

Hello!  
We are the *All Sorts!*  
We will be with you  
throughout the school year  
to help you reach all  
your top goals  
in English!



# TopGoal!

**Mc  
Graw  
Hill**

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Rachel Finnie

**2**



## **Top Goal, Student Book 2**

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PART

1

PART

2

3a

C



# Scope and Sequence



UNIT	VOCABULARY			GRAMMAR	SAMPLE LANGUAGE
<b>W</b> Welcome!	<b>REVISION OF:</b> comic book, lion, mountain, prepare, rainbow, snail, tall, time, tired, year	<b>TEACHING OF:</b> ago, calendar, date, early, how long, late, month; months of the year; numbers 101–1000	<b>EXPOSURE TO:</b> festival, have no fear	<b>TEACHING OF:</b> <i>How many/How long</i> with questions <b>REVISION OF:</b> Simple Past Superlatives	
<b>1</b> Personal Interests	<b>REVISION OF:</b> clean, little, loud, scary, sad, everywhere, anyone	<b>TEACHING OF:</b> amazing, enormous, excellent, friendly, frightening, important, interesting, lovely, lucky, noisy, popular, special, wonderful, tidy; enjoy, excited, horrible, messy, ride, unfriendly, unkind, unlucky, untidy, unusual	<b>EXPOSURE TO:</b> believe, carving, fair, hobby, origami, prefer, yarn bombing	<b>TEACHING OF: (Grammar 1)</b> Simple Present vs. Simple Past <b>TEACHING OF: (Grammar 2)</b> State Verbs vs. Action Verbs	<b>Grammar 1:</b> • I go nearly every day. • Yesterday, I didn't go. <b>Grammar 2:</b> • I want to go to the fair again! • My cousin is playing at the fair right now.
<b>2</b> House Designs	<b>REVISION OF:</b> door, floor, stairs	<b>TEACHING OF:</b> architect, basement, design, entrance, fridge, gate, key, layout, materials, measurements, oven, phone, screen, Wi-Fi; actually, corner, cushion, else, empty, front, instead, later, shelf, take (an hour)	<b>EXPOSURE TO:</b> also, flashlight, haunted, much, of course, slide, slumber party, spire, wonder	<b>TEACHING OF: (Grammar 1)</b> Future plans with <i>will</i> <b>TEACHING OF: (Grammar 2)</b> <i>Will vs. be going to</i>	<b>Grammar 1:</b> • I will look for the key. • We won't come here again. <b>Grammar 2:</b> • I am going to sleep at Luna's house tonight. • I will tell my dad you don't like fish. • Add a few strawberries and a little cereal using a spoon.
<b>3</b> Job Paths	<b>REVISION OF:</b> prefer, work	<b>TEACHING OF:</b> actor/actress, artist, businessman/businesswoman, driver engineer, fashion designer, flight attendant, journalist, manager, mechanic, photographer, pilot, singer, waiter; airport, factory, gallery, job, news, meeting, office, stage, work	<b>EXPOSURE TO:</b> repair, population, sound (v)	<b>RETEACHING OF: (Grammar 1)</b> Future plans with <i>be going to</i> <b>TEACHING OF: (Grammar 1)</b> Unlikely and impossible future plans with <i>may</i> and <i>might</i> <b>TEACHING OF: (Grammar 2)</b> Question tags	<b>Grammar 1:</b> • I'm not going to work in an office. • She may be a pilot because she likes flying. • Julian might not be a pilot because he's scared of planes. <b>Grammar 2:</b> • This is a theater, isn't it? • I can come, can't I?
<b>4</b> Glorious Food	<b>REVISION OF:</b> buy, cook, chocolate, pancake, sweet	<b>TEACHING OF:</b> bake, butter, cookies, countertop, fetch, flour, honey, ingredients, recipe, smell (n), snack, sugar, topping, yogurt; cut, dough, enough, measure, mix, pour, roll, smell (v), stir, taste	<b>EXPOSURE TO:</b> It smells ...; balanced, dairy, diet, proteins	<b>TEACHING OF: (Grammar 1)</b> Expressing advice with <i>should</i> and warnings with <i>had better</i> <b>TEACHING OF: (Grammar 2)</b> Zero conditional	<b>Grammar 1:</b> • You should get your ingredients ready first. • You had better not leave the cookies in the oven too long! <b>Grammar 2:</b> • We add more water if the sauce is too thick. • If it doesn't taste great, I stir in more salt.



# Scope and Sequence

READING	SEL	LISTENING	SPEAKING	WORD WORK	WRITING	INTEGRATED LEARNING	PROJECT
<ul style="list-style-type: none"> <li>A story about making a new friend <b>(Comparing and contrasting information)</b></li> <li>An e-mail describing a special interest <b>(Identifying and ordering events)</b></li> </ul>	<ul style="list-style-type: none"> <li>Relationship skills and social awareness: Initiating and engaging in social interactions with peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>An interview with a writer <b>(Listening for specific details)</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about a dream youth center</li> </ul>	<ul style="list-style-type: none"> <li>Working with the prefix <i>un-</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing an e-mail about a special interest</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies: Unusual interests around the world</li> </ul>	<ul style="list-style-type: none"> <li>Creating a community-interests poster</li> </ul>
<ul style="list-style-type: none"> <li>A story about moving house <b>(Identifying setting)</b></li> <li>A magazine article about redesigning a bedroom <b>(Reading for detail)</b></li> </ul>	<ul style="list-style-type: none"> <li>Responsible decision-making: Selecting the appropriate supplies and tools needed to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>A conversation about animal houses <b>(Listening to make inferences)</b></li> </ul>	<ul style="list-style-type: none"> <li>Describing an ideal house</li> </ul>	<ul style="list-style-type: none"> <li>Working with words that can be used as verbs and nouns</li> </ul>	<ul style="list-style-type: none"> <li>Writing an e-mail about plans to redesign a bedroom</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies: Buildings of the future</li> </ul>	<ul style="list-style-type: none"> <li>Creating a plan for a house of the future</li> </ul>
<ul style="list-style-type: none"> <li>A story about applying for college <b>(Identifying characters' feelings)</b></li> <li>Article about jobs of the future <b>(Reading for detail)</b></li> </ul>	<ul style="list-style-type: none"> <li>Social awareness: Solving problems in various situations</li> </ul>	<ul style="list-style-type: none"> <li>A conversation about moving abroad <b>(Listening for specific details)</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about different professions and professional plans for the future</li> </ul>	<ul style="list-style-type: none"> <li>Working with the suffix <i>-ist</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about professional plans for the future</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies: Numbers about future jobs</li> </ul>	<ul style="list-style-type: none"> <li>Creating a poster showing the most common jobs in your community now and in the future</li> </ul>
<ul style="list-style-type: none"> <li>A story about an experiment in cooking class <b>(Reading for specific information)</b></li> <li>An article about <i>dos</i> and <i>don'ts</i> for sports and food <b>(Identifying specific information)</b></li> </ul>	<ul style="list-style-type: none"> <li>Self-management: Accepting mistakes; working independently and showing initiative</li> </ul>	<ul style="list-style-type: none"> <li>A conversation between a doctor and a patient about healthy eating habits <b>(Listening for specific information)</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about different types of food and eating habits</li> </ul>	<ul style="list-style-type: none"> <li>Working with words that can be used as verbs and nouns</li> </ul>	<ul style="list-style-type: none"> <li>Writing an article about food advice</li> </ul>	<ul style="list-style-type: none"> <li>Natural Science: Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>Creating a pancake recipe</li> </ul>

# Scope and Sequence



Unit	VOCABULARY	GRAMMAR	SAMPLE LANGUAGE		
<b>5</b> Storylines	<b>REVISION OF:</b> end, movie	<b>TEACHING OF:</b> animation, cartoon, comedy, documentary, drama, fairy tale, horror, musical, mystery, play, plot, sci-fi, thriller, western; act (n), alone, appear, character, decide, end (v), feel, storyboard, whisper, wish	<b>EXPOSURE TO:</b> act (v), begin, beginning, climax, meet, middle, study	<b>TEACHING OF: (Grammar 1)</b> Past Progressive  <b>RETEACHING OF: (Grammar 2)</b> Making suggestions with <i>Why don't/How about/What about</i>	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>Were you studying last night?</li> <li>He wasn't watching the movie. We were studying!</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>Why don't we draw a storyboard?</li> <li>How about making a comedy?</li> <li>What about writing a story?</li> </ul>
<b>6</b> Outdoor Activities		<b>TEACHING OF:</b> camping, canoe, canoeing, climbing, fishing, fishing rod, helmet, hiking, hiking boots, outdoors, sleeping bag, surfboard, surfing, tent; backpack, backpacking, campfire, flashlight, horseback riding, hot dog, life jacket, mountain biking, raft, rafting	<b>EXPOSURE TO:</b> until	<b>TEACHING OF: (Grammar 1)</b> Simple Past vs. Past Progressive  <b>TEACHING OF: (Grammar 2)</b> <i>When</i> and <i>while</i> with Simple Past and Past Progressive	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>I was lying in my tent, and I heard a bear!</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>We were eating hot dogs while we were rafting.</li> <li>I was looking at the water when my sandwich fell in.</li> </ul>
<b>7</b> Styles	<b>REVISION OF:</b> hotel, plane, ticket, train, trip	<b>TEACHING OF:</b> suitcase, passenger, platform, station, taxi, traffic, hurry, railroad, terminal, tour, subway, passport, security, depart; arrive, check in, check out, directions, find out, get away, go out, land, prepare, take off	<b>EXPOSURE TO:</b> follow	<b>TEACHING OF: (Grammar 1)</b> Present Perfect Simple  <b>TEACHING OF: (Grammar 2)</b> Present Perfect with <i>already, just, and yet</i>	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>Evelyn has traveled on the subway before, but she has not been on the railroad.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>Mom has already printed the tickets.</li> <li>The taxi has just arrived.</li> <li>We haven't checked the weather yet!</li> </ul>
<b>8</b> Outfits		<b>TEACHING OF:</b> comb, belt, bracelet, brush, costume, crown, earrings, necklace, purse, ring, striped, tie, umbrella, uniform; cotton, gold, leather, metal, plastic, silk, silver, spotted, wood, wool	<b>EXPOSURE TO:</b> decision, design, fashion, functional, outfits	<b>TEACHING OF: (Grammar 1)</b> Present Perfect questions and short answers  <b>TEACHING OF: (Grammar 2)</b> <i>be made of</i>	<b>Grammar 1:</b> <ul style="list-style-type: none"> <li>Have you tried the new uniform? Yes, I have./ No, I haven't.</li> </ul> <b>Grammar 2:</b> <ul style="list-style-type: none"> <li>The necklace is made of silver.</li> <li>The earrings are not made of gold.</li> </ul>
<b>G</b> Goodbye!	<b>REVISION OF:</b> backpack, camping, climbing, cookies, flashlight, helmets, hiking, hiking boots, horror, hot dog, hurry, platform, station, subway, taxi			<b>REVISION OF:</b> Simple Past, Past Progressive, Present Perfect, future forms, advice and warnings with <i>should</i> and <i>had better</i>	





# Scope and Sequence

READING	SEL	LISTENING	SPEAKING	WORD WORK	WRITING	INTEGRATED LEARNING	PROJECT
<ul style="list-style-type: none"> <li>A story about a school project <b>(Identifying characters' feelings)</b></li> <li>A blog post about movie scenes <b>(Identifying positive and negative information)</b></li> </ul>	<ul style="list-style-type: none"> <li>Social awareness: Demonstrating collaborative skills; acknowledging others' strengths and contributions to a group effort</li> </ul>	<ul style="list-style-type: none"> <li>The plot of a story <b>(Listening for similarities and differences)</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about favorite kinds of stories; telling stories</li> </ul>	<ul style="list-style-type: none"> <li>Working with word families</li> </ul>	<ul style="list-style-type: none"> <li>Writing a blog post about a favorite movie scene</li> </ul>	<ul style="list-style-type: none"> <li>Language Arts: Understanding parts of a story</li> </ul>	<ul style="list-style-type: none"> <li>Creating a movie poster</li> </ul>
<ul style="list-style-type: none"> <li>A story about a camping experience <b>(Sequencing events)</b></li> <li>A blog post about an outdoor adventure <b>(Identifying facts and opinions)</b></li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness and self-management: Identifying and demonstrating self-regulating strategies to manage emotions and reframe thoughts and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>A conversation about an outdoor experience <b>(Listening for note-taking)</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about outdoor activities, trips, and landscape features</li> </ul>	<ul style="list-style-type: none"> <li>Forming new words with <i>-ing</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing a blog post about outdoor safety</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies: Landscapes</li> </ul>	<ul style="list-style-type: none"> <li>Creating a travel brochure</li> </ul>
<ul style="list-style-type: none"> <li>A story about a trip to the airport <b>(Identifying mood)</b></li> <li>A website describing different school field trips <b>(Identifying fact and opinion)</b></li> </ul>	<ul style="list-style-type: none"> <li>Responsible decision-making: Identifying new thinking as the result of the problem-solving process</li> </ul>	<ul style="list-style-type: none"> <li>Directions to grandma's house <b>(Listening for specific information)</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about different ways to travel and school field trips</li> </ul>	<ul style="list-style-type: none"> <li>Working with phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Writing a post about a field trip</li> </ul>	<ul style="list-style-type: none"> <li>Math: Using basic calculations</li> </ul>	<ul style="list-style-type: none"> <li>Creating a model plane or train</li> </ul>
<ul style="list-style-type: none"> <li>A story about making a belt <b>(Understanding literal and figurative language)</b></li> <li>An article about how fashion has changed <b>(Reading for gist and inferring)</b></li> </ul>	<ul style="list-style-type: none"> <li>Self- and social awareness: Understanding how personal identity influences choices and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>A presentation about homemade accessories <b>(Listening for specific information)</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about preferred clothing styles</li> </ul>	<ul style="list-style-type: none"> <li>Working with the suffixes <i>-sion</i> and <i>-tion</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing a blog post about changes in fashion</li> </ul>	<ul style="list-style-type: none"> <li>Design: Art and design</li> </ul>	<ul style="list-style-type: none"> <li>Designing an outfit that reflects your personality</li> </ul>
<ul style="list-style-type: none"> <li>A story about a camping trip</li> </ul>		<ul style="list-style-type: none"> <li>A journey on the subway</li> </ul>	<ul style="list-style-type: none"> <li>Talking about activities, vacations, and fears</li> </ul>		<ul style="list-style-type: none"> <li>Writing a story using sequencers</li> </ul>		





## 2 Listen and read.

*Chorus*

Hello everybody.  
Welcome back to school!  
You'll learn a whole lot more,  
and you'll make some new friends, too!

The *All Sorts* are here again  
to help you through the year.  
We'll learn and create together.  
We'll have fun, so have no fear!

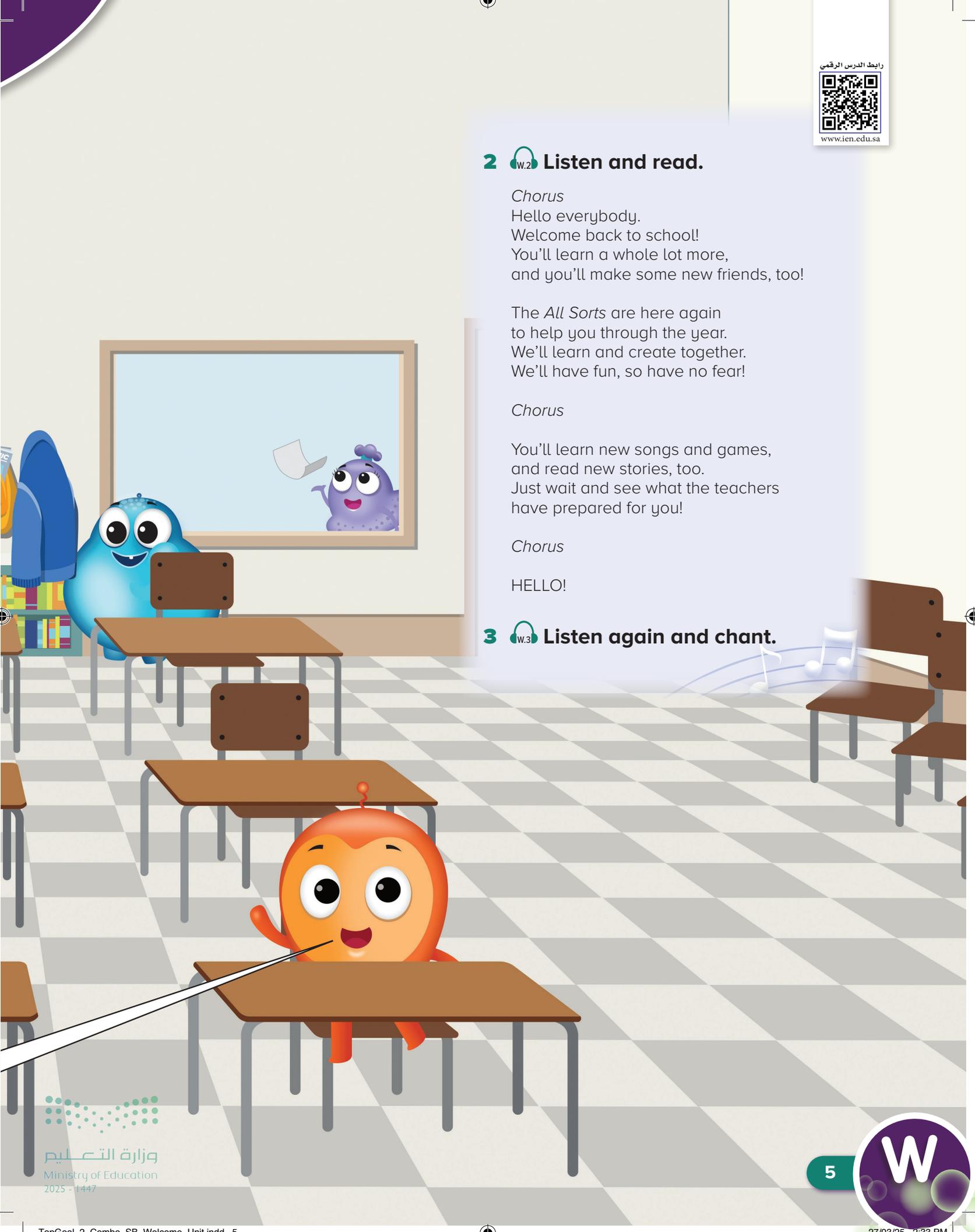
*Chorus*

You'll learn new songs and games,  
and read new stories, too.  
Just wait and see what the teachers  
have prepared for you!

*Chorus*

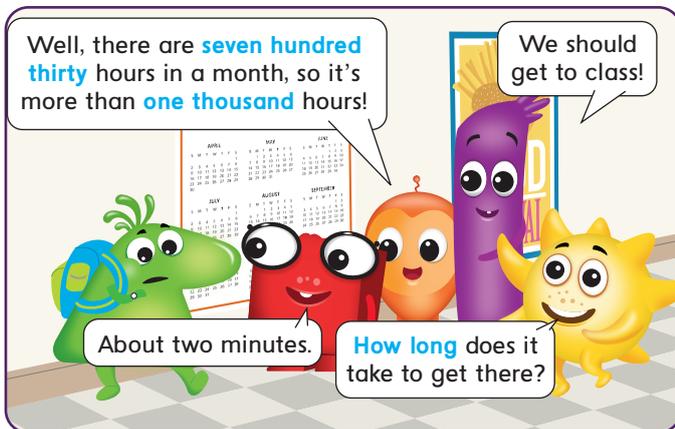
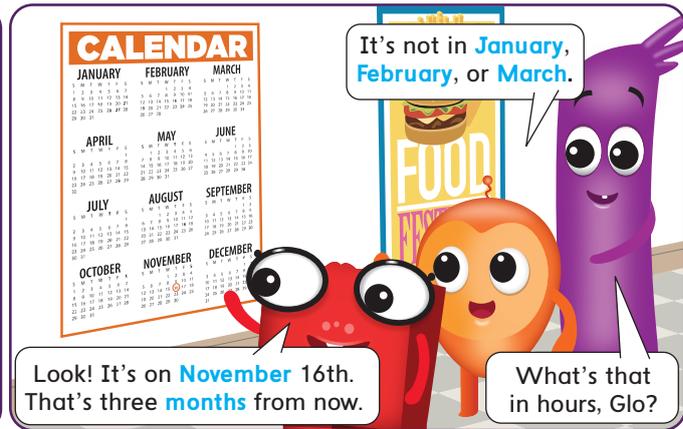
HELLO!

