

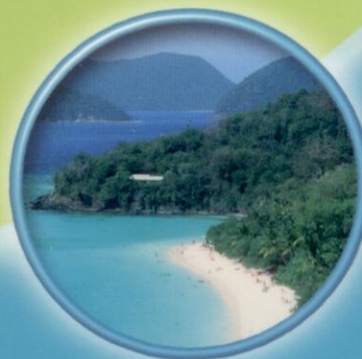
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English World



Teacher's Guide

6



MACMILLAN

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Introduction

English World is designed for children and young people learning English as a first foreign language.

In the lower levels, grammar and vocabulary are introduced at a steady pace and then practised and recycled systematically. This approach is designed to give all learners, whether they have daily exposure to English or not, a sound knowledge of structures and meaning, and the ability to use language actively from the start.

The methodology of the course encourages communication in the classroom, backed up by a wide variety of practice exercises to reinforce reading and writing skills. It aims to give learners confidence in speaking natural English fluently, and in writing with accuracy and appropriately for the purpose. The course offers not only essential activities in the key language skills but also includes practice of study skills which assist children in developing their proficiency as individual learners.

Teachers will find this course practical and useable because

- the methodology is clear and easy to follow
- teaching materials are provided so that extensive preparation is not required
- step by step guidance is given for every lesson
- built-in flexibility makes the course appropriate for a variety of different teaching situations
- grammar for foreign learners is a key element which is presented clearly and taught actively to build confidence and develop accuracy
- classroom activities, including songs, games and rhymes, are designed to engage children whilst developing their skills in reading, writing, listening and speaking
- each level begins with a Welcome unit that revises the previous year's work.

1

Heat in the Earth

Lesson 1 Poster 1, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a diary
- follow and read the diary
- understand the diary entries and answer oral questions about them
- practise reading the diary

Key structure present continuous with future meaning

Key language *What a / an ... ! What ... !*

Vocabulary volcanoes and volcanic features

Materials poster 1; PB pp 22–23; CD A track 9; WB p 2; Dictionary 6; world map/globe (optional)

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Show the class an apple or another round fruit. Tell them to think of it as the Earth. Explain that the outside of the Earth, the skin, is cool. Cut the fruit in half. Explain *The Earth we live on has a skin like the apple. Under the skin the Earth is hot.* Point to the centre. Explain *The centre of the Earth is very, very, hot. This heat keeps the Earth under its skin hot all the time.* Tell the class they are going to find out more about the heat inside the Earth.

Text type features

- Read the first three sentences and point out Andy again. Read, or ask a volunteer to read, the two sentences written by Andy.
- Continue to read the information, inviting volunteers to read what Andy wrote.
- After the date, read the list. Point out the picture of Andy writing. Point out that he is thinking of himself and what he saw during his holiday.
Make sure the class understands the meanings of *personal: to do with one person* and *point of view: the way a person (or people) sees and thinks about things.*
- Read the last sentence.

Reading (PB pp 22–23)

- Give the class time to look at the diary and the pictures. Ask them if they can name any of the things they see illustrated. Check they understand the labels on the diagrams.
Ask them to look at the pages. Ask *How many days has Andy written about? five: Sunday, Monday, Tuesday, Wednesday, Thursday*
- Play track 9. The children listen and follow in their books.
- Read the diary to the class in short sections. Pause at the end of each section to check meanings as necessary. The children should check or find meanings of words in their Dictionaries as you go through the sections.
- Ask questions about each part of the diary (see next page or use questions of your own). Note: short answers are given below as the aim of the activity is to check understanding or help the children to gain understanding if they currently do not. The children may choose to answer with a complete sentence but a one- or two-word answer or a phrase can also show correct understanding.
- Ask different children to read a few lines each of the diary, or a paragraph, or the entry for one day.
- Play track 9 a final time.
- Remind the class to learn some of the new words. Suggested lists are at the back of the WBs. If you prefer to download the lists and give each child one list at a time, they are available from the *English World* website.

