

too much / too many and not enough (+ noun)

countable noun (1, 2, 3)

There are **too many** people.There aren't **enough** people.

uncountable noun (1, 2, 3)

There is **too much** water.There isn't **enough** water.**2 Look at the examples. Think and match.****+** 1 more than I want =**a** isn't enough, aren't enough**—** 2 less than I want =**b** too much, too many**4** **Talk Partners Play a card game in pairs.** Go to Activity Book, p.137**+****—****There is too much ... in my town/city.**noise pollution
public transport wildlife**There isn't enough ... in my town/city.**green space public transport
wildlife noise**There are too many ... in my town/city.**traffic jams steps
pedestrians cyclists**There aren't enough ... in my town/city.**green spaces litter bins
cycle paths young people

We need less

We need more

green space.
public transport.
wildlife.
steps.
cycle paths.
traffic.
pollution.
noise.

1 Read and **circle**.

- 1 I live in the city and there's too **much** / **enough** traffic.
- 2 I live near a train station and there's **too** / **enough** much noise.
- 3 I don't like living here because there isn't **too** / **enough** green space.
- 4 I live near a café and there **isn't** / **aren't** enough litter bins.



2 Unscramble the words and complete the text.

LIVING IN SMALL SPACES

I'm doing a project about people who live in small spaces.

Sally lives in a very small flat with her family.

She doesn't like it because there ¹ are too many people
(many people / are too) in a small space.

There ² _____ (enough / aren't / rooms) in the flat,
so Sally doesn't have her own bedroom.

In her old house, Sally played football in the garden. Now she has to play in the park,
but there ³ _____ (enough time / isn't) to go there
every day.

Also, there are ⁴ _____ (busy roads / too many)
so there's a lot of pollution.

She hopes that she will live in the countryside one day.



3 Complete the sentences using the words in the box.

+ there is too much

+ there are too many

— there isn't enough

— there aren't enough

space

traffic

people

cycle paths

- 1 I don't want to live on a canal boat because — there isn't enough space.
- 2 I don't want to live in a big city because + _____.
- 3 I don't want to walk to school because + _____.
- 4 I don't want to cycle to school because — _____.

- 2 Look at the title of the story and the pictures. What do you think happens at the end of the story? Read and check.

Everyone's a **WINNER**

- ① One day, Abiola had to leave his country and move to London.

'I'm scared about going to a new school,' he told his mother.

'It's OK to feel scared,' said his mother. 'But don't worry. I'm **excited about** it and I'm sure we'll make new friends quickly.'

- ② At school, Abiola felt **different from** his classmates.

'I'm not happy,' he told his mother. 'The other children aren't **interested in me**. I feel nervous about talking to them.'

- ③ One day, the teacher asked someone to suggest a game. She had a box of treasure.

'I can,' said Abiola. 'Our teacher can hide the box in the playground. We all hold hands and find the treasure together.'

- ④ The children ran around looking for the treasure. Everyone laughed and had fun. When they found the box, they opened it together. Inside they found 20 strips of paper – one for each child in the class.

'Everyone choose a piece of paper,' said the teacher. 'Now join all your strips of paper together.'

'It's a paper chain!' laughed Clara. 'It was a good idea to share this treasure.'

- ⑤ 'In my country, there is an idea called "ubuntu",' Abiola told them. 'It means that you should include everyone.'

'Let's not forget that we're all connected,' said the teacher. Then Abiola and his new friends hung the paper chain around the classroom.



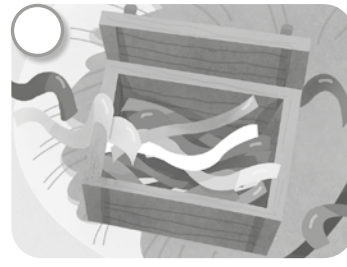
- 3 Read paragraph 5 again. Circle.

- 1 The idea that is repeated in the paragraph is: **include everyone / always be happy**
- 2 What is the main thing the writer wants to say?
 - a Abiola is happy at his new school.
 - b It's important to include everyone

1 Remember the story. Number the pictures in order.



a The children found a box of paper strips together.



b Abiola suggested a new game with his classmates.



c Abiola felt nervous about going to a new school.



d The children made a paper chain together.

