

4

Happy homes



World of Wonder! Magazine

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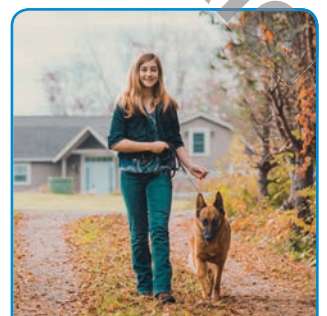
Do you sometimes help at home? Look at the photos here. How many jobs at home do you know?

Bobby loves doing the gardening, but he hates tidying up. He has a question for you. What do you think?

WOW! Question



Bobby 6 hours ago
How can we make our homes happy places?



In this unit I will ...

- learn some words for jobs at home and things in the kitchen
- use the Present perfect tense with *already, just* and *yet*
- use sense verbs (*look, smell, taste, sound, feel*)
- read a playscript
- find out about traditional food around the world
- work in a group to make a poster about traditional food
- learn how to offer to help
- read and write recipes

1  Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2  Look and match. Then listen, check and repeat.

tidy up clear the table vacuum the carpet dust the furniture sweep the floor
do the washing-up empty the bin put away the clothes load the dishwasher
cook the dinner water the plants take the dog for a walk



3  Listen and read. Which jobs does Bobby do? Which ones does he like? Which does he hate?

WOW! Blog




Bobby 45 minutes ago


Hi guys! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home. My mum thinks other children help more often, but I'm not so sure. My dad empties the bins, but my mum vacuums the carpets and cleans the bathroom. My sister sometimes dusts the furniture and we both have to tidy our rooms. I'm very untidy so I hate tidying my room. At dinner time we have to clear the table and load the dishwasher or do the washing-up. I cooked the dinner last Friday, but I did it so badly that nobody asked me to do it again! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?

My favourite jobs are outdoors. I water the garden plants in the summer and I take the dog for a walk after school nearly every day.

What about you? How do you help at home? Send me a message!

4  Work in pairs. Look at the jobs at home on pages 48 and 49 and answer the questions.

- 1 Which jobs do people do in the kitchen?
- 2 Which jobs do people do outdoors?
- 3 Which jobs do you sometimes do at home?

5  Which jobs do you like? Which do you hate? Write the jobs in order from the best to the worst. Compare your list with your partner.

I like cooking dinner.

I hate tidying my room.

Ting: What a mess! Hurry up! We have to tidy up! Lara will be here soon.

Bobby: Well, we've already made the cake.

Ting: Yes! And I've just cleared the table.

Arlo: Cool! But look at the mess over here!

Bobby: I've loaded the dishwasher, but I haven't done the washing-up yet.

Ting: And we haven't swept the floor yet.

Arlo: Hang on, Ting! I've just done that!

Ting: Oh sorry! Maybe we should vacuum it.

Bobby: What about the bins? Has anyone emptied the bins yet?

Ting: No, but we can do that later. I've just had a text. It says ... OMW. That means 'on my way'!

Arlo: So she's coming now? Quick! Hide!



Bobby/Ting/Arlo: Surprise! Happy birthday!

Lara: Oh dear! Erm ... my birthday is next week!

Bobby/Ting/Arlo: Oh no!

Arlo: Well, you can help us tidy up!

1 4.3 Listen and read. Why are they tidying up? What's the surprise?

2 Work in pairs. Read the dialogue again and answer the questions.

- | | |
|------------------------------------|------------------------------------|
| 1 Why have they made a cake? | 4 What are they going to do later? |
| 2 Who loaded the dishwasher? | 5 What does 'OMW' mean? |
| 3 Has anybody swept the floor yet? | 6 When is Lara's birthday? |

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out the dialogues.

Surprise! Hang on! What a mess!

- 1 Can you load the dishwasher? (...) I did it last time. It's your turn.
- 2 (...) It's OK. We're going to tidy up.
- 3 (...) This present is for you! Oh, thank you!