## 3 Listen again and chant.



**1** **W.4 Listen, read, and answer.**

- 1 Where does A-J want to go?
- 2 What are the *All Sorts* late for?



**2** **W.5 Look, read, and match. Then listen and say.**

- a one hundred thirty-two
- b four hundred twenty-one
- c seven hundred ninety-five
- d one thousand
- e five hundred eight

**795**  
**508**  
**132**  
**421**  
**1,000**

**3** **W.6 Look and complete. Then listen, check, and say.**

April August December February ~~January~~ July June March  
 May November October September

1 <u>January</u>	2 _____	3 _____	4 _____	5 _____	6 _____
MTWTFSS	MTWTFSS	MTWTFSS	MTWTFSS	MTWTFSS	MTWTFSS
7 _____	8 _____	9 _____	10 _____	11 _____	12 _____
MTWTFSS	MTWTFSS	MTWTFSS	MTWTFSS	MTWTFSS	MTWTFSS



#### 4 Read and complete.

~~Ago~~ calendar early How long late months one time

### Some Time <sup>1</sup> Ago, at School

I asked my classmate, Sebastian, how much <sup>2</sup> \_\_\_\_\_ we had until the bell rang. He checked the <sup>3</sup> \_\_\_\_\_ on the wall. He said we needed to hurry up or we would be <sup>4</sup> \_\_\_\_\_ for class again! Just then, the bell rang. "Oh, no! It's <sup>5</sup> \_\_\_\_\_ o'clock already." We really needed to arrive <sup>6</sup> \_\_\_\_\_ this time. A few <sup>7</sup> \_\_\_\_\_ ago, we weren't on time and the teacher got mad." <sup>8</sup> \_\_\_\_\_ does it take to get to class?" I asked Sebastian. "Not long!" he answered. "Hurry up!"



#### 5 Complete with your partner. Then listen, check, and say.

- 1  $130+26=$  one hundred fifty-six
- 2  $300+250=$  \_\_\_\_\_
- 3  $450+220=$  \_\_\_\_\_
- 4  $500+500=$  \_\_\_\_\_
- 5  $270+230=$  \_\_\_\_\_

What is one hundred thirty plus twenty-six?

I think it's one hundred fifty-six.

#### 6 Ask and answer the questions with your partner.

- 1 Which month is your birthday in?
- 2 Do you do anything special in June? If so, what?
- 3 What is the hottest month in your country?
- 4 Which is your favorite month? Why?
- 5 Which months have national holidays in your country and what are they?

Which month is your birthday in?

My birthday is in October. And yours?

# Do you remember?



## 1 Read and complete with *How long* or *How many*.



- 1 How many classes do you have on Wednesdays?
- 2 \_\_\_\_\_ is the lunch break?
- 3 \_\_\_\_\_ teachers do you have this year?
- 4 \_\_\_\_\_ students are in your class?
- 5 \_\_\_\_\_ is your journey to school?
- 6 \_\_\_\_\_ was your vacation?



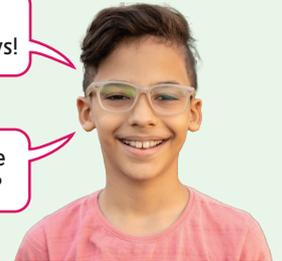
## 2 Write more questions. Then ask and answer.



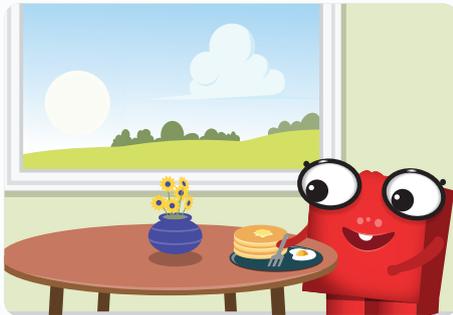
How many classes do you have on Wednesdays?

This year, I have five classes on Wednesdays!

How long is the English lesson?



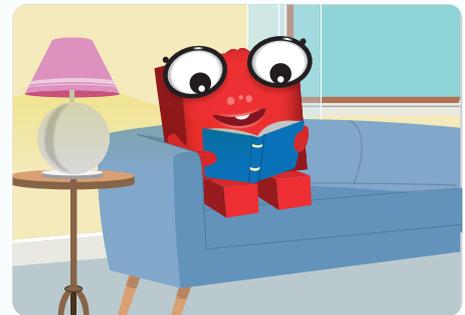
## 3 Look, read, and complete.



Tang <sup>1</sup> woke up (wake up) on Sunday at 8 a.m. He <sup>2</sup> \_\_\_\_\_ (eat) pancakes with eggs for breakfast and <sup>3</sup> \_\_\_\_\_ (drink) orange juice.



He <sup>4</sup> \_\_\_\_\_ (go) for a walk with Cha-Cha in the park. They <sup>5</sup> \_\_\_\_\_ (see) a butterfly and <sup>6</sup> \_\_\_\_\_ (meet) Hob and Bud.



Later, he <sup>7</sup> \_\_\_\_\_ (relax) at home. He <sup>8</sup> \_\_\_\_\_ (read) his favorite book and then <sup>9</sup> \_\_\_\_\_ (go) to bed. He <sup>10</sup> \_\_\_\_\_ (fall) asleep at 8 p.m.

**4 Tell your partner about your weekend.**



I woke up at nine o'clock and had breakfast with my family.

I ate fruit with yogurt, and I drank apple juice. Then ...



What did you eat?

**5 Look, read, and complete.**



1 He is the tallest (tall) student.



2 This is the \_\_\_\_\_ (big) classroom.



3 She travels the \_\_\_\_\_ (long) distance to get to school.



4 This is the \_\_\_\_\_ (easy) class for me.



5 This is the \_\_\_\_\_ (difficult) class for me.



6 She is my \_\_\_\_\_ (funny) friend.

**6 Look at the sentences in Exercise 5. Then ask and answer.**



Who is the tallest student in our class?

The science lab is the biggest classroom in the school.

I think Marco is the tallest student. Which is the biggest classroom?



# 1

# Personal Interests

Join an activity at the youth center!



www.iem.edu.sa

- 1 Listen, point, and write the names.
- 2 Listen, point, and say.

-Abi- Noah Kinsley Jack



Search



## Join the Most Popular Youth Center Around!

Click [here](#) to find out about all our interesting events.



**Frightening** Fridays—our horror movie nights! 🕷️



Join our Saturday game night. You might be **lucky** 🍀 and win a **special** ✨ prize!



You'll have a **wonderful** 😍 time!

### Comments:

- 1 Abi The game night was great! The games were **amazing**! 😄
- 2 \_\_\_\_\_ Yes, everyone is **friendly** 😊 and the place is **excellent**! 👍
- 3 \_\_\_\_\_ It's so **important** ⚠️ to have a **lovely** 😍 place to meet people.
- 4 \_\_\_\_\_ The building is **enormous** 🏠 and **tidy** 🧹, but it gets a little **noisy** 🗣️ during big events.



How are your interests different from your friends' interests?



### 3 Read and complete.

## YOUTH CENTER

Join us in the <sup>1</sup>e *normous* \_\_\_\_\_ youth center for some <sup>2</sup>a \_\_\_\_\_ activities! We have different events every day, and you can meet some <sup>3</sup>f \_\_\_\_\_ people, too! The most <sup>4</sup>p \_\_\_\_\_ activity is the horror movie night when we show <sup>5</sup>f \_\_\_\_\_ movies! People also love the sports days. We usually hold competitions, so you can win a <sup>6</sup>s \_\_\_\_\_ prize if you're <sup>7</sup>l \_\_\_\_\_!

On the first weekend of every month, we have a family day. This is when everyone brings their family, and the space is full of <sup>8</sup>l \_\_\_\_\_ people! It can get <sup>9</sup>n \_\_\_\_\_ when everyone is talking and laughing, and it's <sup>10</sup>i \_\_\_\_\_ to make sure the space is <sup>11</sup>t \_\_\_\_\_ when they leave. But we have a <sup>12</sup>w \_\_\_\_\_ time!

On Tuesdays, you can join the book club. We always read something <sup>13</sup>i \_\_\_\_\_. But whatever day you come, you always leave with <sup>14</sup>e \_\_\_\_\_ memories.

### 4 Make a poster about your favorite interest.

- Draw your favorite interest.
- Talk about why you like it.
- Use full sentences and new words.

My favorite interest is playing the guitar! You can meet *friendly* people and make *amazing* music!



### 5 Discuss the questions with your partner.

- 1 What activities can you do in your neighborhood? Talk about them.
- 2 How are your interests similar or different from your partner's interests?
- 3 Do your friends have any interests you would like to try?





## 1 Read the chart.

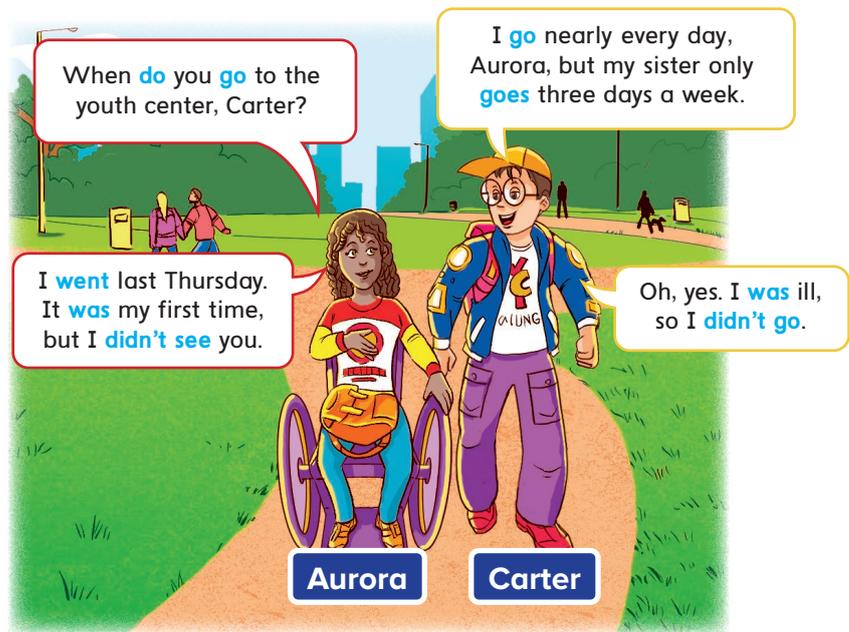
	Simple Present	Simple Past
<i>love</i>	I <i>love</i> playing hockey.	I <i>loved</i> the game on Saturday.
<i>win</i>	I <i>win</i> a lot of football games.	My team <i>won</i> last Saturday.
<i>paint</i>	She <i>paints</i> wonderful pictures.	She <i>painted</i> an amazing landscap yesterday.
<i>not watch</i>	I <i>don't watch</i> movies on Mondays.	I <i>didn't watch</i> the movie because I was busy.
<i>go</i>	What days <i>do</i> you <i>go</i> to the youth center?	What day <i>did</i> you <i>go</i> last week?

## 2 Read and match.

1 Carter ...

2 Aurora ...

- a went to the youth center once in the past.
- b didn't go last Thursday.
- c doesn't go regularly.
- d goes regularly.



## 3 Read and complete.

facts or feelings

moments or events

regular routines

- 1 We use action words in the past to talk about single \_\_\_\_\_ before now.
- 2 We use action words in the present to talk about \_\_\_\_\_ that are always true and to talk about \_\_\_\_\_.



## 4 Read and choose the correct words. Then listen and check.

Come and join the youth center!  
We <sup>1</sup>~~do~~ / **did** fun things every day!  
What do you do? What do you do?

On Mondays, we <sup>2</sup>~~played~~ / **play** football!  
Last Monday my team <sup>3</sup>~~win~~ / **won**!  
On Tuesdays, we <sup>4</sup>~~dance~~ / **danced** to music.  
Last Tuesday we <sup>5</sup>~~have~~ / **had** lots of fun!  
On Wednesdays, we <sup>6</sup>~~learn~~ / **learned** how to have debates.  
This Wednesday we <sup>7</sup>~~debate~~ / **debated** the issues.

On Thursdays, they <sup>8</sup>~~teach~~ / **taught** us how to cook!

Last week I <sup>9</sup>~~cook~~ / **cooked** my favorite dishes!  
Friday <sup>10</sup>~~is~~ / **was** movie night.  
We <sup>11</sup>~~watch~~ / **watched** a movie that was frightening!  
On Saturdays, we <sup>12</sup>~~play~~ / **played** games! I won! I <sup>13</sup>~~run~~ / **ran** as fast as lightning!  
We have a wonderful time.  
We have a wonderful time!

## 5 Listen again and chant.

## 6 Look and write.



Last week / go / adventure park.  
Last week I went to an adventure park.



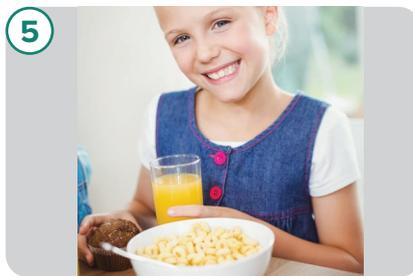
do / exercise / every morning?  
\_\_\_\_\_



On Saturdays / not play / football.  
\_\_\_\_\_



Yesterday ...  
\_\_\_\_\_



This morning ...  
\_\_\_\_\_



Every morning, ...  
\_\_\_\_\_

## 7 Discuss your dream youth center with your partner. Draw a picture about your youth center and talk about it.



## 1 Listen and read the story. Choose a title.

- 1 Losing a Friend
- 2 Making New Friends
- 3 The Video Game Tournament

Chloe and Lia are best friends. They play video games together once a week, try new sports, and sometimes cook together, too! They have a very special friendship. But one day, there was a problem. Chloe met a new friend at school, and Lia felt upset.

“Ava’s lovely!” Chloe said. “I invited her to play video games with us tomorrow.”

Lia was shocked. “But that’s our time together! We always play on Wednesdays!”

“I know,” replied Chloe. “She can join us, though. I think you are really going to like her!”

Lia arrived at Chloe’s house. She found the situation frightening. She always has trouble meeting new people.

She looked around. “Everything is so tidy! Your house is usually a mess, Chloe.”

Chloe laughed. “I know, but we have a new guest. It’s important to make an effort!”

Just then, Ava walked into the room.

“Hi! You must be Lia!” Ava said, shaking her hand and smiling.

Lia didn’t smile back.

“What’s wrong?” asked Chloe later. “Why are you not being friendly?”

“I thought I was your best friend!” replied Lia.

“You are always going to be a special friend, but we can be friends with Ava, too.”

Lia thought about having two best friends. It sounded wonderful.

Ava was putting a new racing game on. It was Lia’s favorite.

“Let’s race!” she said with a smile.



## 2 Read again and answer the questions.

- 1 What kind of relationship do Lia and Chloe have? They have a very special friendship.
- 2 Why was Lia upset? \_\_\_\_\_
- 3 Why did Lia think that meeting Ava was frightening? \_\_\_\_\_
- 4 How was Chloe’s house different from normal? \_\_\_\_\_
- 5 How did Ava react when she met Lia? \_\_\_\_\_
- 6 Who is more confident meeting new people, Lia or Ava? \_\_\_\_\_
- 7 What do Lia and Ava both like? \_\_\_\_\_

### Social and Emotional Learning

Work with a partner and complete the sentences.

- 1 Making new friends can be difficult because ...
- 2 When I meet someone new, I ...
- 3 When you talk to new people, it’s important to ...

Making new friends can be difficult because I’m shy.

Really? Maybe you could ...

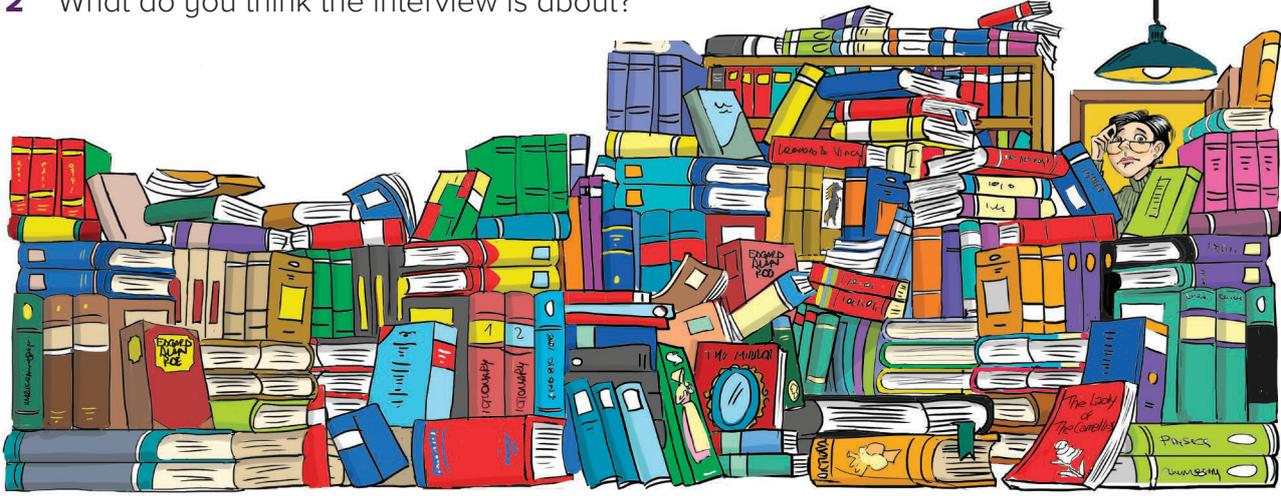




## 1 Look at the picture. Discuss the questions.

- 1 What do you think Autumn Smith does?
- 2 What do you think the interview is about?

## A Conversation with Autumn Smith



## 2 Listen and check (✓) or cross (X). Correct the false sentences.

- 1 Autumn Smith is a musician.
- 2 She started writing in school.
- 3 She loved telling her friends stories.
- 4 Her parents told her to write her ideas down.
- 5 Her teacher found her lost notebook.
- 6 Autumn has the same notebook today.
- 7 She also likes music.
- 8 She listens to all kinds of music and sings.

## 3 Use the information to role play a conversation.

### Student A

You are an interviewer. Interview your partner. Use the clues to ask questions.

- What / do?
- When / start?
- Why / start?
- What / do / now?
- What / interests / have?

Hi, ... Welcome!  
What do you do?

Oh, wonderful! And  
when did you start?

I'm a ...