2 Read the sentences from the story again. Write *True* or *False*.

Paragraph 1

'I'm scared about going to a new school,' he told his mother.

'It's OK to feel scared,' said his mother. 'But don't worry. I'm excited about it and I'm sure we'll make new friends quickly.'

1 Abiola and his mother were scared about living in a new country. False

Paragraph 2

'I'm not happy,' he told his mother. 'The other children aren't interested in me. I feel nervous about talking to the other children.'

2 Abiola felt happy about meeting his new classmates. _____

Paragraph 4

The children ran around looking for the treasure. Everyone laughed and had fun.

3 Everyone enjoyed looking for the treasure together. _____

Paragraph 5

'In my country, there is an idea called "ubuntu",' Abiola told them. 'It means that you should include everyone.'

4 Abiola told his classmates about his culture. _____

too and not enough (+ adjective)

+ My city is **too** noisy.
 The cars are **too** noisy.
 (noisy is an adjective)

- This place isn't clean **enough**.
 The streets aren't clean **enough**.
 (clean is an adjective)

2 Look at the examples. Think and match.

- 1 too + adjective = a more than I want
- 2 not + adjective + enough = b less than I want

4 Work in pairs. Ask and answer the questions.

Why don't you walk to school?

The town is too polluted. And my house isn't near enough.



Why don't you

walk to school?
go to the park?
swim in the sea?
go to bed now?

The

town
park
sea
homework
house

is too

polluted.
far.
cold.
difficult.
noisy.

And

it
the weather
my house

isn't

near
hot
quiet
late

enough.

1 Read and complete the dialogue using the phrases below.

~~are too busy~~ aren't friendly enough is too polluted aren't safe enough

Look at this photo! When my parents were children, they could play in the street.

Wow! We can't do that now. The roads ¹ are too busy.
The town ² _____.

I know! The streets ³ _____
to play outside.

And everyone is very busy. People ⁴ _____.

Let's start a project to meet more neighbours!

That's a good idea!



2 Exam practice Read. For each question, circle the correct answer.

- 1 What does Steven say about litter in the UK?
 - ☒ a Plastic bottles are a big problem.
 - b People buy two million plastic bottles every year.
- 2 Steven thinks the new refill project is good because...
 - ☐ a It's very popular.
 - ☐ b You don't have to pay for water.
- 3 What does Steven say about the special taps?
 - ☐ a they are in busy places.
 - ☐ b It's difficult to use them.

The problem of litter in cities by Steven Taylor

Cities around the world have a big problem. The problem is litter. In the UK, people drop more than two million pieces of litter every day. Lots of this litter is plastic water bottles.



There aren't enough litter bins on streets. Therefore, many places have put more litter bins on the street.

There is also a new idea to fight the problem. You carry your own water bottle and there are places to fill it with water. It's great because it's also free! Many cities also have special taps in crowded places, like stations. So now, it's not too difficult to get free water and keep our cities clean.



- 2 Read the article and check your ideas to Activity 1. Compare your ideas with a partner. Go to Pupil's Book, p.62



SCHOOL LIFE AROUND THE WORLD

HOME ARTICLES NEWS

Next lesson: Cleaning?

Can you imagine your teachers telling you to clean the windows? In Japan, cleaning your school is completely normal. And it's an important part of all children's school education.



cleaning the classroom

What do the children do?

Japanese schools have cleaners, so children don't do *all* the cleaning. But at a typical school, children do around 20 minutes of cleaning every day. Each class is responsible for cleaning their classroom and two other places in the school. Children also do other things like serving lunch and washing up. Some children also clean the streets in an organised clean-up.



serving lunch

What do teachers and children think about it?

Most pupils in Japan really enjoy their cleaning time because they like doing things together. And their teachers think it teaches children to work in groups and cooperate. Even the youngest children take part, working with the older children.

What are the benefits?