4 Imagine you're planning a surprise party. What jobs do you have to do? Talk to your partner and write a list.

We have to make a cake.

Then we have to do the washing-up.

- 1 Look back at the dialogue in Lesson 2. What have they done? What haven't they done?

tidy up make the cake clear the table
load the dishwasher do the washing-up
sweep the floor vacuum the floor
empty the bins

- 2  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Present perfect with *already*, *just* and *yet*

| | | |
|-------------------------|-------------------------------|---|
| I've He's They've | <i>already</i> <i>just</i> | swept the floor. eaten lunch. loaded the dishwasher. taken the dog for a walk. |
| I haven't She hasn't | | watered the plants cleared the table |
| Have you Has anyone | | emptied the bins done the washing-up |

We sometimes use the Present perfect with *already*, *just* and *yet*.

We use *already* / *just* / *yet* when we have done something a short time ago.

We use *already* / *just* / *yet* when we have done something earlier than someone expected.


We use *already* / *just* / *yet* in negative sentences and questions to talk or ask about something we haven't done, but we are going to do soon.

- 3 Read the dialogue in Lesson 2 again. Underline examples of *already*, *just* and *yet*.


- 4 Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.

Have they made the cake *yet*?


Yes, they've *already* made the cake.

- 5  Listen and match the people to the jobs.

- | | |
|-----------|-----------------------|
| 1 Mum | a make a cake |
| 2 Dad | b vacuum the carpet |
| 3 Ella | c lay the table |
| 4 George | d do the washing-up |
| 5 Grandma | e empty the bins |
| | f load the dishwasher |
| | g water the plants |
| | h clear the table |

- 6  Listen again and answer the questions.

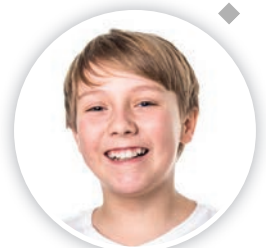
- Whose party is it?
- What has George already done?
- Why isn't Dad there?
- How does Grandma get there?
- What is Dad going to do?

- 7  Which jobs do you have to do most days? Which have you already done? Which haven't you done yet? Write them in two lists. Compare your lists with your partner. Who has done more jobs today?

Have you made your bed yet?

No, I haven't. Have you done your homework yet?

Yes, I have. I've just finished.



Why do spiders have long legs?

Cast:

| | | |
|---|--|--|
| Narrator |  Kiki the monkey | Friends of Anansi: |
|  Anansi the spider |  Henry the tortoise |  Freddie the frog, |
|  Ronny the rabbit |  Lulu the mouse |  Felix the fox, |
| | |  Bill the badger and  Horace the hedgehog |

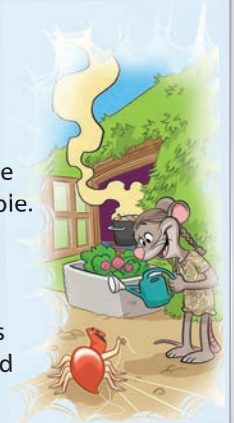
Scene 1:

Narrator: Anansi was walking past Ronny's house when he smelt something.
Anansi: Mmm ... that smells good!
Ronny: Hi, Anansi. Have you had lunch yet?
Anansi: No. What are you cooking?
Ronny: I haven't finished yet, but you can help. Here's a knife.
Anansi: Oh, that's OK. Just pull my web and I'll come back when it's ready.



Scene 4:

Narrator: Anansi saw his friend, Lulu.
Lulu: Hi, Anansi. Come in! I've already made lunch.
Anansi: I'm sure it will taste delicious.
Lulu: I've added salt and pepper and I've just put it in the oven. Let's lay the table. We need knives, forks and spoons.
Anansi: Oh! I can come later. Just pull my web.
Narrator: Anansi met four more friends and they all invited him to eat. He said the same thing.