### Student B

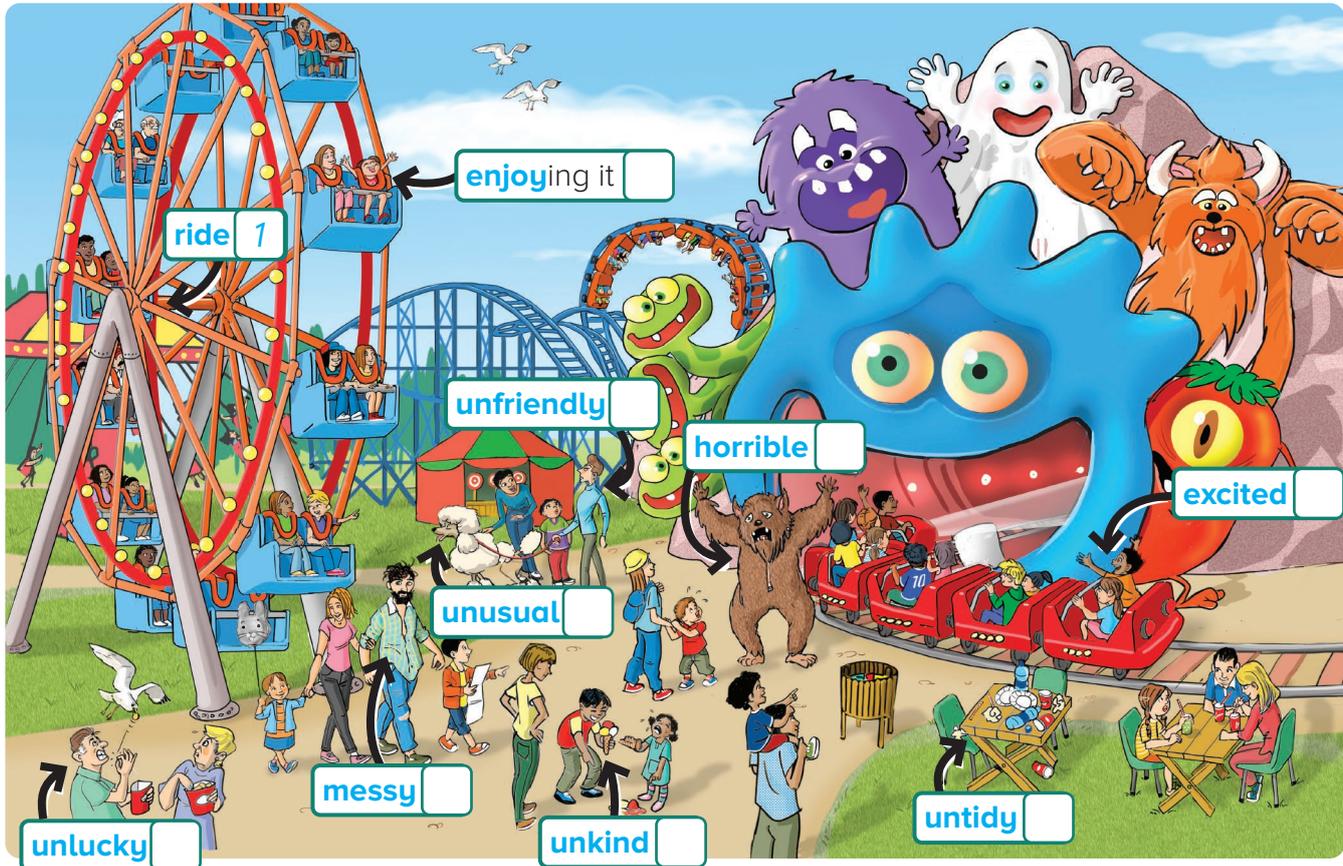
You are a famous person. Think about:

- what your profession is.
- when and why you started.
- what you are working on now.
- what other interests you have.



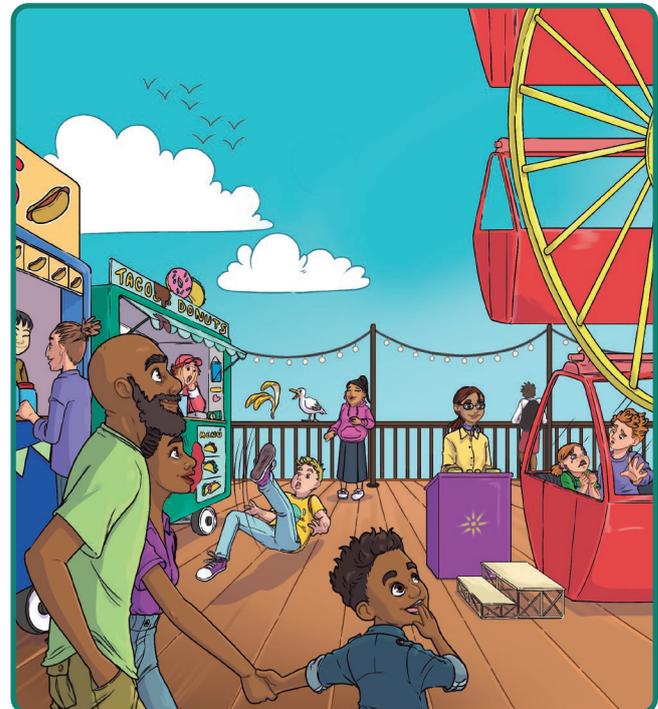
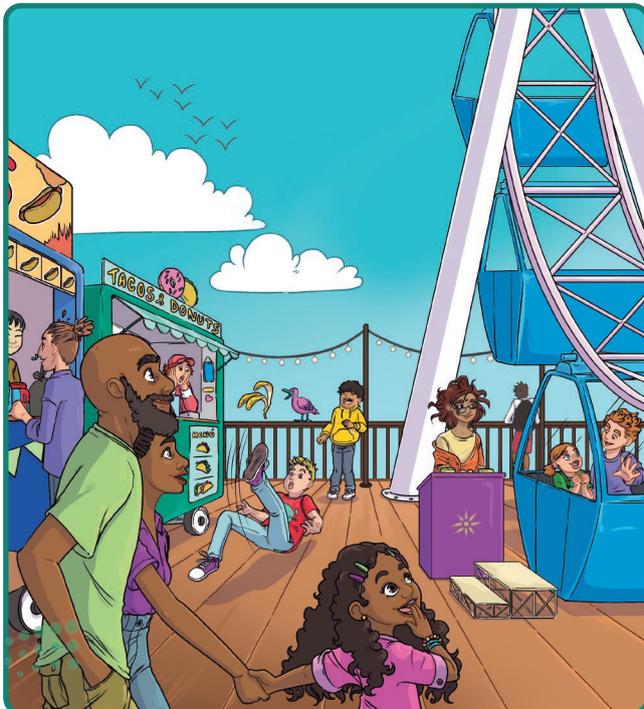


1 1.7 Look, listen, and order the events.



2 1.8 Listen, point, and say.

3 Look and discuss the eight differences.





## 1 Read and match.



Ethan

Jenny

- 1 \_\_\_\_\_ is talking about **actions**.
- 2 \_\_\_\_\_ is talking about **feelings** or **states**.

## 2 Read and circle or underline.

1 We use state verbs such as

like     write     be  
 need     walk  
 love     buy     want  
 know     talk  
 go     have     do

to talk about feelings and states.

2 We use action verbs such as

to talk about actions.

## 3 Play a game with your partner.

be   believe   cook   dance   do   eat   go   have   love  
 prefer   talk   understand   walk   want   write

Tell a story together:

- Close your eyes.
- Point to a verb.
- Look at the verb. Say if it is an action or state verb.
- Use the verb in a sentence to start a story.
- Your partner does the same and continues the story.





## 1 Look at the pictures and text and answer the questions.

- 1 What type of text is it?
- 2 What do you think the text is about?

**New Message**

To: special.interests@kidzmedia.com

From: rose.brook@email.com

Subject: My Special Interest

Hello!

My special interest is origami. It is an amazing art form. You can make wonderful models just with paper!

I started origami three years ago. Some kids were **unkind** to me at school and I didn't have many friends. After a horrible day, I found a book about origami on the sidewalk. So in the end, I was very lucky that day! I found a new interest that made me very happy. I think it is very relaxing.

Here is an **unusual** result of doing origami. Normally I have a very **untidy** room because I don't like cleaning it. But origami helped me to be tidy because I have to focus and be organized!

I go to an origami club every Thursday. Last month, I met a lovely group of friends there! We help each other make different shapes and watch videos about origami.

I think everyone should have a special interest because it makes life better.

Bye!  
Rose




Send ▶



## 2 Read the text and order the topics.

- |                                 |                                     |                           |                          |
|---------------------------------|-------------------------------------|---------------------------|--------------------------|
| A result of doing origami       | <input type="checkbox"/>            | When the interest started | <input type="checkbox"/> |
| Introducing the interest        | <input checked="" type="checkbox"/> | A recommendation          | <input type="checkbox"/> |
| A place to practice with others | <input type="checkbox"/>            |                           |                          |

## 3 Read again and answer the questions.

- 1 What is Rose's special interest? Rose's special interest is origami.
- 2 What is origami? \_\_\_\_\_
- 3 How did Rose's interest start? \_\_\_\_\_
- 4 What are two benefits of origami? \_\_\_\_\_
- 5 What can Rose do at the origami club? \_\_\_\_\_

## 4 Discuss the questions with your partner.

- 1 What special interest do you have?
- 2 How did you start and why do you like it?





## 1 Read and write.

- 1 kind
- 2 friendly
- 3 tidy
- 4 usual
- 5 lucky
- 6 clean
- 7 happy

un-

unkind

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---

---

not kind

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## 2 Fill out the graphic organizer for your interest.

My interest:

What it is:

How I started:

When and where I do it:

Why I like it:

## 3 Write an email about your special interest.

✉ New Message ✕

My Special Interest

---

---

---

---

---

---

---

---

Send ▶

### Useful Expressions

I love it because ...

I started ...

An unusual result of doing ...





## 1 Look, read, and complete the sentences.

### Unusual Interests Around the World



People have different interests around the world. Some can be very unusual! Do you know about these?

#### USA (Texas)



Yarn bombing started in Texas, USA, to make messy streets look more beautiful. People crocheted colored yarn around trees and made interesting and wonderful designs. Now, it happens all over the world, but some people prefer trees without yarn and think the bright colors look horrible!

#### France



Do you enjoy traveling with toys? Did you enjoy it when you were younger? Toy voyaging is a popular hobby where people take photos of their toys in special places. Some people believe this started with a French movie, but now people all over the world do it.

#### Thailand

Most people use soap to keep clean. Some people in Thailand make amazing art from it! You need to be very careful so it's not messy! This is called soap carving.



Some people find pleasure in news bombing. They stand a few steps behind reporters in the street, trying to appear on the screen. Some make funny faces, while others show off tricks. This happens while the reporter is delivering serious news. News bombers can be found all over the world. Did you spot any in your country?



- 1 Unusual interests can be found all over the world.
- 2 Yarn bombing started \_\_\_\_\_.
- 3 People use yarn bombing to \_\_\_\_\_.
- 4 Toy voyaging is \_\_\_\_\_.
- 5 Toy voyaging might have started \_\_\_\_\_.
- 6 In Thailand, you can \_\_\_\_\_.
- 7 News bombers \_\_\_\_\_.
- 8 There are news bombers \_\_\_\_\_.

## 3 Research and present.

### 2 Discuss the questions with your partner.

- 1 Which activity is most interesting? Why?
- 2 Which activity do you not want to try? Why?
- 3 What other unusual interests do you know about?

Activity	
What it is	
Where/When it started	
Who does it	
Why people do it	

I am going to talk about ...  
This activity started in ...



# 1 Play and answer.

<p><b>Start / Finish</b></p>	<p><b>1</b> Write the opposite of these words: tidy, kind, friendly, lucky.</p>	<p><b>2</b> Say a state verb and use it in a sentence.</p>	<p><b>3</b> Say what you did last Friday.</p>
<p><b>7</b> Write about an interest you have.</p>	<p><b>6</b> Say what time you wake up every morning.</p>	<p><b>5</b> Answer. What is another word for "very big"?</p>	<p><b>4</b> Say a sentence using an active verb.</p>
<p><b>8</b> Make sentences with three words beginning with <i>un-</i>.</p>	<p><b>9</b> Answer. Why was Lia unhappy?</p>	<p><b>10</b> Answer. When does Rose go to an origami club?</p>	<p><b>11</b> Answer. What word describes a loud place?</p>
<p><b>Return</b></p>	<p><b>14</b> Say what you ate for dinner yesterday.</p>	<p><b>13</b> Answer. Where can you make art from soap?</p>	<p><b>12</b> Say what you do on Saturdays.</p>

## Project



### Create a community-interests poster.

- Brainstorm with friends and family what you want to be part of your poster.
- Write down six questions about their interests.
- Ask your friends and family, and write their answers.
- Find pictures of their interests.
- Stick and draw pictures on the poster, and write about each interest.
- Show your poster to the class.
- Find out which interests are more popular.



# 2

# House Designs

Sophie moves to a new house.

رابط الدرس الرقمي



www.ien.edu.sa

1 Listen, point, and order the sections. 2 Listen, point, and say.

a



phone

There is a **basement**.

For any problems, call me.



b

You will find the **key** under the mat.



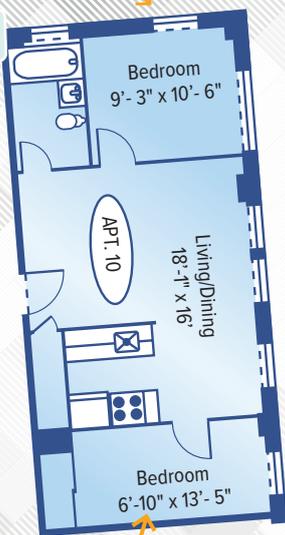
entrance

1

gate

c

layout



measurements



design

The **architect** made the perfect vacation home with strong **materials**.



d

Turn on the Wi-Fi next to the TV screen.



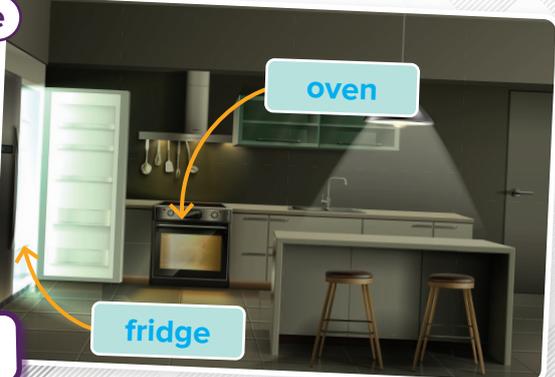
screen



Wi-Fi



e



oven

fridge



What does your ideal home look like?





### 3 Look and write.



1 The key is under the mat.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_

### 4 Listen, read, and circle the parts of a house.

*Chorus*

What's in, what's in your house?  
What's in your house?  
What's in, what's in your house?  
What's in your house?

To get through the entrance, you have to find the key. Once you're through the gate, you can come and find me!

*Chorus*

If you're feeling hungry, see what's in the fridge!  
Turn the oven on or make a cold sandwich!

*Chorus*

Downstairs is the basement, on the bottom floor.  
There are bedrooms and living rooms.  
Who could ask for more?

*Chorus*

If you want technology, turn on the Wi-Fi.  
We have lots of screens. Have a look ... Don't be shy!

*Chorus*

### 5 Listen again and chant.

### 6 Discuss the questions with your partner.

- 1 Is this house like yours?
- 2 What is similar? What is different?
- 3 How can you improve your house?

My house has a basement, too.

My house doesn't have a gate, but it has a TV screen.





## 1 Read the chart.

Future Plans with <i>Will</i>	
Subject + <i>Will/Won't</i> + Verb (Base Form)	
"I forgot to call the owner."	"I <i>will</i> call her now."
"The house is very small."	"It is small. I don't like it. We <i>won't</i> come here again."
" <i>Will</i> you be here tomorrow?"	"Yes, I think I <i>will</i> ."

## 2 Read and match. There is one ending you don't need.



- 1 The sentences are about ...
- 2 We use *will* for ...
- 3 We use *won't* for ...

- a something we decided before.
- b something we just decided not to do.
- c future actions.
- d a decision made at the moment of speaking.



### 3 Write *will* or *won't* in the correct place.



I can't connect.

I look upstairs.

Great. But I think I use it much. There is so much to do here!

Yes. I order a pizza.

OK. I get a small pizza.

Then we look around the neighborhood.

*will*

<sup>1</sup> I look for the Wi-Fi!

<sup>3</sup> I found it! I turn it on.

That's true. Are you hungry?

<sup>6</sup> OK, but get a small one. I eat a lot.

Great!



### 4 Complete using *will* or *won't* and the words in parentheses.

- 1 This pizza was awful! (buy / again) *I won't buy it again!*
- 2 I can't find the keys! (look / entrance) \_\_\_\_\_
- 3 It's so hot here! (wear / coat) \_\_\_\_\_
- 4 The gate is locked. (get / keys) \_\_\_\_\_
- 5 There's a TV screen in my bedroom! (watch / bed) \_\_\_\_\_
- 6 It's dark in the basement. (go / without / flashlight) \_\_\_\_\_

### 5 Play a game with your partner.

#### Instructions

- Close your eyes and point to a noun and a verb.
- Say any sentence using the noun.
- Your partner responds using *will/won't* and the verb.

architect ~~basement~~ car  
design door entrance  
fridge gate house  
key oven telephone  
TV screen Wi-Fi

be buy call  
~~dance~~ do  
draw eat find  
go look make  
play sing write





## 1 Look at the picture and choose a title.

Sophie's First Day at School

Sophie's Singing

Sophie's New House

Sophie was moving to a new house. She was nervous about leaving her friends behind and living in a new neighborhood. "The new house is enormous!" said Sophie's mom, smiling. "It really is," said her dad. "And the architect designed it thinking about children, so there are some fun parts of the house that you will love." But when she told her friends about it, they said the house is haunted! Sophie didn't know what to think.



When Sophie got to the new house, she walked through a big gate in a huge entrance. It was enormous! "I'll have so much fun exploring all the rooms!" she shouted. She looked up and saw all the windows. "I wonder which one will be mine." Then she saw a slide coming out of one window and reaching down to the yard. It looked so fun! "I think that will be my bedroom window!" she said to her mom. There were games in the yard, and the wall was made to be painted on.

"I'll buy you lots of colored paints," said Sophie's dad. "Yes, Daddy! We'll paint something together," said Sophie.

Later, Sophie was moving boxes into the house. Suddenly, she heard some voices coming from the basement. Was there someone else there? She walked down slowly and saw three racoons painting the walls! "Hello?" she said, but they screamed and hid! "I didn't know racoons were so unfriendly," Sophie thought, laughing.

"Beep, beep, beep," goes Sophie's alarm clock. She opens her eyes, and the sun is shining outside. "Get up, Sophie. We'll buy the paint for the wall today!" What a strange dream Sophie just had. Could racoons really paint walls?

## 2 Listen and read the story. Then complete the sentences.

- 1 At the beginning, Sophie felt nervous \_\_\_\_\_.
- 2 Her friends said \_\_\_\_\_.
- 3 Sophie's new bedroom window has \_\_\_\_\_.
- 4 Sophie heard some voices \_\_\_\_\_.
- 5 The racoons were \_\_\_\_\_.
- 6 I think the new house sounds \_\_\_\_\_.

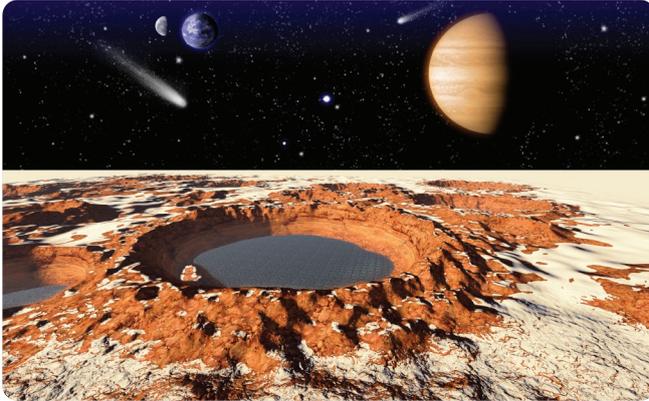
## 3 Work with your partner. Role play.

You are Sophie, and you moved to a new house yesterday. You are talking to your friend at school about it and what you will do there. You can invent more information about the house.

You are Sophie's friend, Maddy. You want to know about Sophie's new house and what she will do in her new neighborhood. Ask her some questions.



## 1 2.6 Listen and circle the animals that need a home on Mars.



## 2 2.7 Listen again and choose the correct answers.

- What is Emily's job?  
 a an astronaut                      b a zookeeper                      c an architect
- Who does she need to design houses for?  
 a astronauts                      b animals going to Mars                      c pets
- What does Emily say the measurements of the first design need to be?  
 a big                      b small                      c shaped like a tree
- What won't the first animal need?  
 a a TV screen                      b a car                      c a yard
- What kind of materials will the house need?  
 a strong materials                      b wood                      c glass
- What does the second animal need a home for?  
 a to fly                      b to watch TV                      c to sleep
- The house will be designed in the shape of a ...  
 a fridge                      b tree                      c school

## 3 Use the information to role play a conversation.

### Student A

You are an architect designing homes for animals on Mars.

- Choose an animal.
- Explain what the house will need.
- Ask your friend for ideas.

Hi, ... I'm designing a home for a ...

Wow! What will it need?

I think it will need ... but it won't need ...