Poster 1

Heat in the Earth

In Unit 1 you are going to read a diary. The diary is written by Andy Scott.

Andy is on holiday with his father. They are visiting a small country.

There are many interesting things to see.

volcano hot spring geyser mud pot glacier guide geologist

A diary is written in the **first person**. The writer uses **I** and **we**.

Andy uses **I** when he writes about himself.

I am really looking forward to this holiday. I'm going to write everything down in this diary.

He uses **we** when he writes about what he did with his dad.

When we were flying over the island we could see the volcanoes and the glaciers.

Each day, Andy writes about what happened. He starts with the day of the week and the date.

Sunday 19th June

He writes about the days in order. The next day he writes about is ...

Monday 20th June

In his diary, Andy tells us:

- what he did
- what he saw
- what he thought about it
- what he felt about it.

The information in a diary is **personal**. It gives us the writer's **point of view**.

A diary does not usually contain direct speech.

Text type and vocabulary

- Read the title. Give the class time to look at the pictures. Read the first two sentences and point out Andy on the other side of the poster.
- Read the next two sentences and point out Iceland. If you have a world map or a globe, show the class where Iceland is. Tell the class that underneath Iceland the Earth's skin is very thin and sometimes the hot rocks under the Earth's skin come up to the surface.
- Read the final sentence and the labels of the pictures. Tell the class they will find out more about these things and the people.

1 Heat in the Earth

Reading 1 The land of fire and ice

Sunday 19th June

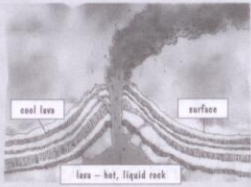
Dad and I have just arrived in Iceland – the land of fire and ice! I am really looking forward to this holiday. I'm going to write everything down in this diary.

When we were flying over the island we could see the volcanoes and the glaciers. None of the volcanoes was erupting. I would like to see an eruption – it would be thrilling – but active volcanoes are dangerous. It's safer when they're quiet. Tomorrow we're going to Hekla. It's an active volcano but it hasn't erupted for several years.

Monday 20th June

Today we climbed to the top of Hekla. We didn't go into the crater, though. There was snow on the ground but in some places the rocks were warm. The snow was melting and the rocks were steaming. Our guide picked up a small rock and told us about it. When the volcano erupts, the rock from deep under the ground comes out of the volcano. The rock is so hot that it is liquid. It runs down the sides of the volcano, then it cools and goes hard. It's called lava. It isn't smooth at all. It feels very rough and a bit sharp. You can easily cut yourself on it.

Our guide's name is Ari. In the hotel this evening he drew a diagram of what Hekla looks like inside. Now I understand why the ground was hot. There is liquid rock down there – now!



Ari showed us pictures of Hekla erupting. He let me keep this one. He is very nice. He's a student at the moment but he's going to be a geologist. He knows a lot about rocks and everything about the volcanoes in Iceland.

Tuesday 21st June

Today we saw a geyser – that's a kind of hot spring. About every ten minutes hot water went shooting up from the ground like a huge fountain. It was fantastic. The water underground is heated by the hot rocks. First it bubbles then when it gets really hot it suddenly goes up about 10 metres high. Whoosh! What incredible power!

Dad took this picture.



Wednesday 22nd June

We went to a really strange place today. We went to the top of a volcano, then we went down inside. The ground was steaming and there were lots of hot springs. Sometimes these springs are boiling hot so you must be careful. There were noisy pools of hot bubbling mud, too! They're called mud pots. What weird sounds! A long time ago people believed in dragons and monsters. They thought they lived in volcanoes and now I know why. The noises sounded like terrifying monsters under our feet. What a peculiar place!



Thursday 24th June

Today was terrific fun. We went to a gigantic pool outside. I thought the water would be freezing cold but it was like being in a warm bath! It was brilliant. A hot spring feeds the pool. It's like having a hot tap running all the time so the pool never goes cold. I wanted to stay all day. Tomorrow Ari's taking us to a glacier. This is the best holiday ever!



