sentences with regular or irregular verbs, we use *didn't* + the base form of the verb.

| I / You / He / She / It / We / They | did not (didn't) | travel see | in a boat. the villagers dancing. |
|---|---|---|---|

• To ask questions in the past simple with a regular or irregular verb, we use *Did* + the base form of the verb.

| ? | | | |
|---|---|---|---|
| Did | I / You / He / She / It / We / They | travel see | in a boat? the villagers dancing? |

### Question words

• We normally use *how,* or question words that start with *wh-,* to make questions to ask for different types of information.

| We use... | to ask about... |
|-----------|-----------------|
| who | people |
| what / which | things |
| where | places |
| when | time |
| why | reasons |
| how | the way we do things |

**What** did she say?
**When** did the film start?
**How** do I buy a train ticket?

### Adverbs of time

• We can use adverbs of time when we answer questions if we want to give information about when or how often actions happen, and how long they last.

| When...? | today, yesterday, later, last year, many years ago |
|----------|-----------------------------------------------------|
| How often...? | every day, once or twice, sometimes, never |
| How long...? | Not long, all day, for a while, for a week |

When did you start surfing? I started **last year.**
How often do you go? I go **once or twice** a year.
How long do you surf for? I surf **for a while** every day.

### Unit 3

### Countables / uncountables

• Nouns in English are either countable or uncountable.
• Nouns are countable if we can count them using numbers. They normally have singular and plural forms. We can use *a / an* to talk about single countable nouns.
  I have a **sandwich** for lunch.
  She has two **sandwiches** for lunch.
• Nouns are uncountable if we can't count them with numbers, and they usually don't have a plural form. These are often liquids (water, fruit juice) and some types of food (bread, rice, pasta). We can't use *a / an* with uncountable nouns.
  There is **sugar** in the kitchen.
  I don't have **milk** in my tea.

### *some* and *any*

• We use *some* to talk about more than one noun in positive sentences. We can use *some* with plural countable nouns or uncountable nouns.
  There are **some** bananas at the market.
  There's **some** ice cream in the freezer.
• We use *any* to talk about more than one noun in questions or negative sentences. We can use *any* with plural countable nouns, or uncountable nouns.
  Are there **any** straws?
  I don't have **any** fruit juice.

### *How much...? | How many...?; a lot (of); not much | not many*

• We use *how many* to ask about numbers of countable things.
  **How many** cups of tea does Tracey drink every day?
• We use *how much* to ask about numbers of uncountable things.
  **How much** sugar does she have in her tea?
• We can use *a lot (of)* when we want to talk about large quantities of both countable and uncountable things. Tracey drinks **a lot of** cups of tea every day.
  **A lot.** She has **a lot of** sugar in her tea.
• We use *not much* to talk about small quantities of uncountable things.
  How much cola do you drink a day? **Not much.**
  There **isn't much** time. Hurry up!
• We use *not many* to talk about small quantities of countable things.
  How many cans of fizzy drink do you have a day? **Not many.**
  There **aren't many** bananas in the bowl.

The Workbook also includes a useful Grammar Summary with the rules and clear examples for each grammar point.

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## 3 & 4 WORDLIST

**The Best Detective in Town?**

**Episode 1**
disguise /dɪsˈɡaɪz/
handbag /ˈhændbæɡ/

**Unit 3  Food and health**

**3A Food and drink**

Vocabulary – Food and drink nouns
banana /bəˈnɑːnə/
carrot /ˈkærət/
cheese /tʃiːz/
chicken /ˈtʃɪkɪn/
chocolate /ˈtʃɒklət/
coffee /ˈkɒfi/
cola /ˈkəʊlə/
crisps /krɪsps/
egg /eɡ/
fish /fɪʃ/
fruit juice /fruːt dʒuːs/
grape /ɡreɪp/
lamb /læm/
lemonade /ˌleməˈneɪd/
milk /mɪlk/
pasta /ˈpæstə/
potato /pəˈteɪtəʊ/
rice /raɪs/
sandwich /ˈsænwɪtʃ/
sausage /ˈsɒsɪdʒ/
strawberry /ˈstrɔːbəri/
tea /tiː/
tomato /təˈmɑːtəʊ/
wholegrain bread /ˈhəʊlɡreɪn bred/
yoghurt /ˈjɒɡət/