### Student B

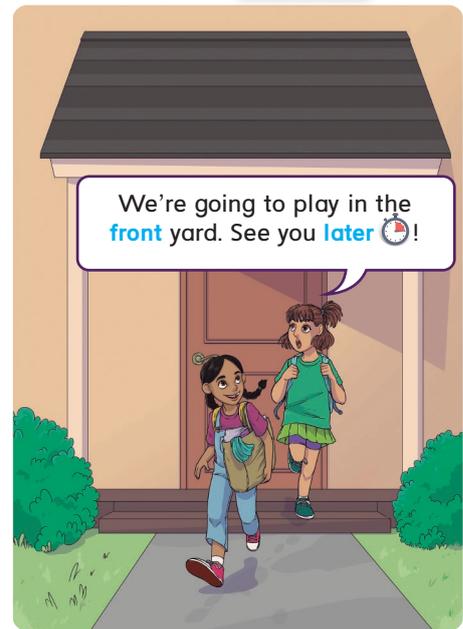
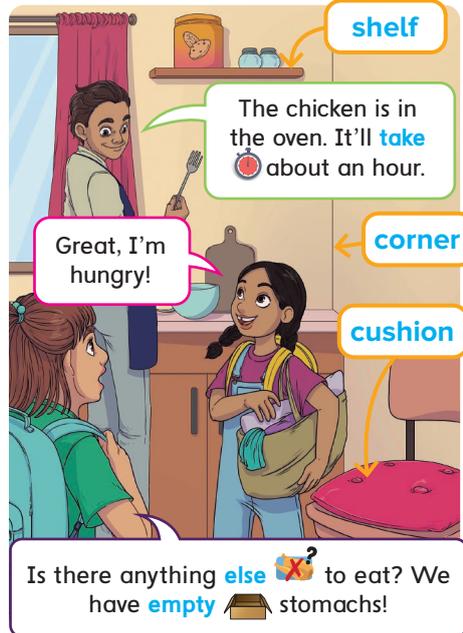
Your friend is designing homes for animals. Use the clues below to ask questions.

- What / need?
  - What materials / use?
  - How big / be?
- Listen to their answers and share some ideas.





## 1 Listen, look, and match the words to the speakers.



- |             |   |           |
|-------------|---|-----------|
| 1 Luna      | → | a take    |
| 2 Dad       | → | b instead |
| 3 Luna      |   | c cushion |
| 4 Charlotte |   | d empty   |

## 2 Listen, point, and say.

### 3 Read and complete with words from Exercise 1.

- Put that old chair cushion in the box.
- I'm waiting at the \_\_\_\_\_ door. It's the white house on the \_\_\_\_\_.
- Hurry up! It'll \_\_\_\_\_ two hours to get home. See you \_\_\_\_\_ when you arrive there.
- Do you want me to put anything \_\_\_\_\_ on the top bookcase \_\_\_\_\_?
- \_\_\_\_\_ of science we \_\_\_\_\_ have geography now.

### 4 Talk and make a dialogue with words from Exercise 1.

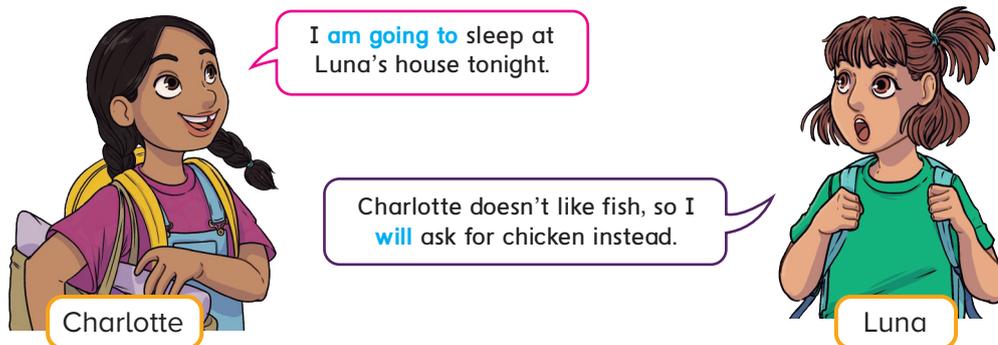




## 1 Read the chart.

<i>Will</i> for Spontaneous Plans		<i>Be Going To</i> for Previous Arrangements
Subject + <i>Will</i> + Verb (Base Form)		Subject + <i>Am/Are/Is Going To</i> + Verb (Base Form)
✓	<i>I will tell my dad you don't like fish.</i>	<i>She is going to come to my house after school.</i>
✗	<i>We missed the bus! We won't be home before 4 p.m.</i>	<i>I am not going to sleep at home tonight.</i>
?	<i>Will you bring some extra pajamas?</i>	<i>Are we going to watch a movie this evening?</i>

## 2 Read and write the names.



- Who mentions a decision made at that moment? \_\_\_\_\_
- Who mentions a plan made before now? \_\_\_\_\_

## 3 Read and complete.

**am    be going to    will    won't**

- We use \_\_\_\_\_ to talk about plans and arrangements.
- We use \_\_\_\_\_ and \_\_\_\_\_ to talk about decisions made in the moment.
- Only the word "be" changes to \_\_\_\_\_, *are*, or *is*.





## 1 Look at the title and images. Answer the questions.

- What kind of page is it?
  - an email
  - a magazine
  - a website
- What do you think the page is about?
  - selling a house
  - moving to a new house
  - changing a house

# Young Architects – Redesigning a Bedroom



Last month's Young Architects competition winner, Kai, is going to design his dream bedroom! He spoke to our architect to draw the design he wants, and he wrote us a letter with his thoughts. What is he going to change? Read on to find out!

Hello! I'm so excited to have my dream bedroom in my house! I'm going to make some changes that I agreed to with the architect, and I'll plan some other changes later.

First, I'm going to change the measurements of my bedroom. It's going to be much bigger! We're going to put big cushions in the corner of the room, and I think I'll have a big screen to watch movies and play video games.

Instead of the two small windows, the builders are going to put in one big window. I'll be able to see the front yard and the entrance! My friend said I need a slide coming out of the window into the yard. But I won't ask for that because I won't use it.

Right now, I have an empty closet in the corner of my room. The builders are going to change it into a secret space just for me. Will it be big enough to put a fridge in there full of my favorite food? If not, I'll put another screen in there.

The builders are going to start the changes next week. Will they finish before my birthday? I hope so! It's so exciting! Thank you!

Kai

## 2 Read and complete.

- Kai is redesigning his bedroom because he won a competition.
- He discussed the design with \_\_\_\_\_.
- Change of measurements: \_\_\_\_\_.
- Cushions added: \_\_\_\_\_.
- Change to windows \_\_\_\_\_.
- Closet could have \_\_\_\_\_ or \_\_\_\_\_.
- Kai hopes they will finish \_\_\_\_\_.

## Social and Emotional Learning

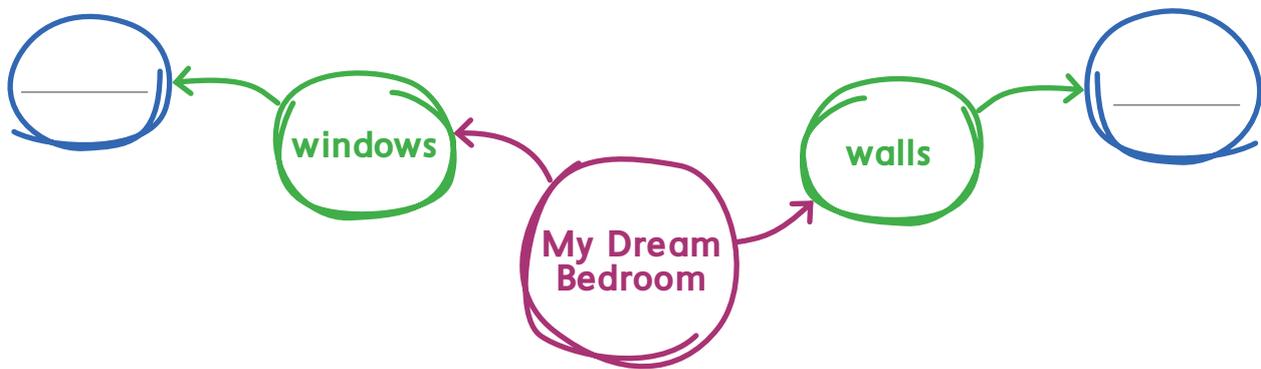
**Discuss the questions with your partner.**

- Imagine you win this competition. What will you change in your house?
- What materials will the builders use?
- What features create an ideal home?

## 1 Read the sentences. Write *V* for verbs and *N* for nouns. Then write two more.

- |  |  |   |  |
|--|--|---|--|
| 1 ... is going to <b>design</b> his dream bedroom ...            | <input checked="" type="checkbox"/> <i>V</i> | 2 ... draw the <b>design</b> he wants.              | <input type="checkbox"/>                     |
| 3 You can <b>call</b> me.  | <input type="checkbox"/>                     | 4 You can give me a <b>call</b> .                   | <input checked="" type="checkbox"/> <i>N</i> |
| 5 There was a shelf in the <b>corner</b> .                       | <input type="checkbox"/>                     | 6 The dogs <b>cornered</b> me. I couldn't get away! | <input type="checkbox"/>                     |
| 7 The movie theater is going to <b>screen</b> my favorite movie! | <input type="checkbox"/>                     | 8 There are three TV <b>screens</b> in my house.    | <input type="checkbox"/>                     |
| 9 _____  | <input type="checkbox"/>                     | 10 _____  | <input type="checkbox"/>                     |

## 2 Complete the mind map about your dream bedroom.



## 3 Write an email to Young Architects and describe how you will change your bedroom.

✉
New Message

To: architect@youngarchitects.com

From:

Subject: Redesigning my bedroom!

Hi! My name is ...

---



---



---



---



---

Send ▶

**Useful Expressions**

I'm going to change ...

I think I will ...

I won't need ...



## 1 Look and discuss the questions.

- 1 Do you think buildings stay the same forever? Why or why not?
- 2 Do you think buildings will be designed in the same way in the future? Why or why not?

### BUILDINGS OF THE FUTURE

Architects are always thinking about making new, exciting buildings. What designs will you see in the next few years? Read on to find out!

### FOOTBALL STADIUMS



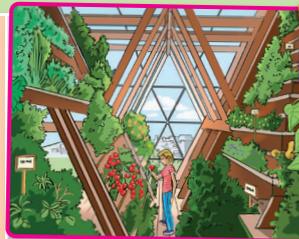
For every football World Cup, host countries will update the stadiums. Saudi Arabia will host the World Cup in 2034. Architects won't always build new stadiums, but they will improve the designs of existing ones. You'll notice that architects are generally going to change the layout of the stadium, and builders are going to use strong, safe materials in the construction. Something they will always do is change the front of the stadium to make it more attractive.

### JEDDAH TOWER



Jeddah Tower may become the tallest building in the world! The tower will be more than 1,000 meters tall when it is completed. Can you believe its measurements? Nobody lives there yet because builders are working on it. The architect who designed the tower chose very strong, modern materials, like concrete, steel, and glass. The layout has space for homes, shops, and offices.

### MODERN CITY HOMES

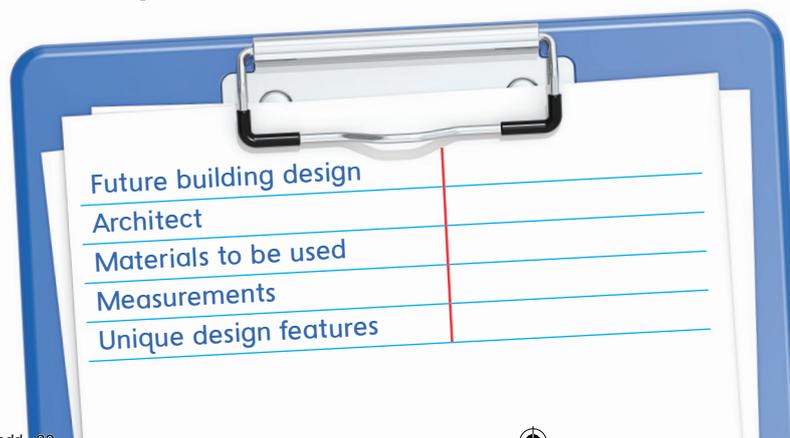


Cities are going to get bigger as more people move to live in them, so architects are designing city buildings that won't harm the planet. One example is the Farmhouse. It will be made with natural materials, and people will be able to grow their own food instead of buying it from grocery stores. It will also treat and use rainwater for washing and watering the plants.

## 2 Read and check (✓) or cross (X). Correct the false sentences.

- 1 Building designs will be the same in the future as they are now.
- 2 Architects will always build new stadiums for the World Cup.
- 3 Architects will change the layout of the football stadium.
- 4 The stadiums won't look different.
- 5 Jeddah Tower is empty inside for now.
- 6 The tower will be built with traditional materials, like wood.
- 7 There will be more people living in cities in 2030.
- 8 In the Farmhouse, people will grow their own food.

## 3 Research and present.



I am going to talk about ... This building will be made with ...



## 1 Play and answer.

 <p><b>Start / Finish</b></p>	<p><b>1</b> Name four parts of a house.</p>	<p><b>2</b> Decide what you will do after class and tell your partner.</p>	<p><b>3</b> Tell your partner what plans you have for the weekend.</p>
<p><b>7</b> Think of three words that are the same as verbs or nouns.</p>	<p><b>6</b> Look at the weather and decide what you won't do today.</p>	<p><b>5</b> Answer. Who designs houses?</p>	<p><b>4</b> Ask your partner to make a decision on the spot.</p>
<p><b>8</b> Answer. What might you find in a kitchen?</p>	<p><b>9</b> Answer. What did Sophie find in her basement?</p>	<p><b>10</b> Write a description of a house you like in your neighborhood or town/city.</p>	<p><b>11</b> Answer. What do you need to get into a house?</p>
 <p><b>Return</b></p>	<p><b>14</b> Tell your partner a pre-arranged plan. Then change the plan.</p>	<p><b>13</b> Answer. What building will be more than 1,000 meters tall?</p>	<p><b>12</b> Ask your partner what they are going to do on the weekend.</p>

## Project



### Create a plan for a house of the future.

- Brainstorm different structures.
- Choose one you like.
- Write down all the rooms and parts of the house you want to include.
- Draw the layout.
- Add the measurements and materials.
- Add colors.
- Show and explain your house plan to your class.



#### Remember to include:

measurements (20 m), materials (wood), room names (kitchen), doors, and windows.



# 3 Job Paths

## Jobs in the community

1 3.1 Look, listen, and complete.

2 3.2 Listen, point, and say.

Gabriel Rodriguez    Hazel Miller  
Hudson Jones    ~~Mrs. Taylor~~    Nathan

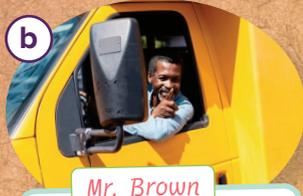
### Meet Your Community!

Come to the community fair. Meet your neighbors and learn about their jobs!



1 Mrs. Taylor

Learn how to take professional photos with this **photographer**.



Mr. Brown

Drive through the streets with a **driver**.



2

Do you know this **actor** from TV?



Grace

Sing your favorite songs with a famous **singer**.



Mrs. Newman

Meet a **journalist** and hear about local news.



3

See how to plan a building with an **engineer**.



Ellie Foster

Do business with a **businesswoman**.



Mrs. Garcia

Practice teamwork with a **manager**.



4

Fly around the city with a **pilot** or watch the **flight attendant** help the passengers.



Adam



Luke Harris

Love food and meeting people? Help a **waiter** serve customers their favorite dishes.



James

Meet a **mechanic** and learn how to repair a car.



5

You could learn to draw with a **fashion designer**.



Sam Robinson

Watch an **artist** paint a picture before your very eyes.

Saturday, 10 a.m. – 5 p.m. City Park



What jobs do people in your community do?



### 3 Look and write.



a *A mechanic fixes cars.*



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_



e \_\_\_\_\_



f \_\_\_\_\_



g \_\_\_\_\_



h \_\_\_\_\_



i \_\_\_\_\_



j \_\_\_\_\_



k \_\_\_\_\_



l \_\_\_\_\_



m \_\_\_\_\_



n \_\_\_\_\_

### 4 Listen, read, and circle the jobs.

Hi. I'm an actor. I act in films and TV.  
 I'm a school bus driver.  
 Have you seen me?  
 Hello, I'm an artist. I love to draw and paint.  
 I'm a businesswoman. I have a meeting;  
 I can't be late!  
 We live in your community, in your community!  
 Hey! I'm a fashion designer. I design the clothes that you wear.  
 I help people build houses. I'm an engineer.  
 Hello. I'm a journalist. I talk about the news.  
 I'm a manager of business people – don't be confused!  
 We live in your community, in your community!

Hey! I'm a mechanic. I fix your car if it breaks.  
 I'm a photographer and pictures I take.  
 Hello. I'm a pilot. I fly airplanes.  
 I'm a flight attendant. I'll help you relax on the plane!  
 We live in your community, in your community!  
 Hey! I'm a singer. I sing on TV.  
 And I love to sing in concerts and make you happy!  
 Hello. I'm a waiter and I bring you food.  
 If you like what you eat, then you'll be in a good mood.  
 We live in your community, in your community!

### 5 Listen again and chant.

### 6 Describe the people in your community.

My neighbor is a journalist, and he writes articles.



My neighbor is a mechanic, and she can fix cars.

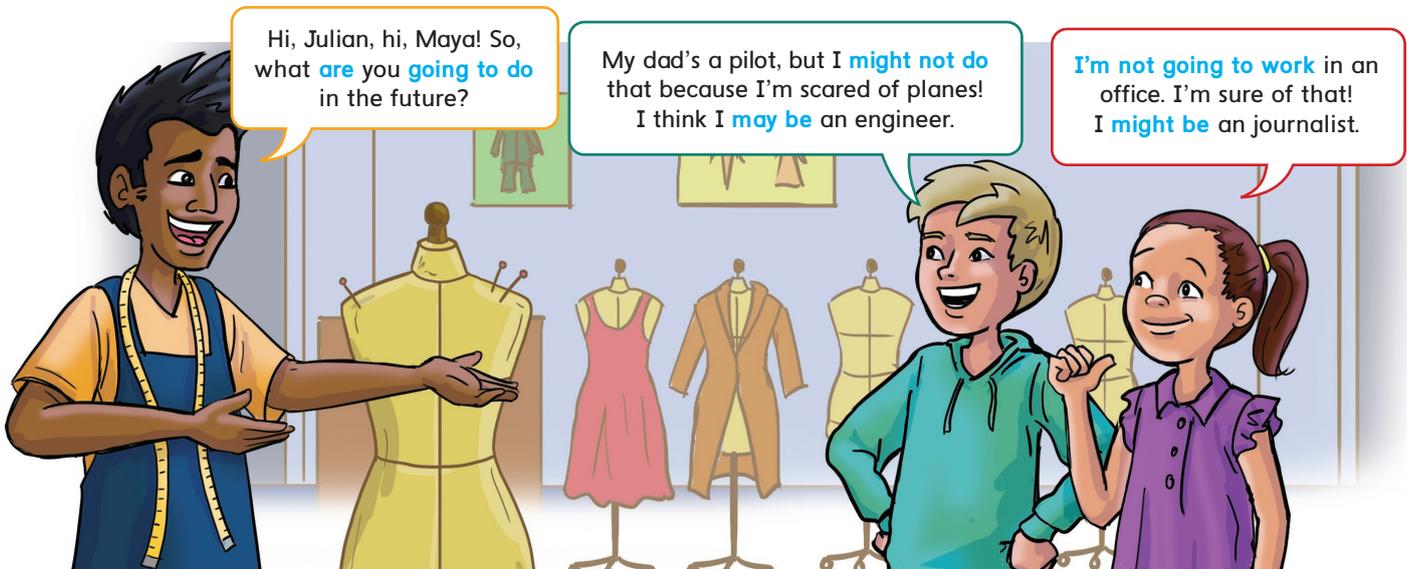




## 1 Read the chart.

Definite Future Plans	Possible Future Plans	Unlikely Future Plans	Impossible Future Plans
 <b>100%</b>	 <b>50%</b>	 <b>30%</b>	 <b>0%</b>
I <i>am going to</i> be an artist.	You <i>may/may not</i> fly all over the world.	She <i>might/might not</i> become an engineer.	He <i>isn't going to</i> act on TV.