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Unit 1 Reading: a diary

Unit 1 Reading: a diary

23

Reading text questions

What two things could Andy see from the plane? **volcanoes, glaciers**

Where are Andy and his dad going tomorrow? **(a volcano called) Hekla**

What did the guide show to Andy and his dad? **a small rock**

What is surprising about the rock deep under the ground? **It is so hot that it is liquid.**

What is the hard rock called? **lava**

What is Ari going to be? **a geologist**

What is he at the moment? **a student**

What did Andy see on Tuesday? **a geyser**

How high does the water go? **10 m**

What was the ground like inside the crater? **steaming, and there were hot springs**

What was making weird sounds? **the mud pots**

What did people believe about volcanoes? **dragons and monsters lived inside them**

Where did Andy and his father swim? **in an outdoor pool**

Where was Andy going to go on Friday? **to a glacier**

Workbook: Study skills (WB p 2)

Make sure the children understand the tasks.

Exercise 1

This alphabetical order exercise practises dictionary skills and the children should be familiar with the task.

If necessary, remind them that when words begin with the same letter they must look at the second letter to find the correct order for the words.

Remind the class to check their work before they consider it finished. They may use their Dictionaries to do this.

Exercise 2

Remind the class that they should try to complete the exercise without using their Dictionaries first, then they should use their Dictionaries to check their answers.

Workbook answers

Exercise 1

- 1 active dangerous rough thrilling weird
- 2 fire Iceland island spring tap
- 3 bubble climb cut erupt heat
- 4 dragon pool power rock student
- 5 brilliant incredible rough sharp smooth
- 6 boil cool freeze melt steam

Exercise 2

- 1 fountain 2 volcano 3 glacier 4 crater 5 peculiar
- 6 guide 7 lava 8 shoot

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *The land of fire and ice*
- answer multiple choice, deductive and personal response questions
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 24; CD A track 9 (optional); WB p 3

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Ask the class to answer these questions in pairs:

What is the word for a mountain formed by hot rock from inside the Earth? **volcano**

What is the word for hot water coming from under the ground and shooting up high? **geyser**

What is the word for a frozen river of ice? **glacier**

The pairs write the answers. Check answers together.

Activity 1

Give the class a moment to read the first phrase and the possible endings. Ask a volunteer to say the complete sentence.

Check with the rest of the class that it is correct. If there is disagreement, tell them to look back to the text to check. The children circle the correct answer.

Continue with the other sentences.

Answers: 1 b 2 a 3 b 4 a 5 a 6 b 7 b 8 b 9 b 10 a

Activity 2

The answers to questions 1 and 2 are not found directly in the text. The children must think of the answer from what they have read. Tell them to look back at the text if necessary.

For questions 3–5 the children may give their own answers. They should be able to explain their answer by referring back to the text and answering the question *Why?* or *Why not?* appropriate.

Answers:

- 1 by plane: Andy says *When we were flying over the island ...*
- 2 He explained what a volcano is and what it does; he took them to two volcanoes and he is going to take them to a glacier.

Activity 3

Ask one or more volunteers to read the words to the class. Give the class a minute or two to check in the Dictionary and words they are not sure of.

Ask a child to read and complete the first sentence, using one of the words in the list.

Ask the class if the sentence is correct. If there is disagreement, tell the class to check the meaning of the word again.

The children complete the sentence.

Continue in the same way with the other sentences.

Answers: 1 guide 2 eruption 3 weird 4 thrilling 5 dragon 6 rough

Reading comprehension and vocabulary

1 Read. Choose the correct ending.

- | | | |
|---|----------------|---------------|
| 1 Andy and his father arrived in | a Ireland. | b Iceland. |
| 2 An active volcano is | a dangerous. | b thrilling. |
| 3 Hekla is a | a mountain. | b volcano. |
| 4 Lava rock is | a rough. | b smooth. |
| 5 Ari is going to be a | a geologist. | b student. |
| 6 A geyser is a kind of | a fountain. | b hot spring. |
| 7 The underground water is heated by | a the volcano. | b hot rocks. |
| 8 The bubbling pools of mud are called | a mud springs. | b mud pots. |
| 9 On Thursday Andy and his dad went in a hot | a bath. | b pool. |
| 10 Tomorrow Ari is taking Andy and his dad to a | a glacier. | b geyser. |

2 Think about your answers to these questions.

- 1 How did Andy and his father travel to Iceland? How do you know?
- 2 How did Ari help Andy and his father?
- 3 Which place do you think Andy liked best? Why?
- 4 Which place would you like to visit? Why?
- 5 Do you think Iceland is a good place to visit? Why or why not?