Scene 2:

Narrator: On his way to the park, Anansi met Kiki.
Kiki: Hi, Anansi. I've just been shopping. Come for lunch! I've already baked a cake.
Anansi: Mmm ... It smells like chocolate cake!
Kiki: What a mess! I have to sweep the floor. It doesn't look clean.
Anansi: Oh! I'll come back. Pull my web later.



Scene 5:

Narrator: In the park, Anansi was feeling hungry when he felt something.
Anansi: Hooray! Lunch is ready at Ronny's house! Oh! That's Kiki! And now Henry! Ouch!
Narrator: Eight friends were pulling the web at the same time. Anansi's legs were growing longer and thinner ...



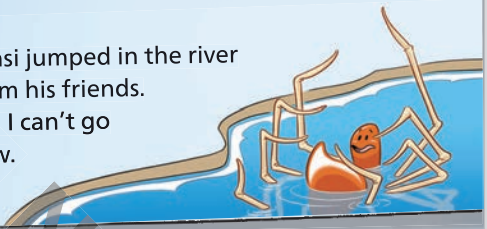
Scene 3:

Narrator: Anansi was walking past Henry's house.
Henry: Anansi! Come for lunch! I've already chopped the vegetables. You can help me boil them ...
Anansi: I'll come back later. Just pull my web.



Scene 6:

Narrator: Anansi jumped in the river to escape from his friends.
Anansi: Oh no! I can't go for lunch now.



1 Before you read Today's Book Club text is a playscript. Look and circle the words that describe a playscript. Then answer.

- 1 There is a list of **characters** / **places** at the beginning.
- 2 Different parts of the playscript are called **chapters** / **scenes**.
- 3 What playscripts have you read?


2  **4.9** Listen and read. Then answer the questions.

- 1 How many friends did Anansi meet?
- 2 Why did he want to come back later?

3 After you read Activity Book, page 45.

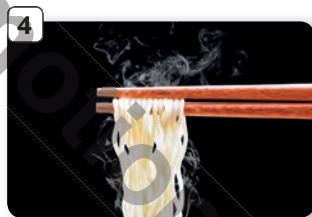
4  Discuss in groups.

- 1 Why do you think that Anansi didn't want to help his friends?
- 2 What important things can we learn from the story?

5  **Work in groups.** Write four more scenes, between scene 4 and scene 5, where Anansi meets four more friends. Their names are in the Cast at the top.

1 4.10 Look and match. Then listen, check and repeat.

knife fork spoon chopsticks
salt pepper 7 cut bake add
mix chop boil



2 Read the playscript in Lesson 4 again. How many words from Activity 1 can you find?

3 Read the playscript again. Then match.

- | | |
|---|------------------------|
| 1 Anansi feels | a good. |
| 2 Ronny's lunch smells | b hungry. |
| 3 Kiki's cake smells | c clean. |
| 4 Kiki's house doesn't look | d delicious. |
| 5 Anansi thinks Lulu's lunch will taste | e like chocolate cake. |

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Sense verbs: *look, smell, taste, sound, feel*

| | | |
|--------------|---|--------------------------------------|
| What does it | look smell taste sound feel | like? |
| It | looks smells tastes | like a chocolate cake. delicious. |
| | sounds | like a guitar. interesting. |
| | feels | like leather. soft. |

We use **adjectives / nouns** after sense verbs + *like*.
We use **adjectives / nouns** after sense verbs.

5 4.11 Listen to three customers. What kind of ice cream do they taste?

6 Think of an interesting ice cream. What's it like? Talk to your classmates.

- 1 What does it look like?
- 2 What does it smell like?
- 3 What does it taste like?

TRADITIONAL FOOD

People all around the world have fun cooking and eating together. Different countries have different traditional dishes.



On special days, people in **Puerto Rico** and other South American countries love eating tamales. To make them, you put meat, vegetables and dough in banana leaves and boil them in water. Children sometimes spend a whole day making them with their parents!