Japanese teachers believe there are many benefits. Firstly, pupils will look after their school and won't make a mess. Secondly, they'll work better if the classroom is clean and tidy. Thirdly, children learn to work as a team and to help each other. Finally, they become responsible members of their community. They respect others and that's definitely a good thing!

- 3 What's your opinion of these statements? Think and circle. Then write a reason.



horrible



dangerous



boring



fun



surprising

Why?

- Children clean, serve lunch and wash up.
- Children clean the streets.
- The youngest children also clean.

good / bad idea

good / bad idea

good / bad idea

- 1 Look at the text on page 61 again. What do these words mean? Match the phrases to their meanings.

My dictionary x

make a mess
clean (the windows)
be responsible for
serve lunch

- 1 wash something
- 2 give food and drink to other people
- 3 make things dirty or untidy
- 4 have to do something

make a mess

clean (the windows)

be responsible for

serve lunch



- 2 Read the article on page 61 again. Read and circle.

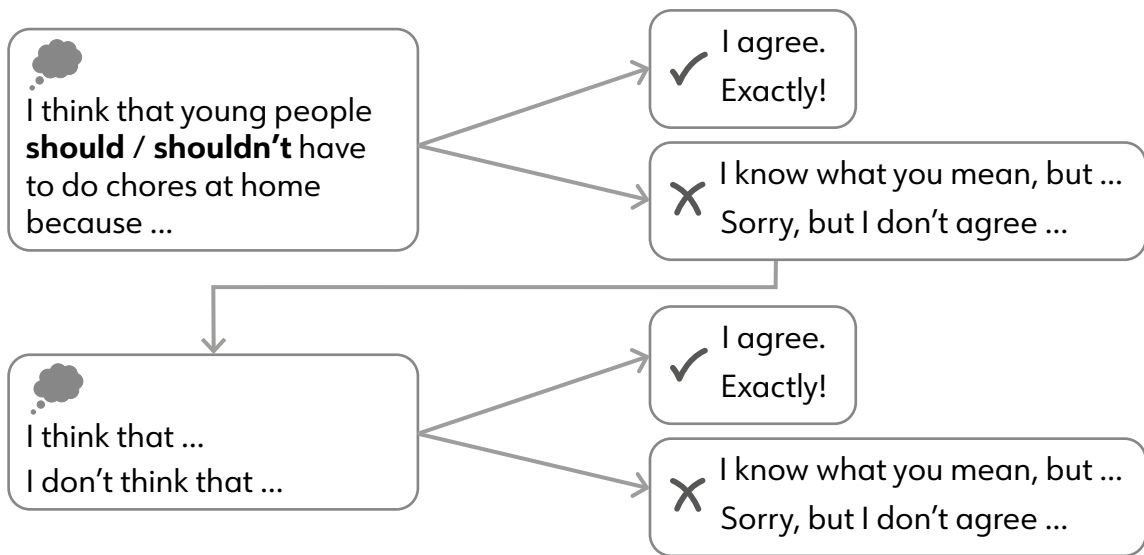
- 1 In Japan, it's normal for children to help clean / **open** the school.
- 2 Each class **is** / **isn't** responsible for cleaning their classroom.
- 3 **All** / **Some** children also clean the streets.
- 4 Children like cleaning because they like working **alone** / **in groups**.

- 3 Read part of the last paragraph of the text again. Match.

Firstly, pupils will look after their school. Secondly, they'll work better if the classroom is clean and tidy. Thirdly, children learn to work as a team and to help each other. Finally, they become responsible members of their community. They respect others and that's definitely a good thing!

- | | |
|-----------------|---|
| 1 Firstly, ... | a you study better at school. |
| 2 Secondly, ... | b you learn to help each other. |
| 3 Thirdly, ... | c you learn to be a responsible person. |
| 4 Finally, ... | d you keep the school tidy. |

6 Team Time Work in groups. Practise your conversation using the phrases.



SUPPORT Pupil's Book p.65, Writing, Activities 1–3

1 Read the short story. How does Magda feel at the beginning and at the end of the story?

Same or different?