**3B Going shopping**

Vocabulary – Quantities
bag /bæɡ/
bar /bɑːr/
bowl /bəʊl/
box /bɒks/
can /kæn/
carton /ˈkɑːtn/
cup /kʌp/
glass /ɡlɑːs/
kilo /ˈkiːləʊ/
loaf /ləʊf/
packet /ˈpækɪt/
plate /pleɪt/
pot /pɒt/
slice /slaɪs/
tin /tɪn/
bottle /ˈbɒtl/

**3C Eating well**
apple pie /ˌæpl ˈpaɪ/
cereal /ˈsɪəriəl/
custard /ˈkʌstəd/
dessert /dɪˈzɜːt/
fizzy /ˈfɪzi/
home-made /ˌhəʊm ˈmeɪd/
improve /ɪmˈpruːv/
portion /ˈpɔːʃn/
regularly /ˈreɡjələli/
skip /skɪp/
snack /snæk/
sugary /ˈʃʊɡəri/
wholegrain biscuit /ˌhəʊlɡreɪn ˈbɪskɪt/

**3D Eating out**
barbecue /ˈbɑːbɪkjuː/
barbie /ˈbɑːbi/
cocktail /ˈkɒkteɪl/
impressed /ɪmˈprest/
snag /snæɡ/

Spoken English
...and all that. /ən ˌɔːl ˈðæt/
A what? /ə ˈwɒt/
Sounds good! /ˌsaʊndz ˈɡʊd/
What? /wɒt/
What do they know? /wɒt duː ˌðeɪ ˈnəʊ/

Everyday English – Giving instructions and polite requests
Can you...? /kən ˈjuː/
Come at lunchtime on Saturday. /kʌm ət ˈlʌntʃtaɪm ɒn ˈsætədeɪ/
Could you..., please? /kʊd juː ˈ... pliːz/
Don't laugh! /dəʊnt ˈlɑːf/
Happy to. /ˈhæpi ˌtuː/
No, I can't. I'm sorry. /ˌnəʊ aɪ ˈkɑːnt aɪm ˈsɒri/
Sorry, I can't at the moment. /ˈsɒri aɪ ˈkɑːnt ət ðə ˌməʊmənt/

**3 Culture**
activist /ˈæktɪvɪst/
appear on TV /əˌpɪər ɒn tiː ˈviː/
contribution /ˌkɒntrɪˈbjuːʃn/
cookbook /ˈkʊkbʊk/
documentary /ˌdɒkjuˈmentri/
dyslexic /dɪsˈleksɪk/
hero /ˈhɪərəʊ/
industry /ˈɪndəstri/
junk food /ˈdʒʌŋk fuːd/
owner /ˈəʊnə(r)/
pupil /ˈpjuːpl/
society /səˈsaɪəti/

**3 Learn through English**
aerobic exercise /eəˌrəʊbɪk ˈeksəsaɪz/
expert /ˈekspɜːt/

include /ɪnˈkluːd/
skipping /ˈskɪpɪŋ/
strength training /strŋkθ ˌtreɪnɪŋ/

**360° Culture  Istanbul spice market**
date /deɪt/
dried /draɪd/
fig /fɪɡ/
ginger /ˈdʒɪndʒə(r)/
jelly /ˈdʒeli/
pistachio /pɪˈstæʃiəʊ, pɪˈstɑːʃiəʊ/
spice /spaɪs/

**Unit 4  High-tech**

**4A Online**

Vocabulary – The internet and computers
blog /blɒɡ/
camera /ˈkæmərə/
charger /ˈtʃɑːdʒə(r)/
download /ˌdaʊnˈləʊd/
go online /ɡəʊ ˌɒnˈlaɪn/
keyboard /ˈkiːbɔːd/
laptop /ˈlæptɒp/
password /ˈpɑːswɜːd/
post /pəʊst/
printer /ˈprɪntə(r)/
scanner /ˈskænə(r)/
social media site /ˌsəʊʃl ˈmiːdiə saɪt/
touchscreen /ˈtʌtʃskriːn/
upload /ˌʌpˈləʊd/
virus /ˈvaɪrəs/
vlog /vlɒɡ/
Wi-Fi /ˈwaɪ faɪ/
wireless router /ˌwaɪələs ˈruːtə(r)/
become a reality /bɪˌkʌm ə riˈæləti/
chatroom /ˈtʃætruːm/
diary /ˈdaɪəri/
farming /ˈfɑːmɪŋ/
perhaps /pəˈhæps/
privacy /ˈprɪvəsi/
production /prəˈdʌkʃn/
remember /rɪˈmembə(r)/
technology /tekˈnɒlədʒi/
transport /ˈtrænspɔːt/
wireless connection /ˌwaɪələs kəˈnekʃn/