At weddings and other celebrations in **France**, it is traditional to eat a croquembouche. This is a tall tower made from pastries and cream, decorated with sugar and sometimes nuts or sweets. Croquembouches can be 60 centimetres tall! People usually buy them from special cake shops and they taste delicious! The word croquembouche means 'crunch in the mouth'.



In **China**, the New Year starts in January or February. Many people celebrate for two weeks! They eat lots of tasty food. Families often make dumplings together on New Year's Eve. You make them with meat or vegetables and very thin dough. Then you boil the dumplings in water.

WOW! Fact

Families clean their homes and sweep the floors before Chinese New Year. Then they put up special red decorations.
















Project

Design a menu for an international food festival.

- 1 **Before you read** What traditional foods are there in your country? When do people eat them?
 - 2 **4.13** Listen and read.
 - 3 **After you read** Activity Book, page 47.
 - 4 **Work in pairs.** Talk about the food in the photos.
 - 1 Which food would you prefer to try? Why?
 - 2 Which food would you prefer to make?
 - 3 Do you make any traditional food at home?
 - 4 What traditional food do you like best?
- Find out more! Watch the video.**

- 1 In groups, choose a country and find out about its traditional dishes.
- 2 Decide who will research each dish and find out:
 - what the dish is called.
 - where people eat it.
 - what it is made with.
 - how it is made.
- 3 Stick your notes on a big piece of paper and add photos or drawings to make a menu.
- 4 Display the menus in the classroom.
- 5 Imagine you're at the festival. Choose the dishes that you would most like to try.



-  Hi, Mum. What are you doing?
-  I'm emptying the dishwasher. After that, I'm going to cook dinner.
-  Can I help you?
-  Yes, of course.
-  Do you want me to help, too?
-  Yes, please!
-  What's for dinner?
-  Noodles with chicken and vegetables. Here's the recipe.
-  Mmm, that looks delicious. I'll chop the vegetables.
-  Thank you.
-  Shall I cook the noodles?
-  That would be great. I've already boiled the water.
-  What do you want us to do now?
-  How about laying the table? We need knives and forks and plates ...
-  No, we don't need knives and forks. Let's use chopsticks!

1  Listen and read. Answer the questions.


- 1 What are they going to have for dinner?

- 2 How are the children going to help with the dinner? Say three jobs.

2 Read the dialogue again. Find five offers that use language from the *Say it!* box.



Offering to help:
 I'll ...
 Shall I ...?
 Do you want me to ...?
 Can I help you?
 What do you want *me/us* to do (now)?

3  Act out new dialogues with your partner. Say what you're going to do and offer to help. Use the *Say it!* box to help you.

clean the kitchen make a pizza
tidy my room

I'm going to clean the kitchen.

Do you want me to do the washing-up?



Pronunciation

4  Listen and read. Do the questions go up or down? Then listen again and repeat.

Can I help you with the dinner?

What do you want me to do?

Who's going to do the washing-up?

Is this your favourite food?

Shall I sweep the floor?

Where's my favourite plate?

Where are the knives and forks?

Mum, can I make a cake?



Literacy: recipes

Reading

1 Before you read Look quickly at the recipes. Which dish would you prefer to make? Why?

2  Listen and read.

tip Reading

To help you choose recipes, look at the titles, the ingredients and the pictures.



What food do you like to eat at parties? We asked our readers to send us their favourite party food recipes. Here are two of them. We've already tried them – they taste delicious, and they're fun to make!

A

Fruit on sticks with chocolate sauce

Ingredients:

- 50g chocolate
- fruit, e.g. strawberries, grapes, kiwi, cherries, mango
- 50ml cream

What to do:

- 1 Chop the fruit and put the pieces of fruit on wooden sticks.
- 2 Put the chocolate in a bowl in the microwave, and melt it slowly. Don't boil it!
- 3 Mix the cream and the melted chocolate.
- 4 Heat the cream and chocolate in the microwave for 20 seconds and mix it again.
- 5 Eat the fruit with the chocolate sauce.