## 2 Read and check (✓) or cross (X).



- It's possible that Julian will work as an engineer in the future.
- It's unlikely that Julian will work as a pilot in the future.
- It's clear that Maya will work as a journalist in the future.
- It's impossible that Maya will work in an office.

## 3 Read and match.

~~(be) going to~~

may

might

- We use (be) going to when we are completely sure of a future plan.
- We use \_\_\_\_\_ when a future plan is likely to happen.
- We use \_\_\_\_\_ when a future plan is very unlikely to happen.



4 Read and complete. You can use the options more than once.

am going to    are going to    is going to    may    might



Do you know what you  
1 are going to be in the future, Zoe?

Really? I am sure I 3 \_\_\_\_\_  
work as a journalist.

Seriously? I think I 5 \_\_\_\_\_  
ask him for his opinion.

That's true. Let's go and find her!

We 8 \_\_\_\_\_ do this quickly then.  
Come on! Hurry up, Zoe!

No. I don't have a clue!  
I 2 \_\_\_\_\_ be a pilot.

Wow! My brother 4 \_\_\_\_\_  
graduate as a journalist next year.

I think there is a journalist here at  
the fair. You 6 \_\_\_\_\_ get some  
answers from her, too.

Oh, wait. I don't think we  
7 \_\_\_\_\_ have much time. Mom  
is picking us up in 15 minutes.



5 Look at the pictures and write sentences.



Kai

1 Kai isn't going to be  
a waiter.



Aiden

2 \_\_\_\_\_



Julian

3 \_\_\_\_\_



Luna

4 \_\_\_\_\_



Maya

5 \_\_\_\_\_



Zoe

6 \_\_\_\_\_



6 Work with your group. Play a game.

- Think about what you want to be.
- Use "I'm going to", "I may", or "I might".
- Listen to and repeat your classmates' sentences.

I'm going  
to be a  
photographer!

Ann is going to be a  
photographer.  
I might be a pilot.





## 1 Look and discuss.

- 1 Who do you think they are and where are they?
- 2 What do you think is happening?
- 3 Why do you think that is happening?

## 2 Read, listen, and check.



### The College Application

Harper's older sister, Emilia, is in her bedroom completing her college application form. She looks doubtful and sad. "What's the matter, Emilia?" asks Harper.

"I don't know what I'm going to study in college," says Emilia.

"You are very good at drawing! That's your talent. You may become a great artist, or you might be a fashion designer. I love the way you dress," Harper answers.

"You're sweet, Harper, but artists don't make much money. I'm not going to have a house and a family as an artist," says Emilia.

"Now you're being silly, Emilia! Look at me. Tell me what's more important: being rich and unhappy or enjoying what you do every day? You might not be rich, but you aren't going to be poor either. What matters is that you're going to be happy, and no money is better than that."

Emilia looks at Harper with tears in her eyes. She hugs Harper and says, "You may be right. You're a very smart kid. Thank you for your advice!"

## 3 Read and check (✓) or cross (X).

- 1 Emilia is excited about going to college.  X
- 2 Emilia might be a good artist. \_\_\_\_\_
- 3 Harper says that Emilia is going to be poor as an artist. \_\_\_\_\_
- 4 Harper thinks happiness is more important than money. \_\_\_\_\_
- 5 Emilia isn't going to be an artist. \_\_\_\_\_

## Social and Emotional Learning

### Read and discuss.

- 1 What are some examples of negative or bad feelings?
- 2 Why is it important to share how you feel with others?
- 3 Who can you talk to when you have a problem?
- 4 What can you do to help others who are having problems?



## 1 Look at the picture and predict the topic.



## 2 Listen and write *T* (true) or *F* (false). Correct the false sentences.

1 Ben is going to go to Canada on vacation.

\_\_\_\_\_

2 Ben's mom is going to have a baby.

\_\_\_\_\_

3 Bill may visit Ben.

\_\_\_\_\_

4 Ben might not speak French in Canada.

\_\_\_\_\_

5 Bill is a good friend.

\_\_\_\_\_

## 3 Use the information to role play a conversation.

### Student A

You're going to live in another country.

Greet your friend and say you are going to move. Think about:

- where you are going to move to.
- when you might travel.
- why you are going to move.
- what you may do there.

Hi, ... I'm going to move!

Where are you going to move to?

I'm going ...

### Student B

Your friend is going to move to another country. Use the clues below to ask questions.

- Where / going to move to?
- When / might / travel?
- Why / going to / move?
- What / may / do?





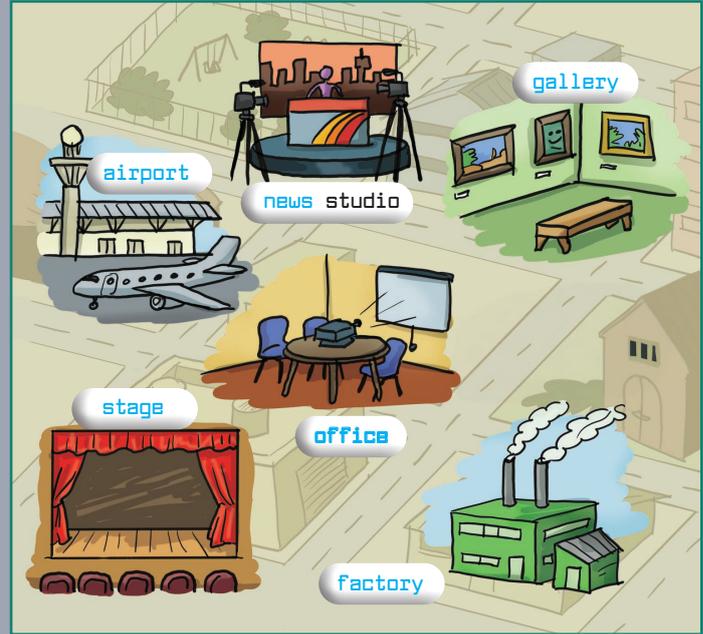
## 1 Listen and match the people to the places.

### Where do they work?

Drag the **job** to the place where they **work**.



I am a businessman. I work in an office. I often have **meetings**.



## 2 Listen, point, and say.

### 3 Read, look, and write.

a Actors act on a 1 stage, or sometimes they may perform in an art

2 \_\_\_\_\_ during an exhibit.

b You may listen to the 3 \_\_\_\_\_ on TV.

c My dad works in a 4 \_\_\_\_\_, and he has an 5 \_\_\_\_\_ where he has many 6 \_\_\_\_\_ every day.

d My parents are flight attendants. They 7 \_\_\_\_\_ long hours. They also wait at the 8 \_\_\_\_\_ for a long time. It's not an easy 9 \_\_\_\_\_.

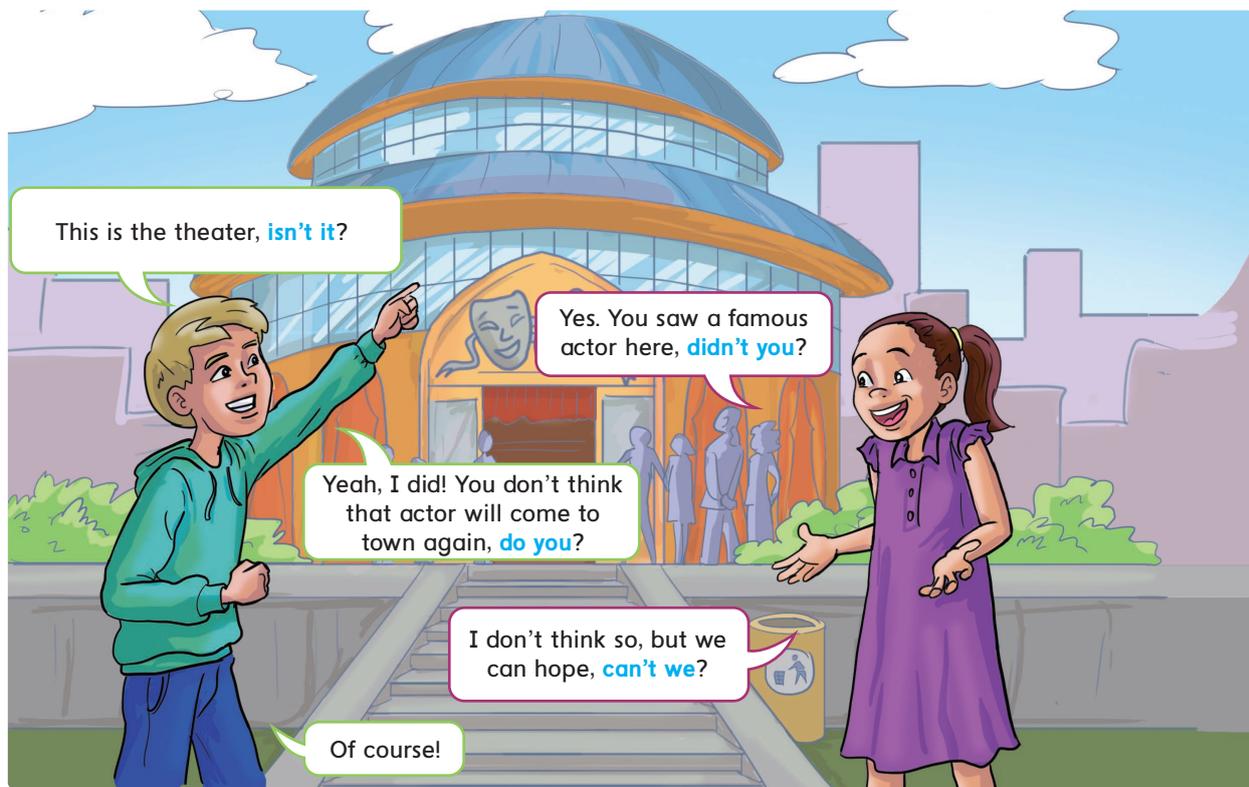


## 1 Read the chart and conversation.

### Question Tags

If the statement is affirmative, the question tag is *negative*.

If the statement is negative, the question tag is *affirmative*.



## 2 Read and complete.

- 1 That was an office, wasn't it ?
- 2 He is going to work here, \_\_\_\_\_?
- 3 You haven't managed a team before, \_\_\_\_\_?
- 4 She enjoys taking photos, \_\_\_\_\_?
- 5 You aren't a pilot, \_\_\_\_\_?

## 3 Play a game with your partner.

- Draw a job or place.
- Don't say what it is.
- Your partner says what they think you drew, using a question tag.

That's an engineer, **isn't it**?

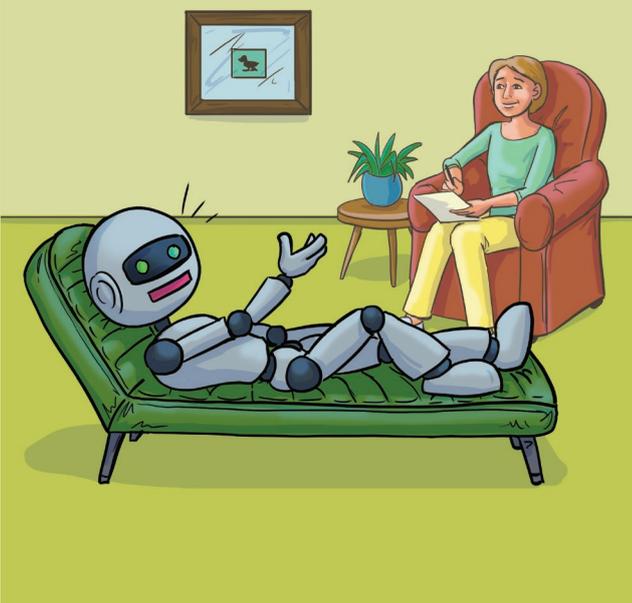
Yes! Your uncle is an engineer, **isn't he**?



- 1 Look at the picture and title. Predict what the article is about.
- 2 Read and write *T* (true) or *F* (false).

Q Search
⌵ ⌶

## What job are you going to do in 2040?



Deciding what to do in the future isn't easy, is it? Especially because many of the jobs you might do when you grow up don't even exist now. We interviewed different **specialists** and asked them about jobs in 2040. Are we going to have **receptionists, journalists, or scientists** in the future? Keep reading and find out.

Are you interested in food? In 2040, food engineers are going to be popular. They are going to create and design the food we might eat. That's strange, isn't it? In the future, we might eat more processed food and food that is going to be modified at its molecular level. It's incredible, isn't it?

Another option you may consider is becoming a robot **therapist**. Yes, you read that right. In the future, we are going to need therapists for robots. As a robot therapist, you may have to talk to robots, understand their problems, and give them advice. Robot therapists are going to be like **psychologists**. You can't imagine a robot talking to a therapist, can you?

Finally, would you consider managing robots? Specialists say robots are going to need managers, so you may consider a career as a robot manager. It's going to be similar to what managers do now, but with robots. It's strange, isn't it?

As you can see, there are many new jobs you might do in the future. What do you think you may do? Would you like to be a food engineer, a robot therapist, or a robot manager? Leave your comments below.

- 1 It's easy to decide what to do in the future.
- 2 Specialists gave the information presented in the article.
- 3 We might eat more organic food in the future.
- 4 Robots are going to be therapists in the future.
- 5 Robot managers are going to do the same job that managers do now.
- 6 There won't be many jobs in the future.

F

### 3 Read and discuss.

- 1 Which job from the article would you like to do? Why?
- 2 What other jobs do you think people may do in the future?



## 1 Match the word to the definition.

- |                |   |  |
|----------------|---|--|
| 1 specialist   | → | a Someone who is trained in science.                       |
| 2 receptionist | → | b Someone who is an expert.                                |
| 3 journalist   |   | c Someone who helps people mentally or physically.         |
| 4 scientist    |   | d Someone who studies people's minds and behaviors.        |
| 5 therapist    |   | e Someone who reports the news.                            |
| 6 psychologist |   | f Someone who works in the reception at a hotel or office. |

## 2 Read and write.

1 cycle	→		→	<u>cyclist</u>
2 art	→		_____	
3 pharmacy	→		_____	
4 tour	→		_____	
5 novel	→		_____	
6 economy	→		_____	

## 3 Look and write sentences about your future.

<p>1 </p> <p>_____</p> <p>_____</p>	<p>2 </p> <p>_____</p> <p>_____</p>
<p>3 </p> <p>_____</p> <p>_____</p>	<p>4 </p> <p>_____</p> <p>_____</p>

## 4 Write about your plans for the future.

Me 15 Years from Now

---



---



---



---

Useful Expressions

---

When I grow up, I'm going to ...  
because ...

---

I may (not) ... and/but ...

---

I might (not) ...



## 1 Read and answer the questions.

### THE FUTURE OF WORK IN SAUDI ARABIA

More than **11 million** people work for private companies in Saudi Arabia.

More young people are workers than before. Around **47%** of workers are younger than **34 years old**.

By **2030**, most students who finish university will start working within **6 months** of graduation.

Technology jobs are going to increase in Saudi Arabia. Around **15,000** new jobs in artificial intelligence will be created by 2030.



- 1 How many new jobs in artificial intelligence will be created? 15,000
- 2 How many people work for private companies in Saudi Arabia? \_\_\_\_\_
- 3 How many months will it take for most university graduates to start working? \_\_\_\_\_
- 4 What percentage (%) of workers are younger than 34 years old? \_\_\_\_\_

## 2 Listen and complete.

future    job    factory    need    managers    technology

- 1 The workforce refers to everyone who has a job or is looking for work.
- 2 Jobs can change because of new technology and what businesses \_\_\_\_\_.
- 3 In Saudi Arabia, more people are working as doctors, engineers, and \_\_\_\_\_.
- 4 There will be more jobs in \_\_\_\_\_, like artificial intelligence.
- 5 People who work in a \_\_\_\_\_ may need to learn new skills.
- 6 Workers need to keep learning to be ready for the \_\_\_\_\_.

## 3 Research and present.



I am going to talk about ... In the future, this job ...



## 1 Play and answer.

 <p><b>Start / Finish</b></p>	<p><b>1</b> Answer. What do you call someone who flies planes?</p>	<p><b>2</b> Say this sentence to check information. "Your mom is an engineer, isn't she?"</p>	<p><b>3</b> Answer. What professions are going to be popular in 2040?</p>
<p><b>7</b> Write two future plans for a classmate.</p>	<p><b>6</b> Use the future to say what you think about being a flight attendant in 20 years.</p>	<p><b>5</b> Answer. Who works at an airport?</p>	<p><b>4</b> Say this sentence to confirm the information. "You're new here, aren't you?"</p>
<p><b>8</b> Answer. What do you call someone who takes professional photos?</p>	<p><b>9</b> Answer. Why is Harper's sister sad?</p>	<p><b>10</b> Write a very unlikely future plan for yourself.</p>	<p><b>11</b> Complete. A person who is taking a tour is a _____.</p>
 <p><b>Return</b></p>	<p><b>14</b> Say it's not probable that you will live in a different country in 20 years.</p>	<p><b>13</b> Answer. How many people work at private companies in Saudi Arabia?</p>	<p><b>12</b> Say that you are sure about moving in 20 years.</p>

## Project



### My community in a poster.

- Create a poster showing the most common jobs in your community now.
- Graph the results according to gender and age.
- Compare them with the jobs people *are going to/may/might* do in 20 years. Classify the results by gender and age, too.



# 4

# Glorious Food

Make your favorite snack.

رابط الدرس الرقمي



www.iem.edu.sa

1 4.1 Listen and point. Circle what you need to make the food.

2 4.2 Listen, point, and say.

## Quick Snacks !



Bake Cookies with Noah Brookes.



### ingredients:

- flour,
- butter,
- sugar or honey,
- chocolate

### recipe:

1. Preheat the oven to 300 degrees.

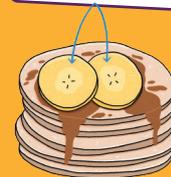


cookies

### topping

## Next week ...

Pancakes with a banana and yogurt topping



Fetch your ingredients now! >

countertop



What's in your favorite food?



### 3 Look and write instructions.



1 Melt the butter in a pan.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_

### 4 Read and complete with words from Exercise 3.

My favorite dish is mutabbaq. It is common in Saudi Arabia. It's a dough with filling in it. First, you make the dough with <sup>1</sup>f *flour* \_\_\_\_\_, salt, and some <sup>2</sup>s \_\_\_\_\_. You also need <sup>3</sup>b \_\_\_\_\_ and water to help the <sup>4</sup>i \_\_\_\_\_ combine. There are different fillings. The common ones are meat, chicken, or cheese. Mutabbaq taste and <sup>5</sup>s \_\_\_\_\_ delicious. I can eat them every day.



### 5 Discuss the questions with your partner.

- 1 What is your favorite dish?
- 2 How do you make it?



My favorite dish is ...



I think you mix flour and eggs ...



## 1 Read the chart.

Expressing Advice with <i>Should</i> and Warnings with <i>Had Better</i>			
Subject + <i>Should (Not)</i> + Verb (Base Form)		Subject + <i>Had Better (Not)</i> + Verb (Base Form)	
✓	We <i>should</i> turn the oven on.		
✗	You <i>should not / shouldn't</i> use too much sugar.	✓	We <i>had better</i> check the recipe again.
<i>Should</i> + Subject + Verb (Base Form)			
?	<i>Should</i> I use eggs in the mixture?	✗	You <i>had better not</i> make a mess!

## 2 Read and choose the correct option.



1 You **should** get your ingredients ready first.



2 You **had better** wash your hands before you begin.



3 You **should** turn on the oven before making the cookies.



4 You **had better** not leave them in the oven too long!

- The sentences give advice for the **past / present or future**.
- Sentences 1 and 3 are similar to: "It's a good idea to ..." / "It's a bad idea to ..."
- Sentences 2 and 4 are similar to: "It's important to ..." / "Don't worry about ..."