**4B Great ideas**
Vocabulary – Technology
3D printer /ˌθriː diː ˈprɪntə(r)/
driverless car /ˈdraɪvələs kɑː(r)/
drone /drəʊn/
earbuds /ˈɪəbʌdz/
electric car /ɪˌlektrɪk ˈkɑː(r)/
e-reader /ˈiː riːdə(r)/
games console /ˈɡeɪmz kɒnsəʊl/
smartphone /ˈsmɑːtfəʊn/

The *Revision* page in every unit helps students and teachers to see how well the Vocabulary, Grammar and *Everyday English* phrases have been learned. They can then decide whether there are any language points in the unit which need more work before moving on.

Each unit has a useful *Study Tip* to help students learn English more effectively and efficiently.

Progress check sections in the Workbook in the form of *Can you…?* questions allow students to reflect on what they have learned in the unit and where they might need more practice.

There is clear signposting to the Workbook page where students can do additional practice.

The song builds on the grammar and vocabulary learned so far. There are three songs in each level. Each song has an accompanying worksheet to explore the song further – available to download from Oxford English Hub.

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## 3 REVISION

### Vocabulary

**1** Label the **food and drink**.



**2** Complete the sentences with the **quantities** in the box.

box carton cup kilo packet pot slice

1 Could I have a _____ of tea and a _____ of cake, please?
2 Is that your _____ of sweets?
3 I sometimes have a _____ of yoghurt for breakfast.
4 Could I have a _____ of green apples, please?
5 Can you buy a _____ of milk and a _____ of eggs, please?

#### How do you remember words?

**3** Look at these ways of remembering words and discuss them with a partner. Which do you do? Which do you not do? Which could you try to do in future?

1 Labelling pictures:
2 Listing word families:
   – to cook [v]
   – a cook [n person]
   – a cooker [n thing]
3 Drawing spidergrams:

*chicken*

banana — grape — apple — orange — fruit

4 Making a topic list: Going shopping: *Can I have…? Is there any…? Have you got any…?*
5 Writing your own dictionary: lamb [n] *a type of meat, from a baby sheep*

**STUDY TIP**

**46** Unit 3

### Grammar

**4** Put *a*, *an* or nothing (–) in front of the **countable / uncountable** nouns.

1 Do you like ___ chocolate?
2 Would you like ___ apple or ___ banana?
3 I don't like ___ grapes.
4 I always have ___ cheese sandwich for lunch.
5 I never drink ___ coffee. I don't like it.

**5** Complete the dialogue with *some* and *any*.

A There isn't ¹_____ butter in the fridge.
B OK. I can buy ²_____ at the shops later. Do we need ³_____ milk?
A No. We didn't buy ⁴_____ bread yesterday.
B OK. And I can get ⁵_____ apples. Do we need ⁶_____ vegetables?
A Yes, get ⁷_____ carrots, please.

**6** Write the questions with *How much…?* and *How many…?*

1 We've got some eggs.
   How many eggs have we got ?
2 She eats a lot of sweets.
   _____ ?
3 We need some chicken.
   _____ ?
4 They've got some cans of lemonade.
   _____ ?
5 I drink a carton of milk every day.
   _____ ?

### Everyday English

**7** Complete the phrases for **giving instructions and polite requests** in the dialogue.

can  could you  find it
happy  problem  sure

A ¹_____ give me my tablet back?
B ²_____ to. I just need to find it.
A You lost it? ³_____ now, please.
B No ⁴_____ . And it isn't lost. I just don't know where it is in my room.
A ⁵_____ you hurry up, please?
B ⁶_____ . Phew, here it is.