B

Cheese straws

Ingredients:

- 100g flour
- 50g butter
- 1 egg
- 1/2 teaspoon salt
- 75g grated cheese

What to do:

- 1 Cut the butter into small pieces, and beat the egg.
- 2 Put the flour, salt and butter into a big bowl. Rub the butter with your fingers to make very tiny pieces.
- 3 Add the cheese and the egg. Mix everything together to make the dough.
- 4 Roll the dough with a rolling pin and then cut it into long pieces.
- 5 Put the pieces of dough on a metal tray in the oven and bake them at 180°C for 10 to 15 minutes.



3 After you read Read and find the recipe. Write A or B.


Which recipe tells you to ...

- 1 use wooden sticks? A
- 2 make a dough? _____
- 3 use the microwave? _____
- 4 beat an egg? _____
- 5 bake something in the oven? _____
- 6 melt something? _____

Words in context

cream sauce butter
teaspoon rolling pin tray

Activity Book, page 49


4  Work in pairs. Act out activities from the recipes. Watch and guess.

Are you chopping fruit?

Yes, I am.

1 Read the recipe. Match the pictures to numbers 1–5.

CHOCOLATE COOKIES

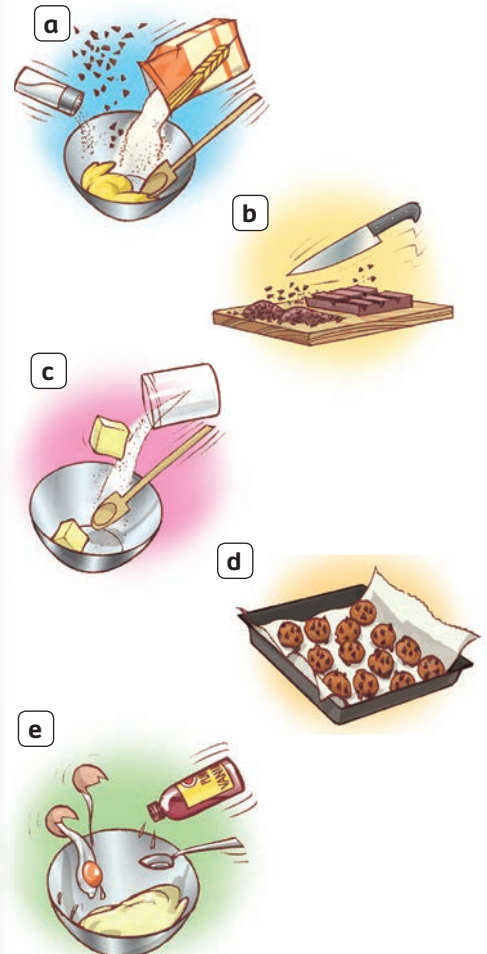


INGREDIENTS

- 100g brown sugar
- 125g butter
- 1 egg
- 1 teaspoon vanilla
- ½ teaspoon salt
- 225g flour
- 200g chocolate

WHAT TO DO

- 1 Cut the chocolate into small pieces. b
- 2 Mix the butter and sugar together to make a dough.
- 3 Add the egg and vanilla and mix again.
- 4 Now add the flour, salt and chocolate pieces and mix again.
- 5 Make small balls of dough with your hands and put them on a metal tray. Bake the cookies in the oven at 200°C for 15 to 20 minutes.



2 Read. Then answer the questions about the recipes on pages 56 and 57.

How to write... a recipe

- First write a title.
- Then write the ingredients. Use abbreviations, e.g. *g = grammes, ml = millilitres, °C = degrees Celsius*
- Then write what to do. Give instructions with cooking verbs, e.g. *Cut ... , Bake ... , Add ... , Don't boil ...*

- 1 Which recipe has the most ingredients?
- 2 What abbreviations do the recipes use?
- 3 What cooking verbs can you find in the recipes?

3 Write a recipe for a dish that you like. Plan, write, check and rewrite. Use the *How to write...* box to help you.

tip Writing

When you write instructions, make sure the order is clear. You can use bullet points (•), numbers (1, 2, 3, etc.), and words like *first, next, then*.