## 3 Read and write full sentences.

- Should / use / sugar / mixture? *Should I use sugar in the mixture?*
- We / better / add / more / water. \_\_\_\_\_
- You / better / turn / oven / off / when / finish. \_\_\_\_\_
- You / should / not / mix / water / milk. \_\_\_\_\_
- We / better / not / forget / add / chocolate. \_\_\_\_\_
- Should / make / pancakes? \_\_\_\_\_



## 4 Listen and read. Circle the advice and underline the warnings.

*Chorus*

Do you want to bake a cake?  
Bake a cake, bake a cake?  
You won't make any mistakes!  
If you follow my advice.

You should buy all your ingredients  
before you begin.  
You'd better wash your hands.  
You have dirt on your skin!

*Chorus*

You'd better not forget the sugar  
to make the cake sweet.  
You shouldn't add too much, though,  
so it's not too sweet to eat!

*Chorus*

You should bake the cake in the oven,  
and watch the mixture rise.  
You'd better watch the clock,  
or you'll get a big surprise!

*Chorus*

## 5 Listen again and chant.

## 6 Look at the pictures and write another verse.

Do you want to bake \_\_\_\_\_ ?

Do you want to bake \_\_\_\_\_ ?

Follow my advice and \_\_\_\_\_ .

You should \_\_\_\_\_

because \_\_\_\_\_ .

You'd better \_\_\_\_\_ .

You shouldn't \_\_\_\_\_ .

You'd better not \_\_\_\_\_ .



## 7 Discuss your advice for making snacks using the words in the boxes.

**Verbs**

add    bake    buy    fetch    make  
 put    smell    wash

**Nouns**

butter    chocolate    flour    honey  
 snack    sugar    sweet    yogurt



You should add honey or sugar to make a sweet snack.



You'd better wash your hands before you start!



## 1 Look at the pictures. Choose a title.

- 1 Layla's Experiment Goes Wrong
- 2 Layla Bakes at Home
- 3 An Experiment in Cooking Class



Layla arrives at her cooking class, excited to experiment. She puts her ingredients on the countertop ready to bake.

Layla's friend, Thelma, looks at her strangely. "Why did you bring vegetables to class?" she asks. "You know we're baking cookies, right?"

"Sure!" replies Layla. "My cookies will be the best!"

"You'd better not put any broccoli in your cookies!" Thelma continues, sticking out her tongue.

Layla tries different flavors. First, she puts in garlic, but a horrible smell fills the classroom. "That was a mistake," she thinks. She puts some new flour and butter into a bowl, this time with onion.

"What's that smell?" asks the teacher. "You should try carrots."

Then Layla remembers a carrot cake she ate once. Carrots can be in sweet snacks! But she looks at the clock. Only 15 minutes left! She'd better be quick!

Layla fetches the ingredients again and puts in some carrot. She puts her cookies in the oven and waits. A sweet smell starts to fill the classroom, and everyone is interested! When the cookies are ready, she gives everyone a bite.

"You should sell these!" says Thelma with cookie around her mouth.

## 2 4.5 Read and listen to check. Then scan the story to answer the questions.

- 1 Where is Layla? Layla is at school, in her cooking class.
- 2 Who is Thelma? \_\_\_\_\_
- 3 What does Thelma not want Layla to use?  
\_\_\_\_\_
- 4 What is the first ingredient Layla tries in her cookies?  
\_\_\_\_\_
- 5 Why does the room smell bad?  
\_\_\_\_\_
- 6 What is the teacher's advice?  
\_\_\_\_\_
- 7 How much time does Layla have to make her carrot cookies?  
\_\_\_\_\_
- 8 What does Thelma think of Layla's new cookies? \_\_\_\_\_

## Social and Emotional Learning

**Discuss the questions with your partner.**

- 1 What do you do if someone makes fun of your idea?
- 2 Is it important to trust your own ideas? Why?
- 3 Why is it important to keep trying even after you fail?
- 4 What can we learn from our mistakes?



## 1 Look at the picture and answer the question.

What does Gabriel need help with?

- 1 his homework
- 2 his eating habits
- 3 cleaning his room



## 2 Listen and choose the correct answers.

- 1 Who is the conversation between?
  - a a boy and a teacher
  - b a girl and a parent
  - c a boy and a doctor
- 2 How is Gabriel feeling?
  - a hungry and excited
  - b tired and his teeth hurt
  - c nervous about an exam
- 3 What doesn't Gabriel eat?
  - a breakfast
  - b chocolate
  - c cake
- 4 Why is breakfast important?
  - a It tastes great.
  - b It helps you sleep.
  - c It gives you energy.
- 5 What does Dr. Diaz say about pizza?
  - a You should never eat it.
  - b You should eat it every day.
  - c It's OK to eat it sometimes.
- 6 What does Dr. Diaz say you should do to have balanced diet?
  - a eat a bit of everything
  - b eat a lot of everything
  - c only eat one thing

## 3 Use the information to role play a conversation.

### Student A

You're feeling sick. You go to the doctor for advice. Think about:

- how you are feeling
- what you normally eat
- what you don't eat

Hi, Doctor. I feel really ill. What should I do?

You'd better sit down. What do you eat?

Yesterday I ate ...

### Student B

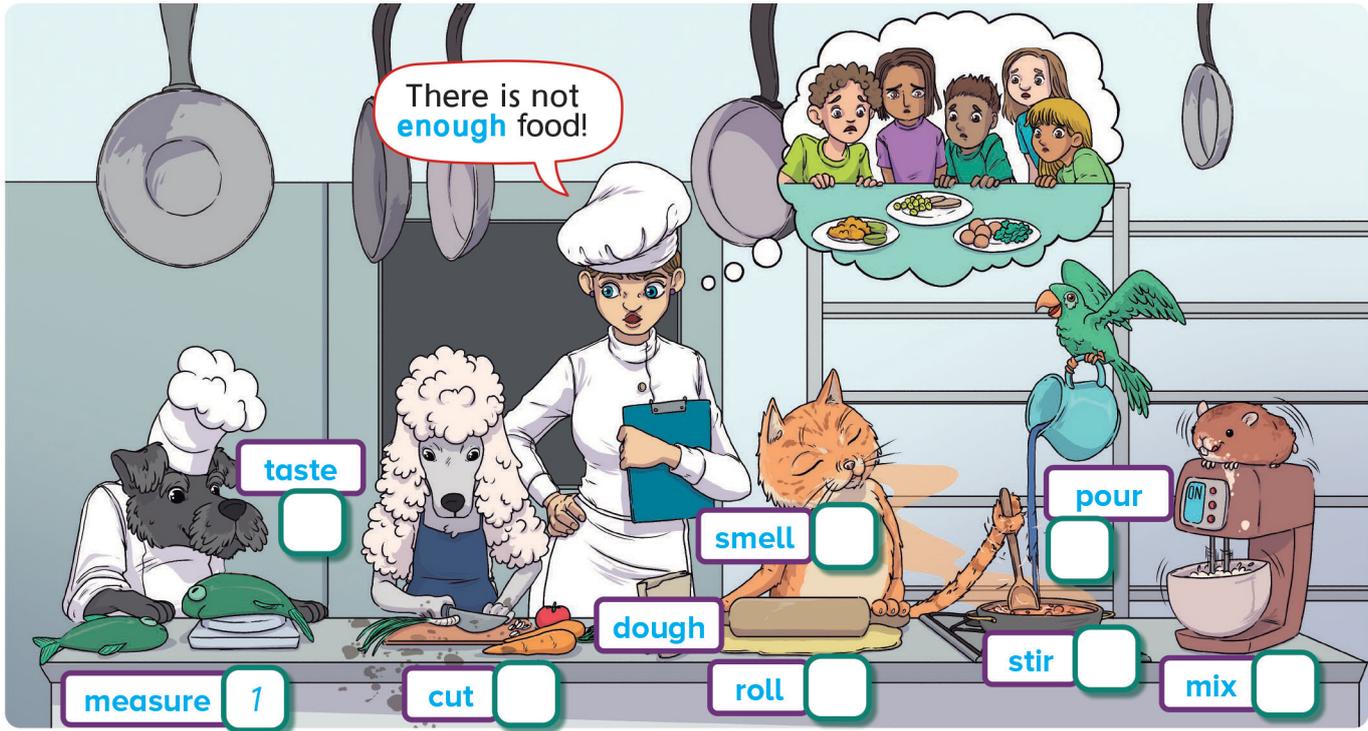
You are a doctor. Give advice to Student A about their eating habits.

- What should they not eat too much of?
- What had they better avoid?
- What should they eat more of?





1 4.7 Look, listen, and order the steps.



2 4.8 Listen, point, and say.

3 Look and write possible sentences.



1 *Keep stirring while I pour the sauce.*

2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



## 1 Read the chart.

Zero Conditional	
If + Subject + Verb (Simple Present), Verb Phrase (Simple Present)	
If you <i>want</i> a sweet snack, you <i>add</i> sugar.	<i>Add</i> sugar if you <i>want</i> a sweet snack.
If we don't have sugar, we <i>use</i> honey.	We use honey <i>if</i> we <i>don't</i> have sugar.

## 2 Read and check (✓) or cross (X).



- The animals are saying facts that are always true.
- The dog says to always stir in salt.
- The parrot says to add water when the sauce is very thick.
- The animals are only talking about this sauce on this day.


## 3 Order the words to make sentences.

- bake / If / cookies / , / like / cake / . / you don't / a  
*If you don't like cookies, bake a cake.*
- sauce / enough / you / don't / If / , / have / . / add / you / water  
 \_\_\_\_\_
- wet / add / flour / . / dough / I / more / if / is / the  
 \_\_\_\_\_
- you / . / measure / you / have / , / enough / If / food  
 \_\_\_\_\_
- want / snack / if / yogurt / Try / sweet / you / . / a / fruit / with  
 \_\_\_\_\_





## 1 Read the text quickly and answer the questions.

- 1 What kind of text is it? *It is an article found in a magazine.*
- 2 Who do you think it is written for? \_\_\_\_\_
- 3 What is the main idea? \_\_\_\_\_

## Food and Sports: Dos and Don'ts.

Everyone knows people in sports should eat healthily to stay strong and full of energy. We asked a football player and a tennis player what they think.

### Do:

- 1 You should drink lots of water. Water is good for your body and keeps you awake. It also helps when your head hurts! If you don't like the taste of water, mix in some fruits or herbs. 
- 2 You should eat enough fruit and vegetables. If you want a snack, you can cut up some carrots or apples. 
- 3 You should use fresh ingredients. They taste better and are healthier! 

### Don't:

- 1 You shouldn't skip meals. If you can't eat a full meal, make a small snack. 
- 2 You'd better not eat after 7 p.m. because you won't sleep well. Plan your eating well. If you are still hungry after 7 p.m., eat some fruit or bread and honey.
- 3 You shouldn't eat meat that smells bad. Old meat can make you sick. If you don't like the smell, you'd better throw it away!

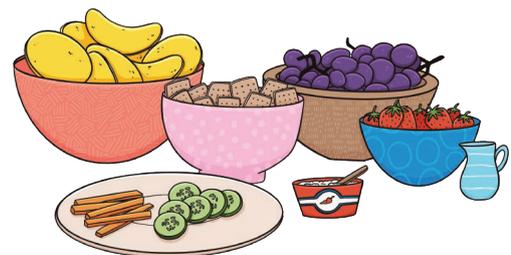


## 2 Read again and write notes. Then correct the sentences.

- 1 water *You should drink lots of water.*
- 2 fruit \_\_\_\_\_
- 3 skipping meals \_\_\_\_\_
- 4 7 p.m. \_\_\_\_\_
- 5 Eating sugar helps when your head hurts. \_\_\_\_\_
- 6 You don't sleep well if you eat after 5 p.m. \_\_\_\_\_
- 7 Meat smells bad if it is fresh. \_\_\_\_\_

## 3 Discuss the questions with a partner.

- 1 Do you follow this advice? Why or why not?
- 2 How can you improve your eating habits?
- 3 What other advice can you add to the list?



1 Find the words in the text on page 54. Write sentences. Then think of one more.

Word	Used as a Noun	Used as a Verb
smell	1 <i>If you don't like the smell, throw it away!</i>	2 _____
taste	3 _____	4 _____
_____	5 _____	6 _____

2 Fill out the graphic organizer.



3 Write and draw your article.

**Food Advice for** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Useful Expressions

He/She should/shouldn't ...

He/She had better (not) ...

Don't forget ...



## 1 Read and answer the questions.

### Healthy Eating: The Best Kind of Diet

The best kind of diet is a balanced one. That means you shouldn't just eat salads. You'd better eat a bit of everything if you want to stay healthy. See below the kind of food you should eat.

#### Vegetables and Fruit

Your plate should be mostly fruits and vegetables. If you don't see a lot of colorful vegetables, add more! Vegetables taste great if you cook them properly. Fruits are sweet and make a great dessert!



#### Starches

You'd better check that you eat enough foods like potatoes, pasta, and rice. These give you energy. If you don't have enough rice, you can have a sandwich with bread! You shouldn't put lots of butter on the bread.

#### Dairy

Dairy products include milk, yogurt, and cheese. You should have some of this in your diet, but not too much.

#### Proteins

Proteins include fish, meat, eggs, and beans. You'd better have some in every meal if you want to be strong. If you don't eat meat, eat beans or eggs instead!

#### Fatty Foods

Foods made of flour, butter, and sugar are fatty foods. You can have small amounts, but not too much. Sweet food often tastes great! But it doesn't make our body healthy. If you want a sweet snack, eat some fruit and yogurt or a little bit of chocolate.

- 1 What does a "balanced diet" mean? *A balanced diet means eating the right amount of everything.*
- 2 What are the three most important food types? \_\_\_\_\_
- 3 What is the food type we should only eat a small amount of? \_\_\_\_\_
- 4 What kind of food is pasta? \_\_\_\_\_
- 5 What protein can you eat if you don't eat meat? \_\_\_\_\_
- 6 What should you only put a little bit of on bread? \_\_\_\_\_

## 2 Discuss the questions with your partner. Then research and present.

- 1 Which food group do you eat the most of?
- 2 Is there any food group you should eat more of? Which one, and why?
- 3 How similar or different is your diet to a healthy diet?

## 1 Play and answer.

 <p><b>Start / Finish</b></p>	<p><b>1</b> Mention three DON'Ts of a balanced diet.</p>	<p><b>2</b> Give your partner advice on how to make your favorite snack.</p>	<p><b>3</b> Tell your partner what foods to eat if they don't eat meat.</p>
<p><b>7</b> Write your top five tips for making snacks.</p>	<p><b>6</b> Tell your partner something they shouldn't do when cooking.</p>	<p><b>5</b> Name two senses we use with food.</p>	<p><b>4</b> Give your partner five healthy eating tips.</p>
<p><b>8</b> Say four actions you do while cooking.</p>	<p><b>9</b> Answer. Which ingredient did everyone love in Layla's cookies?</p>	<p><b>10</b> Mention three DOs of a balanced diet.</p>	<p><b>11</b> Answer. Where in the kitchen can you prepare food and mix ingredients?</p>
 <p><b>Return</b></p>	<p><b>14</b> Explain why breakfast is important.</p>	<p><b>13</b> Answer. What are the three most important food groups?</p>	<p><b>12</b> Tell your partner what they can make if they want a healthy snack.</p>

## Project



### Create a pancake recipe.

- Brainstorm different ingredients you like.
- Decide which ones you can use with pancakes.
- Write the list of ingredients you will use and draw them.
- Write and draw the recipe.
- Present your recipe to the group.



# 5 Storylines

Let's watch a movie!

PART

2

رابطة الدرس الرقمي



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1 5.1 Listen, point, and check (✓) or cross (✗) the types of stories the speakers like or dislike.

2 5.2 Listen, point, and say.

## Movie Deluxe



animation



western



mystery



comedy



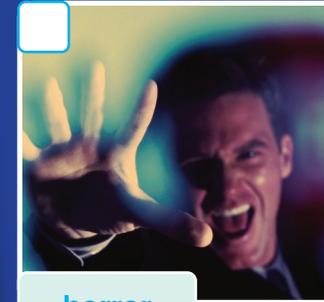
cartoon



documentary



drama



horror



sci-fi



play



musical



thriller

Click to read the **plot**.

What happens in the story...

5 58

What's your favorite kind of story?

TopGoal\_2\_Combo\_SB\_Unit\_5.indd 58

15/04/25 3:01 PM



### 3 Look and write.



1 People sing in musicals.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_

### 4 5.3 Read and listen. Circle the types of stories.

*Chorus*

I have a story to tell.  
What kind of story?  
I have a story to tell.  
Tell us your story.

Is it a mystery  
with detectives and a twist in the plot?  
Is it a comedy  
to make us laugh a lot?  
Is it a sci-fi  
with astronauts in space?  
Is it a musical  
that puts a smile on your face?

*Chorus*

Is it a cartoon  
with pictures drawn by hand?  
Or a 3D animation  
in a computer-made land?  
Is it a horror story?  
Will it make me scream?  
Or a thriller,  
will I see monsters in my dreams?

*Chorus*

### 5 5.4 Listen again and chant.

### 6 Discuss the questions with your partner.

- Which kinds of stories do you like or dislike? Why?
- Do you have a favorite story? Which is it?



## 1 Read the chart.

Past Progressive		
Subject + <i>Was/Were (Not) + Verb +ing</i>		
✓	I <i>was watching</i> (watch) a movie!	They <i>were screaming</i> (scream) during the horror movie.
✗	We <i>were not singing</i> (not sing) in the musical.	She <i>was not watching</i> (not watch) a play.
<i>Was/Were + Subject + Verb +ing</i>		
?	<i>Were</i> you <i>enjoying</i> (enjoy) the cartoon?	Why <i>was</i> he <i>acting</i> (act) in a western?
<i>Yes/No, + Subject + Was/Were(n't)</i>		
Short answers	Yes, I <i>was</i> .	No, they <i>weren't</i> .

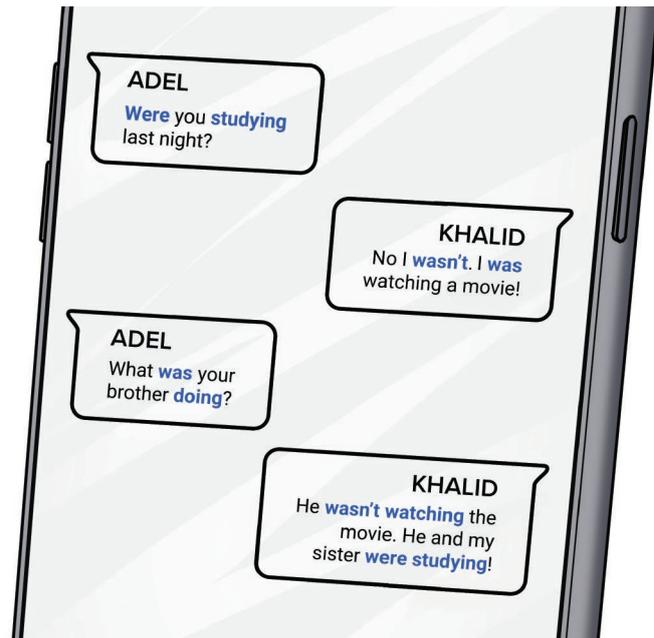
## 2 Read and circle.

- 1 These sentences are about the **past / present / future**.
- 2 They mention **short / long** actions.
- 3 The actions are **finished / still happening** now.

## 3 Read and match.

**-ing    was    question    were**

- 1 We use \_\_\_\_\_ for *I, he, she, it*.
- 2 We use \_\_\_\_\_ for *you, they, we*.
- 3 We add \_\_\_\_\_ to the end of the action.
- 4 We use *Was/Were* at the beginning of a \_\_\_\_\_.





4 Read and complete.



<sup>1</sup> Hi! Why didn't you answer when I called (call) yesterday?  
<sup>2</sup> I'm sorry! I \_\_\_\_\_ (watch) a movie!  
<sup>3</sup> Oh great! What \_\_\_\_\_ you \_\_\_\_\_ (watch)?  
<sup>4</sup> An old sci-fi movie. But I \_\_\_\_\_ really \_\_\_\_\_ (not enjoy) it.  
<sup>5</sup> Why \_\_\_\_\_ you \_\_\_\_\_ (call)?  
<sup>6</sup> Oh, I \_\_\_\_\_ (work) on my project and needed some help.  
<sup>7</sup> My project group \_\_\_\_\_ (not help) me.  
<sup>8</sup> Oh, no! What \_\_\_\_\_ they \_\_\_\_\_ (do)?  
<sup>9</sup> They \_\_\_\_\_ (watch) a sci-fi movie, too!