It was 'show-and-tell' day at Magda's new school.

'I'm worried,' Magda told her mother. 'What can I show? I'm too different from my classmates.'

The next day, it was time for show-and-tell.

'I'm a bit nervous,' Magda told the class. She showed photos of her old life in Poland. Everyone was interested.

'I love your garden!' said Harry. 'Is your city crowded like ours?'

At home, Magda ran to her mum. She was happy.

'We're different, but we're also the same!'



2 Read the story. Find the direct speech in the text. Match.

- | | | |
|-------------------------------------|-------------------------|--------------|
| 1 'I'm worried' | Magda is talking to ... | a her mother |
| 2 'I'm a bit nervous.' | Magda is talking to ... | b Magda |
| 3 'Is your city crowded like ours?' | Harry is talking to ... | c the class |

3 Circle two examples of speech that show how a character feels in the story.

1 Read and match.

1 Sorry, but

2 I know what you mean,

3 Yes,

4 I think that

a but I don't agree

b I agree.

c it's important to help.

d I don't agree.

3 Read and think. Which opinion do you agree with? Tick (✓).



a Young people **should** have to do chores at home because it's important to help your parents.

☐

b Young people **shouldn't** have to do chores at home because it's more important to spend time on homework.

☐

4 Complete the notes for your opinion in Activity 3. Write three more points from the box or your own ideas.

a

- it's important to be responsible
- it's important to learn how to do new things
- it's important to look after your things

b

- young people are tired after school
- it's more important to play outside
- parents can do the chores better

My opinion: Young people _____ have to do chores at home because

1 First point: In my opinion, _____.

2 Second point: Also, _____.

3 Third point: I think that _____.

Plan

- 1 Think about a situation you felt nervous about. **Circle** or write ideas in the chart.



happy



nervous



scared



sad

1 What was the situation?
the day of my exam /
my first day at school /
the first time I tried a
new activity /

2 How did I feel?

3 Who helped me?
friend / teacher /
parent /

4 What did he/she say?
'You can do this!' /
'I think you'll like it' /
'You'll make friends
quickly' /

5 What did I do?
decided to relax /
smiled and went to class /

6 How did I feel?

- 2 Write notes for your short story. Use your answers from Activity 1.

Beginning

It was ¹ _____.

I felt ² _____ because _____.

Middle

Then ³ _____ helped me. **He/She** said

⁴ ' _____ '.

End

In the end, I ⁵ _____.

I felt ⁶ _____.

Write

- 3 Write your short story. Use your notes from Activity 2.

Beginning

Middle

End

U5 Lesson 2

CALCULATE

1 Read the situation.

Sam is preparing lunch for 20 people. They are hungry and thirsty! Everyone needs a pizza, a salad, water and juice.



Sam has 15 salads and 25 pizzas. He has 3 tables which fit 8 people each. He has 18 chairs. He has water for 30 people and juice for 12 people.

2 Think and write six sentences about the things in the box. Use *too much* / *too many* / *not enough*.

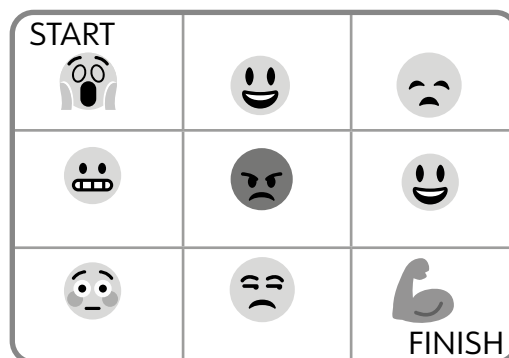
pizzas	salads	tables
chairs	water	juice

There are too many pizzas.

U5 Lesson 3

PLAY

- Put your rubber on START.
- Write about a situation that made you feel that emotion. Use three–six sentences.
- Move to the next square and repeat.
- Continue until you reach FINISH.