This is YOUR page! We want to hear from YOU.
Send us your comments and photos like the people below!


1 3 comments

 **Adam** 3 minutes ago


We eat a big roast dinner every Sunday. My favourite is roast chicken with roast potatoes and vegetables. The kitchen smells lovely. It's the only time when the whole family sits down to talk and eat together. We usually help cook the dinner and clear the table after we've finished.




2 8 comments

 **Cristina** 4 minutes ago

We made fruit salad at school. It was easy. We chopped lots of different fruit and mixed them in a bowl. Then we added orange juice. There were so many colours. It looked beautiful. It tasted good, too, but we didn't have enough spoons, so I had to use a fork!




3 5 comments

 **Miguel** 2 minutes ago

I've already read lots of Anansi stories, but I haven't seen a playscript before. We acted out the play about Anansi and his long, thin legs. We wore animal costumes. I was the spider. My costume had eight long legs that got longer and longer at the end of the story.


4 7 comments

 **Ali** 7 minutes ago


This is our jobs chart. Mum made it because my brother and I argue about whose turn it is to load the dishwasher and sweep the floor. You can see my name on this chart more often than his, because I do more jobs!

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------------------------|--------|---------|-----------|----------|--------|----------|--------|
| load the dishwasher | Tamsin | Dad | Ricky | | | | |
| put away the clothes | Ricky | Ali | Ali | | | | |
| sweep the floor | Ali | Ali | | | | | |
| water the plants | Ali | Ricky | | | | | |
| take the dog for a walk | Mum | Ricky | Ali | | | | |
| do the washing-up | Ali | Ali | | | | | |

1 Read the comments about the WOW! Magazine. Tick the comments from children who like cooking.

2  Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- 1 What did you like best?
- 2 What was the most interesting thing that you learned?
- 3 How can you make jobs at home easier and more fun?



3  Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Bobby 6 hours ago
How can we make our homes happy places?

A2 Key for Schools Listening Part 3


1   **4.20** For each question, choose the correct answer. You will hear Harry talking to his friend Lucia about last Saturday.

- | | | |
|---|--|--|
| <p>1 On Saturday morning, Harry was</p> <p>A playing hockey. B visiting his grandma. C doing the gardening.</p> | <p>2 He was there with</p> <p>A his uncle. B his mum. C his dad.</p> | <p>3 For lunch they had</p> <p>A sandwiches. B fish and chips. C fish and salad.</p> |
| <p>4 After lunch, Harry</p> <p>A tidied the kitchen. B did the washing-up. C made a cake.</p> | <p>5 Then he</p> <p>A watched TV. B took the dog for a walk. C washed Grandma's car.</p> | |

tip Exam

Listen very carefully the second time to make sure you have chosen the correct answer.

A2 Flyers Reading and Writing Part 3

2  Read the story. Choose a word from the box. Write the correct word for numbers 1–5. There is one example.

~~heard~~ tidy lazy television floor dropped water happy saw bin

tip Exam

Read the whole text before you start writing.

On Sunday evening, Ana was reading a book in her bedroom when suddenly she heard a loud noise downstairs. 'Oh dear,' she said. 'That doesn't sound good!' She ran downstairs. She found her little brother David in the kitchen. He was crying, and there was a broken plate on the (1) _____ next to him. 'What happened?' Ana asked. 'I was doing the washing-up for Mum,' said David. 'But I (2) _____ a plate!' 'Don't worry,' said Ana. 'Mum didn't like that plate!' Ana swept the floor and David put the pieces of the broken plate in the (3) _____. Then they went to the living room. 'Let's watch a film,' said Ana. 'Oh, but I wanted to help Mum!' said David. So they decided to (4) _____ the living room. They dusted the furniture and they put away all the toys. Mum was (5) _____ when she got home. She wasn't angry about the plate!



(6) Now choose the best title for the story. Tick one box.

Mum's new plate Helping Mum Ana's house