3 Choose the best words to complete these sentences.

thrilling guide rough eruption weird dragon

- 1 When you visit a new place, a _____ can show you around.
- 2 The _____ of a volcano is very noisy.
- 3 My uncle's inventions always look very _____ – and they never work!
- 4 This adventure story is really _____ and it is full of surprises.
- 5 There is often a _____ in old Chinese stories.
- 6 Some shells have spines on them and they feel _____.

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Unit 1 Reading comprehension and vocabulary: correct ending; deductive/personal response; cloze

Reading comprehension and vocabulary (PB p 24)

Read again

Re-read *The land of fire and ice* or play track 9 again.

Workbook: Reading comprehension and vocabulary (WB p 3)

Check the children understand the tasks. Remind them to use their Dictionaries to check meanings of words as necessary.

Exercise 1

If the children are doing the exercises for homework, remind them to have their PBs with them so that they can re-read the text and check their answers.

If the children are completing this work in class time, they should re-read the text silently again before they begin and refer to the text to check their answers.

Exercise 2

Point out that the sentences are not in the order of events in the diary. The children must scan the text to find or check answers.

Exercise 3

The children read the phrases above the pictures and decide which phrase best describes each picture. Remind them to check words in their Dictionary if they need to.

Workbook answers

Exercise 2

2 Thursday 3 Tuesday 4 Sunday 5 Wednesday

6 Monday 7 Wednesday 8 Monday

Exercise 3

1 c 2 e 3 d 4 f 5 b 6 a

Reading comprehension and vocabulary

1 Read *The land of fire and ice* again.

2 Read the sentences. When did these things happen? Write the day.

1 Ari drew a diagram of Hekla. Monday

2 Andy and his father swam in a hot spring. _____

3 Andy's father took a picture of a geyser. _____

4 Andy and his father flew over the island. _____

5 Ari, Andy and his father went inside a volcano. _____

6 Ari talked about lava rock. _____

7 Andy heard strange sounds from the mud pots. _____


8 Ari gave Andy a picture of Hekla erupting. _____


3 Match the phrases to the pictures.


1 rough and sharp 2 thrilling and noisy


3 active and dangerous 4 bubbling and hot


5 hot and high 6 huge and warm


a 

b 

c 

d 

e 

f 

Unit 1 Identifying statements; adjectival phrases

3

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure present continuous with future meaning

Vocabulary from Lesson 1

Materials PB p 25; WB p 4; GPB p 4

Time division

W-up	Presentation / practice	WB
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Warm-up

Ask the class *Can you name all the things that Andy saw in Iceland?* **volcano, glacier, geyser, lava, hot spring, mud pot, hot pool**

Alternatively, give the class definitions for each word from the Dictionary. The children tell you the word.

Point out *tomorrow* in the first sentence. Explain that the present continuous can be used to talk about future events. Point out the second sentence. Explain that the sentence does not have to have a future time phrase because it is clear from the previous sentence that flying to Iceland is a future event.

Activity 2

Point out the first prompt words in the box. Ask a pair to read out the example question and answer.

Ask each question yourself, eliciting answers, or let volunteers ask each question while other children answer. Repeat the activity with the class working in pairs at their desks. Go around listening to them as they work.

Ask a few pairs to ask questions and answer while the class listens.

Activity 3

Read out the names of the children in the pictures. Tell the class to follow the line from Sue and find the object: **a basketball net**.

Activity 4

Ask a pair to read the example question and answer.

Let different volunteers ask about each person in the pictures and elicit the answers.