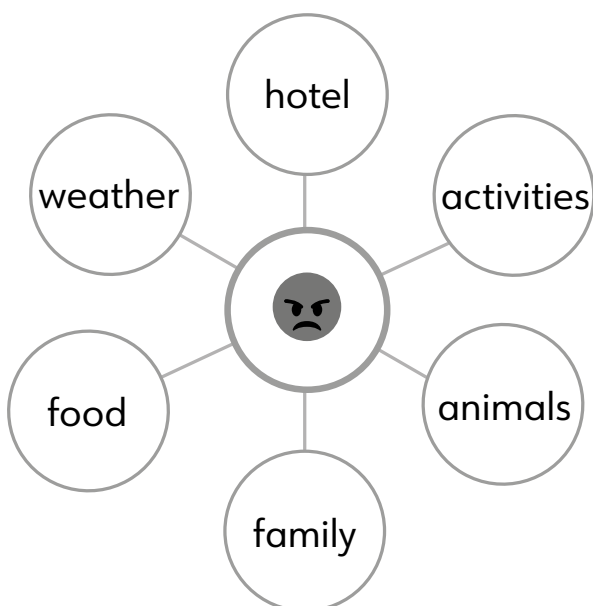
- Now, return to START using a different path.

U5 Lesson 5

IMAGINE

You go on the worst family holiday ever! Write about the things you don't like, using the ideas below and your own ideas. Use *too* / *enough*.

This beach is too crowded!



U5 Lesson 6

RESPOND

1 Look at the pictures.



- Write one word to show how each one makes you feel.
- Write one question you have about each picture.

U5 Lesson 7

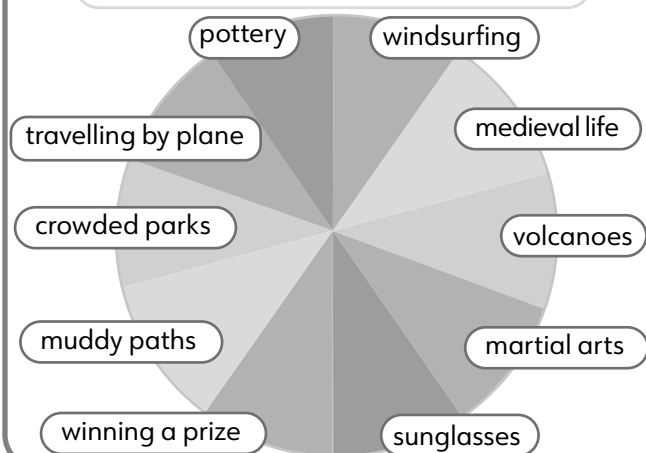
PLAY

You need a partner for this!

- 1 Put a pencil in the middle of the circle.
- 2 Take turns to spin the pencil and give an opinion about the topic.
- 3 Your partner has to agree or disagree politely.

It's Mia's birthday next week. Shall we buy her some sunglasses?

That's a good idea but I'm not sure. It's winter now! What about a scarf?



U5 Lesson 8

WRITE

- 1 Think of a conversation you had last week, or invent one if you want to.
- 2 Write your conversation using **only** direct speech.
Show emotions in your conversation.

My argument with Josie

Me: Hey, did you use my pen yesterday? I'm annoyed I can't find it.

Josie: Oh, I lost it...

- 3 Tell your story to your partner.

U6 Lesson 2

PLAY

- 1 Roll a die on the cards below.



- 2 Look at the picture the die lands on. Write a first conditional sentence.

If I use an umbrella, I won't get wet.

Try to complete the board in 1 minute!

U6 Lesson 3


THINK




- 1 Copy the diagram.
- 2 Use the ideas to write how your actions affect the planet / your family / your friends / yourself.

Action	Result
do sports	
cycle to school	
plant wildflowers in the park	
cook dinner on Mondays	
wear suncream	
be vegetarian	

- 3 Write four more actions and results.
- 4 Number the actions in order of importance.
1 = least important 10 = most important



There	is	are	n't	too
much	many	enough	noise	people
wildlife	litter bins	cycle paths		pollution



My city	This place	cars	streets	is
are	n't	too	enough	quiet
safe	clean	noisy	crowded	polluted