► **Workbook** pages 34–35, exercises 1–7

◉ 063 ► **Song** Party time

---

## 3 PROGRESS CHECK

**3**

### Vocabulary

**1** Complete the food and drink nouns. Use *a, e, i, o* and *u*. Then write the words under the pictures (a–h).

1 c o f f e e
2 str __ w b __ r r __ __ s
3 l __ mb
4 p __ t __ t __ __ s
5 ch __ c __ l __ t __
6 wh __ l __ gr __ __ n br __ __ d
7 c __ __ rr __ t s
8 fr __ __ t j __ __ c __

a coffee
b _____
c _____
d _____
e _____
f _____
g _____
h _____

**2** Match the quantities (1–8) to the items (a–h).

1 a plate of
2 a bar of
3 a loaf of
4 a can of
5 a carton of
6 a slice of
7 a box of
8 a bag of

a bread
b crisps
c cake
d chocolate
e milk
f eggs
g cola
h sandwiches

### Grammar

**3** Put the nouns in the correct group to show if they are countable or uncountable. Write *a* or *an* next to each countable noun.

carrot  cheese  egg  lamb  pasta
sandwich  strawberry  water

| Countable | | Uncountable | |
|---|---|---|---|
| 1 | a carrot | 5 | _____ |
| 2 | _____ | 6 | _____ |
| 3 | _____ | 7 | _____ |
| 4 | _____ | 8 | _____ |

**4** Circle the correct words.

1 A Have we got some / any apples?
  B Yes, there are some / any on the table.
2 I'm going to buy some / any wholegrain bread at the supermarket. Is there some / any butter in the fridge?
3 A We've got a lot of coffee, but have we got some / any tea?
  B No, we haven't got some / any.
4 Please buy some / any cans of lemonade and some / any packets of crisps.
5 A We need some / any strawberries and some / any milk to make milkshakes.
  B We've got some / any strawberries, but we haven't got some / any milk.
6 A I haven't got some / any sweets. Did you eat them?
  B No, I didn't! Look, here's some / any chocolate. Help yourself.
7 A My baby brother dropped his cup of milk and now there's some / any on the floor.
  B Where? I can't see some / any.

**5 a** Complete the questions with *much* or *many*.

1 How much chocolate do you eat every day?
   One bar, sometimes two. Oops!
2 How _____ loaves of bread did you buy?
   _____
3 How _____ tea is there in the cupboard?
   _____
4 How _____ chicken and rice did you eat?
   _____
5 How _____ slices of cake would you like?
   _____
6 How _____ orange juice would you like?
   _____

**b** Now choose the best answer for each question in exercise 5a. Write the answers.

a There's one packet left.
b A lot! I was really hungry!
c One please. But a big one.
d Two wholegrain ones. OK?
e Not much. I just drank some.
f One bar, sometimes two. Oops!

**6** Circle the correct answers.

1 There are any / a lot of apples in the basket.
2 Have we got a / any milk?
3 Can I have some / a sugar, please?
4 There's any / a dictionary on the desk.
5 We haven't got a lot of / some eggs.
6 How much / many fish is there in the fridge?

### Everyday English

**7** Complete the phrases for giving instructions and polite requests in the dialogue.



can you  could you  happy  problem
put them  sure  thanks

A ¹Can you help me with these shopping bags, Sam?
B ²_____ . I can take them all in for you, Grandma.
A ³_____ . They're heavy! And ⁴_____ help me to put the shopping away?
B ⁵_____ to. Where do these things go?
A ⁶_____ in the cupboard, please.
B No ⁷_____ .

can you  could you  happy
no  of course

A ⁸_____ me in the garden for a moment?
B ⁹_____ . What can I do?
A ¹⁰_____ take these bags to the bin, please?
B ¹¹_____ problem. They aren't heavy.

**YOUR PROGRESS**

Look back at your work in Unit 3 (Student Book pages 38–46) and complete the table.

😊  😕

| Can you…? | Yes, I can. | I need more practice. |
|---|---|---|
| say what food and drink you like | | |
| understand and use *some* and *any* | | |
| talk about quantities | | |
| use *how much* and *how many* to ask and answer about quantities | | |
| write a food diary | | |
| give instructions and make polite requests | | |

**34** Unit 3

Unit 3 **35**