5 Look, find, and write.

- 1 You / cover / ears  
You were covering your ears.
- 2 They / buy / tickets / musical  
\_\_\_\_\_
- 3 She / walk / path  
\_\_\_\_\_
- 4 He / read / fairy tale  
\_\_\_\_\_
- 5 We / talk / phone  
\_\_\_\_\_
- 6 \_\_\_\_\_



6 Play a game with your partner.

- Ask your partner: "What were you doing at ... o'clock?"
- Your partner acts out what they were doing.
- You guess.

Show me. What were you doing at 6 o'clock?

Oh, I know! You were sleeping.

Yes, I was.





## 1 Look at the picture. Guess which words might be in the story.

school

presentation

exercise

agree

bookcase

mystery

dinner

dog

plot

reading

fairy tale

story

pizza

## 2 Listen, read, and answer the questions.

### The Book Presentation

Connor and Kai were arguing. They only had two days until their presentation, and they couldn't agree on a book to present.

"I was reading this one last summer – it's a fairy tale. The plot is ..." started Kai.

"No, no," said Connor. "I don't want to present a fairy tale. What about this musical I was watching last night?" Kai took a deep breath. "But we're supposed to present a book," said Kai. "Not a musical, or a play, or a movie."



But Connor didn't like books. He preferred watching movies.

"I have an idea," said Kai. He took out a book from the bookcase and showed it to Connor.

"I was reading this book last year. Do you remember I was talking about it all the time? It's about a real-life mystery, and there is a documentary about it. You should watch the documentary and see what you think." Connor looked at the cover. He liked mystery movies, and he liked documentaries. He decided to try it.

When Connor came to school the next day, he was smiling.

"I loved the documentary!" he said when he saw Kai. "When I was watching it, I decided to read the book – I was reading it all night!" Connor took out three more books from his backpack and showed them to Kai. "I found a drama about the same story, and there is a cartoon, too!"

Kai was happy they found a book that Connor was interested in. "I think our presentation will be great!" he said.

- 1 What were Kai and Connor doing for homework?
- 2 Why weren't Kai and Connor happy at the start of the story?
- 3 Why do you think it says, "Kai took a deep breath"?
- 4 What was Connor doing the night before?
- 5 What did Kai ask Connor to do?
- 6 Why was Connor smiling when he got to school?
- 7 How do you know that Connor was getting excited about the project?

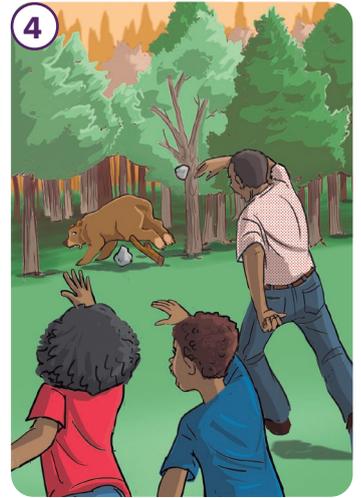
### Social and Emotional Learning

#### Discuss the questions with your partner.

- 1 How well do you work with others?
- 2 What are you good at?
- 3 What do you still need to learn?
- 4 How can you help others succeed?



## 1 5.6 Look and predict the story. Then listen and check.



## 2 5.7 Listen again and write *T* (true) or *F* (false).

Correct the false sentences.

- 1 Liliana was telling a comedy story.  *F*  
Liliana was telling a fairy tale.
- 2 The story started in Jayden's house.
- 3 Jayden was going to visit his dad, who was sick.
- 4 When Jayden was walking in the forest, a bear was talking on the phone.
- 5 Jayden got to Victoria's house and found the bear in her bed.
- 6 Jayden was talking to the bear on the phone.
- 7 The bear was sick.
- 8 Jayden found the bear in the forest with Victoria's phone and hat.
- 9 The bear scared the family away.

## 3 Discuss the questions with your partner.

- 1 Do you recognize the story?
- 2 Which fairy tale is it similar to?
- 3 What is similar? What is different?



1 5.8 Listen, look, and number the tips.

## Making Your Storyboard

Who are your **characters**?



When do they **appear** in the story?

How do they **feel**?

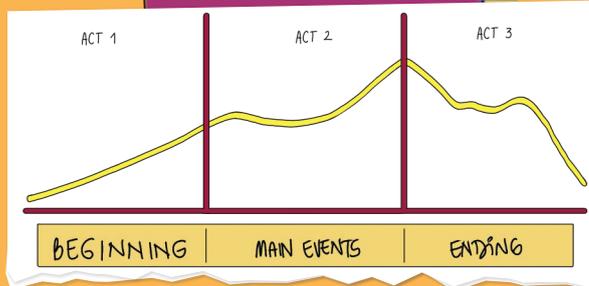


What do they do?



There are 3 **acts**.

1



2 5.9 Listen, point, and say.

3 Read and complete with words from Exercise 1.

I <sup>1</sup> \_\_\_\_\_ well now, but the story and its <sup>2</sup> \_\_\_\_\_ are scary. The worst <sup>3</sup> \_\_\_\_\_ is the one with kids <sup>4</sup> \_\_\_\_\_ in the park. First, they <sup>5</sup> \_\_\_\_\_ to sleep there, but when the animals <sup>6</sup> \_\_\_\_\_, they <sup>7</sup> \_\_\_\_\_ they were at home in their beds.

4 Read, act and check.

- Tell a short story.
- Use as many new words as possible.
- Compete against your classmates.



## 1 Read and discuss the chart.

Making Suggestions		
<i>Why don't</i> + Subject + Verb (Base Form)	<i>How about</i> + Verb (+ing)	<i>What about</i> + Verb (+ing)
Why don't you <i>tell</i> me about your characters?	How about <i>ending</i> the story with a fight?	What about <i>asking</i> the teacher for help?
Why don't we <i>talk</i> about the ending?	How about <i>drawing</i> a storyboard?	What about <i>changing</i> a famous fairy tale?

## 2 Read and match.

Ian



Why don't we draw a storyboard?

Matt



What about writing a story about us?

Jon



How about making a comedy?

- Ian, Jon, and Matt are ...
- We use *Why don't we* before ...
- We use *How/What about* before ...

- an action in the base form.
- an action with *-ing*.
- making suggestions.

## 3 Order the words to make sentences.

1 don't / work / Why / ? / our / storyboard / on / we  
Why don't we work on our storyboard?

3 inviting / my / sister / ? / about / What  
 \_\_\_\_\_

5 the / about / ending / ? / How / song / with / a / musical / beautiful  
 \_\_\_\_\_

2 meeting / ? / house / How / at / my / about  
 \_\_\_\_\_

4 house / come / I / ? / Why / your / don't / to / instead  
 \_\_\_\_\_





## 1 Look and discuss the questions with your partner.

- 1 Where might you find this text?
- 2 What do you think it is about?
- 3 Who do you think it is for?



## My Movie Thoughts

### My Favorite Movie Scenes

Welcome again to my movie blog, where I share everything I love (and hate!) about movies. Why don't we get started? Today, I'm talking about my favorite movie scene. Yesterday I was watching a new comedy. My favorite **comedian** was playing one of the characters – he was making me laugh so much! I decided my favorite scene was when the character was whispering a big secret, but a microphone was switched on and everybody was listening! The great thing about this scene was that we were watching the disaster happen, but the character didn't know. Everyone in the movie theater was laughing and shouting at the character – of course he couldn't hear us. I didn't want the movie to end! One thing I didn't like was the other **actors** – they were **acting** badly. But it was still a great film.

What about discussing the new **documentary** about a real-life **mystery**? Well, I didn't enjoy it as much as I thought I would. It's great they were trying to **document** an important event, but I didn't feel excited by it. Sure, the plot was **mysterious**, but I didn't understand what was going on. It was strange. By the second half, I wasn't watching anymore. So, those were my thoughts – why don't you write a comment to tell me what you think?



## 2 Read and complete.

- 1 The text is part of *a blog about movies* \_\_\_\_\_.
- 2 This entry discusses \_\_\_\_\_.
- 3 Yesterday the author watched \_\_\_\_\_.
- 4 In her favorite scene, \_\_\_\_\_.
- 5 To show she liked it, the author used words and phrases like \_\_\_\_\_.
- 6 To show she was excited, she used punctuation like \_\_\_\_\_.
- 7 To show she didn't like some scenes, she used words and phrases like \_\_\_\_\_.
- 8 She didn't like the documentary because \_\_\_\_\_.
- 9 We know the author didn't see the end because \_\_\_\_\_.

## 3 Discuss the questions with your partner.

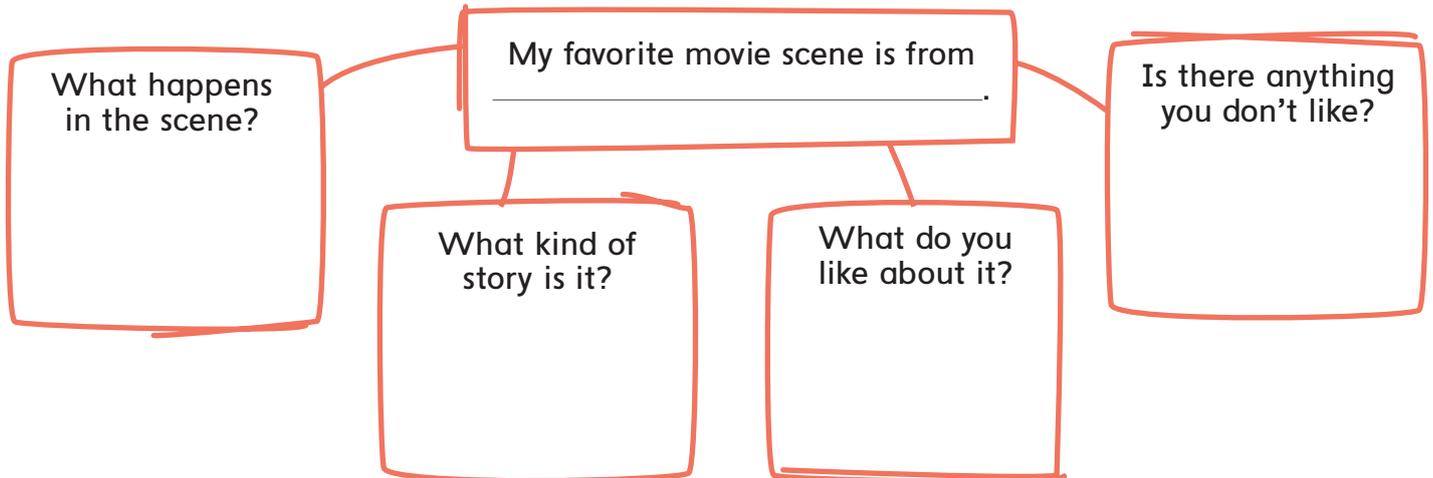
- 1 Do you have a favorite movie scene?
- 2 What happens in it, and why is it your favorite?
- 3 How did you feel when you were watching it?



**1 Find the words in the text on page 66. Complete the chart using a dictionary.**

Word	Word Class	Meaning
1 comedy	<i>noun</i>	<i>a type of story that makes you laugh</i>
2 comedian		
3 documentary		
4 document		
5 mystery		
6 mysterious		
7 actor		
8 act		

**2 Write and draw.**



**3 Write your blog post.**

My blog
🔍 🏠

## My Favorite Movie Scene

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**Useful Expressions**

Why don't we ...

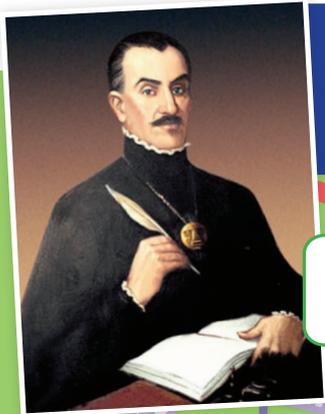
What I loved was ...

The great thing about ...

One thing I didn't like was ...

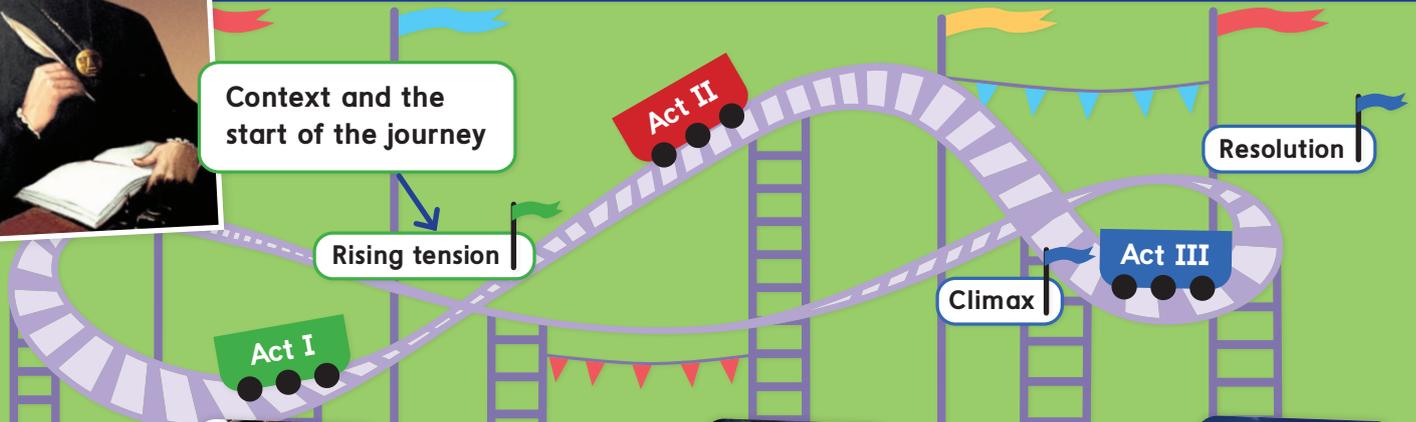


## 1 Look, read, and complete the graphic organizer.



### The Writing Roller Coaster

Storytellers are always finding new ways to tell a story. No matter the genre, writers in the past used the same three-act structure that writers use today. Read and learn more.



#### Act I

In the first act, we met the main character and their world. How was the character living before their journey began? What were their dreams and wishes? This act was like getting ready for an adventure.



#### Act II

In the middle, act 2, there was more action. The main character was facing more obstacles and enemies were appearing. Maybe they were lying on a beach before something terrible happened. In horror movies, the characters were feeling more scared. The tension was rising.



#### Act III

In all the stories, the third act had the most important event. This is called the climax. Singers were singing the most exciting songs in musicals, and cowboys were fighting big battles in westerns. After the climax, came the resolution. That's when we learned how the characters were living after their adventure.



1 Number of acts:

*There are normally three acts in a story.*

2 The shape is like:

3 In the first act:

4 In the second act:

5 The climax:

6 The resolution:

## 2 Remember, plan, and present.

Story Name:	
Type of story	
Characters	
Act I	What happens?
Act II	What happens?
Act III	What happens?

My story is called ... In the first act of this story ...



**1 Play and answer.**

 <p><b>Start / Finish</b></p>	<p><b>1</b> Name four kinds of stories.</p>	<p><b>2</b> Tell your partner what you were doing at 5p.m. yesterday.</p>	<p><b>3</b> Give your partner a suggestion on how to study for an exam.</p>
	<p><b>7</b> Write three sentences about a movie scene you love.</p>	<p><b>6</b> Ask your partner what they were doing last Saturday afternoon.</p>	<p><b>5</b> Complete the actions characters can do: w_ _ _ _ _ w_ _ _ _ d_ _ _ _ _</p>
<p><b>8</b> Answer.  What can you draw to plan a story?</p>	<p><b>9</b> Answer.  Who called Jayden on his phone?</p>	<p><b>10</b> Write three sentences about a book you dislike.</p>	<p><b>11</b> Answer.  What are the people in stories called?</p>
 <p><b>Return</b></p>	<p><b>14</b> Ask your partner: What's your favorite type of story? Suggest a movie for them to watch.</p>	<p><b>13</b> Answer.  What two events happen in the third act of a story?</p>	<p><b>12</b> In the movie blog, what is the blogger's favorite scene?</p>

**Project**



**Create a movie poster.**

- Create a story and design the characters.
- Write about the characters, including things like their special abilities, skills, and personality.
- Find movie posters that you like and say why you like them.
- Design a poster about your story and characters.
- Draw, color, and write on your poster.
- Show your poster to your class.



# 6

# Outdoor Activities

Riley goes on a camping trip.

رابطه الدروس الرقميه



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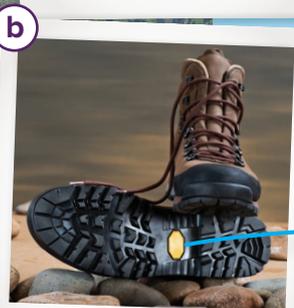
1 6.1 Listen, point, and match the items to the activities.

2 6.2 Listen, point, and say.

## The Great Outdoors!



fishing rod



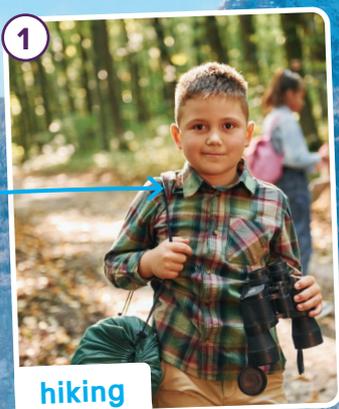
hiking boots



canoe



sleeping bag



hiking



camping



surfing



canoeing



climbing



fishing



surfboard

What activities do you do outside?





### 3 Look and write sentences.



1 I wear hiking boots.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_

### 4 6.3 Read and listen. Circle the activities. Underline the items.

*Chorus*

What do you do in the great outdoors?  
What do you do in the great outdoors?  
What do you do in the great outdoors?  
In the great outdoors.

*Chorus*

I like to go fishing by the river  
so I take my fishing rod.  
Or I go surfing on the waves  
and try out my new surfboard!

I like to go climbing in the mountains.  
Don't forget to wear a helmet!  
Or go canoeing on the lake.  
Careful! You might get wet!

*Chorus*

### 5 6.4 Listen again and chant.

### 6 Discuss the questions with your partner.

- 1 Which activities do you want to try? Why?
- 2 Which activities can make you tired, scared, or bored?
- 3 Do you prefer activities you do outdoors or at home? Why?



## 1 Read the chart.

Simple Past		Past Progressive
Used for short, finished actions in the past.		Used for long, sometimes interrupted actions in the past.
Subject + Verb (Simple Past)		Subject + Was/Were + Verb + -ing
✓	I <b>saw</b> a bear!	They <b>were hiking</b> in the forest.
✗	I <b>didn't know</b> what to do!	She <b>wasn't reading</b> the map.
(Question Word) <b>Did</b> + Subject + Verb (Base Form)		(Question Word) <b>Was/Were</b> + Subject + Verb + -ing
What did you do? <b>Did</b> you run away?		Where <b>were</b> they going? <b>Was</b> she <b>wearing</b> hiking boots?
Yes, I <b>did</b> ! / No, I <b>didn't</b> !		Yes, she <b>was</b> . / No, she <b>wasn't</b> .

## 2 Read and choose the correct option.

I **was lying** in my tent, and I **heard** a bear!

**Were** you **sleeping** when you **heard** it? Maybe you **were dreaming**!

No, I **wasn't sleeping**.

Well, I **didn't see** a bear.

- The actions of sleeping and lying are **short / long** actions.
- The actions of seeing and hearing a bear are **short / long** actions.
- The actions happened at **different times / the same time**.
- The short action **interrupted / didn't affect** the long action.



3 Underline the actions. Then write them in the table.

When I was fishing in the lake, I heard a strange sound from under the water. I thought it was a shark! I was looking around, trying to see the shark, but I couldn't see anything. I decided to call my dad on my cell phone for help. I was waiting for him to answer when I felt the boat move! Then I saw my sister come out of the water. She was swimming and trying to scare me!