Repeat the activity in pairs as for activity 2.

Answers: Ned is going to the dentist. Kim is going shopping (to the mall). Dan is playing football. Lottie is doing a test. Jon is going swimming.

Activity 5


Give the class a few moments to talk to each other in pairs or small groups.

Ask as many children as possible around the class *What are you doing tomorrow?* Individuals tell the class about their plans for tomorrow, using the present continuous.

Note: If you wish, ask the children to bring in their own photos of interesting places and landscapes (see activity 3, page 28).

Grammar

1 Look!



Welcome to ICELAND

Grammar again! Fantastic!

Andy is going on holiday tomorrow. He is flying to Iceland with his father. They are leaving early tomorrow morning. They are travelling by plane.


2 Ask and answer.

What are they doing on Sunday?

On Sunday they're flying to Iceland.


Our holiday plans

Sunday – fly – Iceland
Monday – climb – a volcano
Tuesday – see – a geyser
Wednesday – look – mud pots
Thursday – swim – a hot pool
Friday – ride – horses
Saturday – visit – waterfall



3 Look!

Sue Ned Kim Dan Lottie Jon



4 Ask and answer.

What's Sue doing tomorrow?

She's playing basketball.

5 What are you doing tomorrow? Talk with your friends.

Unit 1 Grammar: Present continuous with future meaning 25

Grammar (PB p 25)

Activity 1

Give the class a moment to look at the picture. Ask *What is Andy doing now?* **He's packing his bag.**

Ask one or more volunteers to read out the sentences. Write them on the board and underline the verbs. Ask the class to tell you the tense: **present continuous**.

Workbook: Grammar (WB p 4)

Go through the tasks on the page with the class. They should be able to complete these tasks working independently.

Exercise 1

Check that the children understand all the verbs in the box. Point out the example sentence.

Exercise 2

If you wish, do the first example orally with the class as preparation.

Workbook answers

Exercise 1

2 is flying 3 Are ... taking 4 am ... spending 5 are performing 6 is leaving

Exercise 2

- 1 He is playing football on Monday.
- 2 Joe is seeing the dentist on Tuesday (at 10 o'clock.)
- 3 On Saturday morning, Grandma and Grandpa are arriving.
- 4 They are having a party on Saturday evening.
- 5 On Friday, Joe and Bob are going to the school play.

Grammar Practice Book (GPB p 4)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 4.

Grammar Practice Book answers

Activity 1

- 2 On Monday he's buying a new guitar.
- 3 On Thursday they're playing a concert in Moscow.
- 4 On Friday he's having lunch with a friend in Moscow.

Activity 2

- 1 When, On 2 Where, they, Russia 3 What, are packing 4 Are, taking, I am 5 Are, buying, I'm not.

Grammar

1 Complete the sentences with the words in the box. Use the present continuous.

take leave go spend fly perform

- 1 We are going to the mall tomorrow afternoon.
- 2 Uncle Joe is leaving to America on Sunday.
- 3 Are you taking your exams next week?
- 4 I am spending my next holidays in the city.
- 5 The children are performing their play tomorrow.
- 6 Our train is leaving at three o'clock.

2 Look at Joe's list. Answer the questions.

- 1 When is he playing football?

- 2 Who is Joe seeing on Tuesday?

- 3 What is happening on Saturday morning?

- 4 When are they having a party?

- 5 Where are Joe and Bob going on Friday?



3 How about you? Write about your plans. Use the present continuous.

- 1 Tomorrow _____
- 2 On Friday _____
- 3 Next week _____
- 4 At the weekend _____
- 5 Next year _____

4

Unit 1 Present continuous with future meaning

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *What a / an ... ! What ... !*

Vocabulary from Lesson 1

Materials PB p 26; CD A track 10; WB p 5; GPB p 5

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Ask around the class *What are you doing this weekend?*

Grammar in conversation

1 Listen and read.

Alex: Hey! Look at this!
 Lucy: Wow! What an amazing photo!
 Alex: Where is it? Do you know?
 Lucy: Well, I'm not sure. It might be Switzerland.
 Alex: You could be right.
 Lucy: What fantastic mountain peaks!
 Alex: And what beautiful snow!
 Lucy: Brrrr! I bet it's cold in those mountains.
 Alex: Would you like to go there?
 Lucy: Definitely. What a spectacular country!



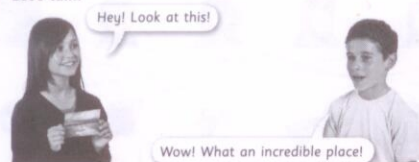
2 Think, write and say.

Look at the photos on pages 22 and 23.

Make sentences like this:



3 Let's talk!



Useful phrases
 Wow!
 I'm not sure.
 You could be right.
 I bet ...
 Definitely.

26 Unit 1 Grammar in conversation: *What a/an ... ! What ... !*

Grammar in conversation (PB p 26)

Activity 1

Point out Alex and Lucy. Ask *What are they looking at?* Ask the class what country this could be. Elicit as many suggestions as the class can think of.

Explain that Alex and Lucy are talking about the photo. Play track 10. The children listen and follow the dialogue in their books.

Activity 2

Remind the class of the pictures on PB pages 22–23. Tell them to turn back and look for a moment.

Ask different children to read the speech bubbles.

Tell children to look at pages 22–23 again. Ask them to think of adjectives to describe some of the things in the pictures, for example *funny* (dragon). Elicit the exclamation *What a funny dragon!* Continue in the same way with other objects, for example *sharp* (rock), *fascinating* (diagram), *enormous* (volcano), *noisy* (mud pots), etc.

If the class does not mention an uncountable or a plural noun, find examples of these yourself, such as *water*, *heat*, *ice*, *rocks*, *springs*, etc.

Write all of the adjectives on the board.

Activity 3

The children talk about the pictures on pages 22–23 in pairs. Encourage them to discuss them, ask each other questions about them and say as much about them as they can. Alternatively, or as well, let children who have brought in their own photos talk about them in pairs.

Point out the phrases in the box and read them to the class. Explain that they may use these expressions if they wish. Go around listening to pairs as they talk. Remind the children of the adjectives on the board as necessary.

When all pairs have had a few minutes to speak together, ask one or two pairs to speak while the rest of the class listens.

Ask children who brought in their own photos to show them to the class and say where the photo was taken and what it shows.

Workbook: Grammar in conversation (WB p 5)

Make sure the children understand the tasks before they begin.

Exercise 1

If necessary, go through the rule for constructing these exclamations:

What a / an + adjective + singular noun

What + adjective + uncountable noun

What + adjective + plural noun

Exercise 2

Point out Mrs Swift's speech bubble. Check that the children can name everything in the pictures: **house, flowers, dragon, fruit.**

The children answer with their own choice of adjective. Check for the correct structure. The answers below are examples only and other adjectives/nouns are possible.

Workbook answers

Exercise 1

1 What a 2 What an 3 What 4 What 5 What
6 What an 7 What 8 What a

Exercise 2

1 What an enormous house!
2 What beautiful flowers!
3 What a scary dragon!
4 What delicious fruit!

Grammar Practice Book (GPB p 5)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 5.

Grammar Practice Book answers

Activity 1

2 What an 3 What 4 What a 5 What 6 What

Activity 2

2 What delicious food! 3 What a beautiful bird! 4
What loud music! 5 What tall skyscrapers! 6 What an
old book!

Grammar in conversation

1 Complete the exclamations with *What*, *What a* or *What an*.

- 1 _____ beautiful beach!
- 2 _____ exciting film!
- 3 _____ lovely music!
- 4 _____ clever children!
- 5 _____ interesting photos!
- 6 _____ old house!
- 7 _____ freezing water!
- 8 _____ weird noise!

2 Write an exclamation under each picture. Start with *What*, *What a* or *What an*.

Don't forget the exclamation marks!

1



2



3



4



Unit 1 Exclamations: *What a / an ...!* *What ...!*

5