Long Actions	Short Actions
<u>was fishing</u>	<u>heard</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 Read and complete.



<sup>1</sup> Hey! How was your trip? Did you have (have) fun?  
<sup>2</sup> Yeah! We \_\_\_\_\_ (hike) for three days! I \_\_\_\_\_ (get) very tired, but it was a lot of fun.  
<sup>3</sup> Wow! That sounds tiring! What \_\_\_\_\_ you \_\_\_\_\_ (wear) on your feet?  
<sup>4</sup> I \_\_\_\_\_ (wear) hiking boots, so my feet \_\_\_\_\_ (not hurt).  
<sup>5</sup> That's good. I bet it \_\_\_\_\_ (be) cold at night!  
<sup>6</sup> It was! But I \_\_\_\_\_ (sleep) in a sleeping bag, so I kept warm.  
<sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) fishing?  
<sup>8</sup> Yes! And I \_\_\_\_\_ (catch) a huge fish!



5 Write complete sentences.

- 1 We / sleep / tent / four days. We were sleeping in a tent for four days.
- 2 Mom / hike / mountains / saw / snake. \_\_\_\_\_
- 3 I / learn / how / to climb / yesterday. \_\_\_\_\_
- 4 She / fall / but / she / wear / helmet. \_\_\_\_\_

6 Tell a story with your partner.

- Start a story with one sentence.
- Your partner continues the story.
- Use a long and short action in each sentence.

I was camping, and I saw a bear.



It was walking toward me, so I screamed.



## 1 Look at the pictures and discuss the questions.

- 1 Where do you think the girl went?
- 2 Do you think she had a good time? Why?

### The School Camping Trip



Riley was feeling nervous about her school's camping trip. She was excited about using her new hiking boots and meeting new friends, but she couldn't sleep. She was thinking about her biggest fear.

Riley's dad was preparing breakfast when she came down the stairs the next morning with her tent and sleeping bag.

"They're going to laugh at me," she said. "They'll know I'm afraid of the dark!" Her dad handed her a climbing helmet. "Why don't you show them your special ability?" he asked.

Riley was always climbing. She started climbing trees when she was three, and she loved it. She was taking rock climbing classes and practiced at the climbing center twice a week. She could climb faster than anyone she knew!

Riley arrived at the campsite and set up her tent. She put on her hiking boots and took her helmet out of her bag. Some of the kids were canoeing and others were hiking. She went with the hiking group and found some rocks. They looked perfect for climbing.

She put on her helmet and ran to the rocks.

She was climbing so quickly. Everyone was impressed! They wanted her to show them how she did it.

Back at the campsite, Riley was so happy. When night came, she didn't even notice the dark.



## 2 Listen and read the story. Correct the sentences and number them 1–7.

- a Riley told her dad that she was afraid of spiders.
- b At the campsite, Riley joined the group that was canoeing.
- c Riley was feeling nervous about her fishing trip.  
Riley was feeling nervous about her camping trip.
- d Riley noticed the dark at the campsite.
- e Riley was climbing trees while the other kids were hiking.
- f Her dad gave her some hiking boots.
- g Everyone was bored by Riley's climbing.

  
  
 1 

### Social and Emotional Learning

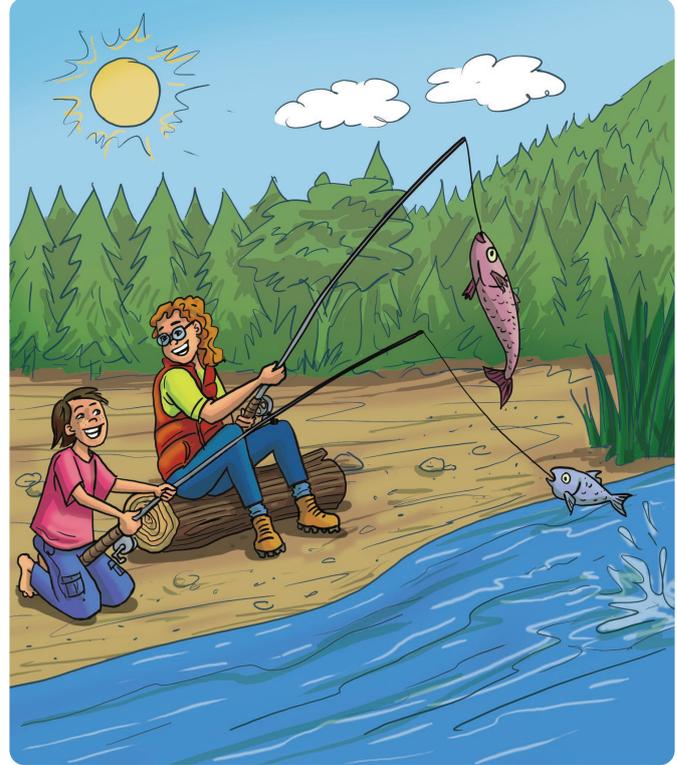
Discuss the questions with your partner.

- 1 What is your worst fear?
- 2 What do you do when you feel scared or nervous?
- 3 How can you manage your feelings when you are scared, nervous, or angry?



## 1 Look and discuss the questions.

- 1 Where did Luke go on the weekend?
- 2 Do you think he had a good time? Why or why not?



## 2 Listen and write notes.

	What was the weather like?	What happened?
Friday	1 <i>It was raining.</i>	2 <i>He went hiking.</i>
Saturday	3	4
Sunday	5	6

## 3 Talk about a trip in the outdoors.

- 1 Where and when did you go?
- 2 What did you do?
- 3 Where did you sleep?
- 4 What was the weather like?
- 5 How did you feel about the trip?





1 6.7 Look, listen, and circle the picture that isn't of Olivia.

## Grandma Olivia's Memories!

mountain biking

backpacking  
backpack  
flashlight

life jacket  
raft  
rafting

horseback riding

campfire  
hot dog

2 6.8 Listen, point, and say.

3 Look and write.



1 We were sitting in the raft and eating hot dogs.

2 \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_



## 1 Read the chart.

When and While with Simple Past and Past Progressive	
She was taking photos <i>when</i> we saw her.	<i>While</i> we were camping, we met lots of people.
We didn't see any fish <i>when</i> we got in the canoe.	Did he fall <i>while</i> he was climbing?
<i>When</i> they arrived, they set up the tents.	I was wearing my life jacket <i>while</i> I was rafting.

## 2 Read and correct the underlined parts of the sentences.



We were eating hot dogs while we were rafting. I was looking at the water when my sandwich fell in.



What were they doing when you saw them?

While I was hiking, they were climbing and taking photos.

- 1 These sentences describe actions that happen at different times.
- 2 We normally use *while* before short actions.
- 3 We use *when* before long actions.
- 4 We use *when* and *while* at the beginning or at the end of the sentence.

## 3 Reorder the words to make sentences.

- 1 ate / sitting / while / we / were / We / hot dogs / . / around / campfire / the  
We ate hot dogs while we were sitting around the campfire.
- 2 it / dark / . / set up / when / got / I / campfire / the  
\_\_\_\_\_
- 3 canoeing / horseback / Were / ? / you / we / while / riding / were  
\_\_\_\_\_
- 4 fell / wearing / . / When / helmet / I / off / my / , / I / was / the / bike  
\_\_\_\_\_
- 5 took / , / camping / flashlight / a / went / we / When / I / .  
\_\_\_\_\_





## 1 Look at the pictures and title, and discuss the questions.

- 1 What do you think the blog post is about?
- 2 What do you know about being safe outdoors?

Adventures  
in the Outdoors!

### Outdoor Safety by Sebastian Martinez

Hi, everyone! Today I'm talking about outdoor safety.

Last week, we had an outdoor **training** day at the youth center. We learned how to stay safe in the outdoors when **camping**, climbing, surfing, and doing other activities. The trainers' stories were really interesting!

While some of us were learning about camping trips and hiking, others were learning about water safety. The trainer said nobody should do an activity without the right equipment, like **hiking** boots or helmets. While the trainer was explaining this, I remembered that when I was younger, I learned mountain **biking**. One day, I was biking down a hill when I fell off! I wasn't wearing a helmet when I fell, so I hurt my head. You should always wear a helmet for mountain biking, climbing, horseback riding, and rafting.

The trainer also taught us how to put up a tent. My friend wasn't listening, so he didn't put the tent up properly and it fell down. The trainer told us that once she was hiking and camping in the forest. She was eating hot dogs, when she heard a bear! She ran into the tent and stayed quiet. She wasn't using the flashlight, and the bear didn't see her, so she was safe.

It was a great day! We learned important information while we were having fun, and now we can go into the outdoors and be safe!

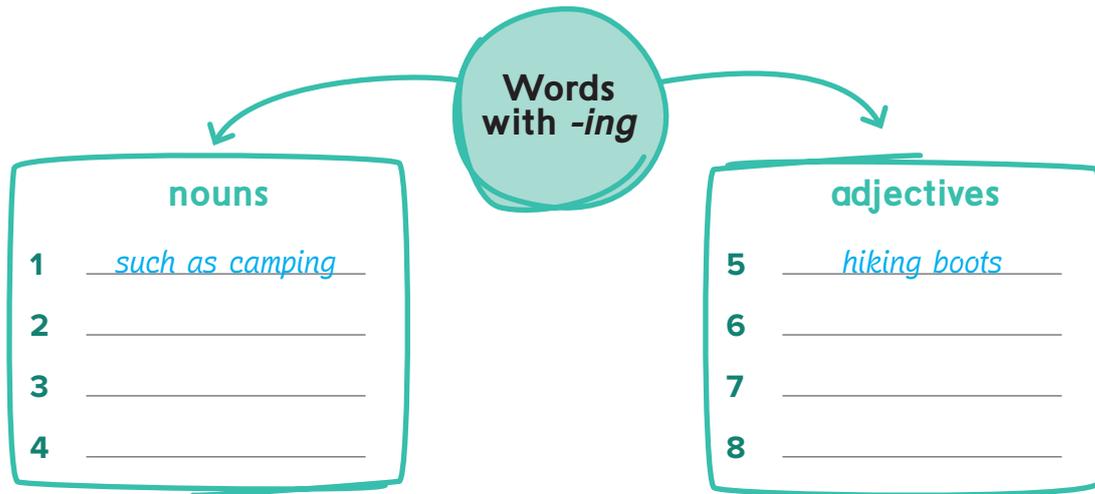
## 2 Read the text and write **F** for facts and **O** for opinions.

- 1 The topic of the blog post is important.
- 2 The outdoor training day took place last week.
- 3 The writer had fun, and the trainers told interesting stories.
- 4 Nobody should do an activity without the right equipment.
- 5 The writer's friend's tent fell down.
- 6 It was a great day.

## 3 Discuss the questions with your partner.

- 1 What do you know about safety in outdoor activities?
- 2 What did you learn from this blog post?

1 Look and complete the mind map.



- such as **camping**
- mountain **biking**
- hiking** boots
- a **fishing** rod
- a **sleeping** bag
- go **surfing**
- outdoor **training** day
- learn **canoeing**

2 Fill out the graphic organizer with information about outdoor safety.

	Safety Fact	My Experience	Drawing
1	<i>Always wear a helmet when ...</i>		
2		<i>When I learned mountain biking, I ...</i>	
3			

3 Write a blog post about outdoor safety.

*Outdoor Safety*

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- Useful Expressions**
- While I was ...
  - It's important to ...
  - You should/had better ...



That's a forest ...

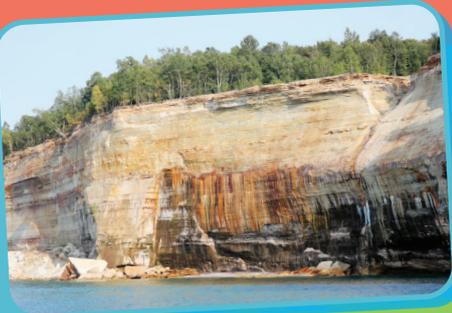
## 1 Look at the pictures and answer the question.

What words do you know to describe a landscape?

## 2 Read the text and complete the notes.

# Landscapes

A **landscape** is everything you can see outdoors. Read on to learn about the different landscapes we visited this summer.



A **cliff** is where the land stops and there is a drop to the water or land below. While we were looking at the sea from the top of the cliff, I got scared and moved back. Some people were climbing up the cliff with helmets, ropes, and climbing equipment.



Get your hiking boots on and go hiking in the **forest**—a place full of trees! While we were backpacking through this forest in the **mountains**, we saw and heard some wild animals. When we got to the river, we saw some people with fishing rods. Be careful making a campfire in a forest!



**Deserts** are areas with almost no water, so you have to take lots with you! They can be very hot in the day and very cold at night. While we were hiking through the desert, we got very thirsty and we also had to put lots of sunscreen on!

## 3 Research and present.

I am going to talk about ...  
This landscape feature is ...

Landscape feature	
What it is	
Where it is found	
What you can do there	
Important information (safety, recommendations, etc.)	

- Cliffs are *where the land stops and there is a drop* \_\_\_\_\_
- Cliffs can be \_\_\_\_\_
- At a cliff, you can \_\_\_\_\_
- A forest is \_\_\_\_\_
- In a forest, you can find \_\_\_\_\_
- Deserts are \_\_\_\_\_
- A desert at night can be \_\_\_\_\_

**1 Play and answer.**

<p><b>Start / Finish</b></p>	<p><b>1</b> Write six different outdoor activities.</p>	<p><b>2</b> Tell your partner what you were doing on the weekend.</p>	<p><b>3</b> Use the word “when” to describe what happened on an outdoor trip.</p>
<p><b>7</b> Write about an outdoor trip you went on.</p>	<p><b>6</b> Use the word “while” to describe two long actions that happened at the same time.</p>	<p><b>5</b> Answer. What items do you need for camping, climbing, and fishing?</p>	<p><b>4</b> Say three short actions you did this morning and one long action you were doing this morning.</p>
<p><b>8</b> Answer. What problem did Sebastian have when biking?</p>	<p><b>9</b> Answer. Why was Riley worried about the trip?</p>	<p><b>10</b> Name three landscapes and describe them.</p>	<p><b>11</b> Name three outdoor activities you want to try and three you don't want to try.</p>
<p><b>Return</b></p>	<p><b>14</b> Say what you ate for dinner yesterday.</p>	<p><b>13</b> Use these words in a sentence as adjectives: <i>hiking, fishing, and sleeping.</i></p>	<p><b>12</b> Ask your partner what they were doing at a specific time, using “while.”</p>

**Project**



**Create a travel brochure.**

- Look at examples of travel brochures.
- Notice and discuss what information they have.
- Decide what you want to advertise in your brochure.
- Write about different activities and draw them.
- Create your own brochure and add pictures to make it attractive.



# 7

# Trips

## James goes on a trip!

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1 Listen, point, and order the steps.

2 Listen, point, and say.



terminal



platform



subway

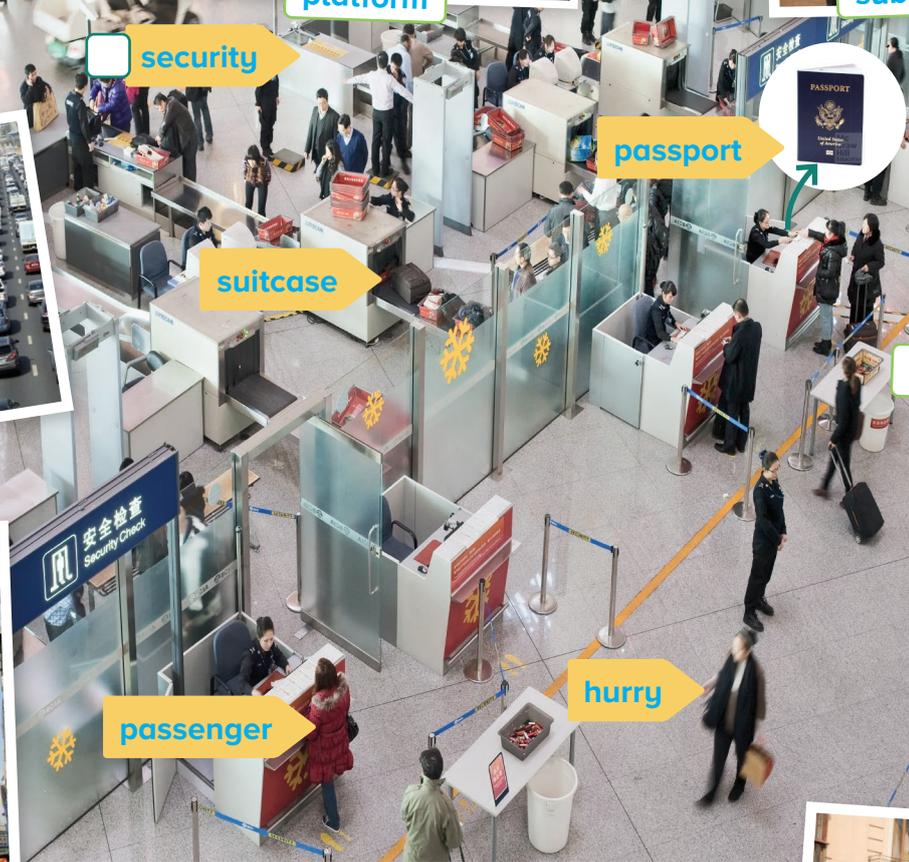


taxi

1



traffic



security

passport

suitcase

railroad

passenger

hurry



station



tour



What different ways to travel do you know?



### 3 Look and write full sentences.



1 *Put everything in a suitcase.* 2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_

### 4 Listen, read, and choose the correct option.

We are going on a trip around the world.  
How are we going to travel?  
We are going on a trip around the world.  
Come on! Let's all travel the world!

Let's take a <sup>1</sup>taxi / terminal.  
I hope we don't hit traffic!  
We might have to <sup>2</sup>hurry / tour.  
Let's go, go, go!

Get to the <sup>3</sup>station / security,  
For the subway or the railroad.

Hurry to the <sup>4</sup>depart / platform.  
We don't want to go slow!

Pack up your <sup>5</sup>suitcase / passport.  
Let's go to the airport!  
We're going through <sup>6</sup>platform / security.  
Let's go, go, go!

We are going on a trip.  
Don't forget your passport!  
Hurry to the gate.  
We don't want to go slow!

### 5 Listen again and chant.

### 6 Discuss the questions with your partner.

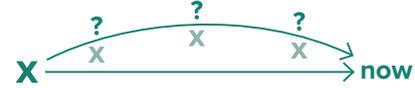
- 1 How often do you use a taxi, subway, or the railroad?
- 2 What is your favorite way to travel and why?



## 1 Read the chart.

### Present Perfect Simple

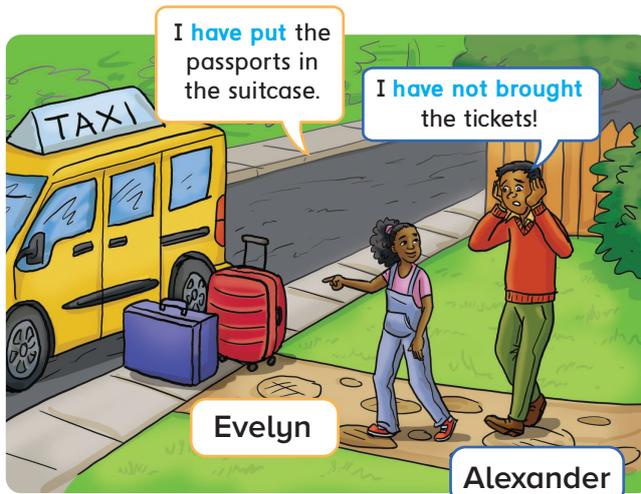
We use the Present Perfect to describe experiences or actions that started in the past and continue now. We can also use it to describe actions in the past that have a result in the present. The time the action happened is not specified.



### Subject + *Have/Has* + Verb (Past Participle)

✓	I <i>have visited</i> the beach.	He <i>has called</i> the taxi.	We <i>have bought</i> the tickets.
✗	You <i>have not traveled</i> on an airplane.	We <i>have not taken</i> a tour before.	He <i>has not packed</i> his suitcase.

## 2 Read and check (✓) or cross (✗).



Evelyn **has traveled** on the subway before, but she **has not been** on the railroad.

- The sentences describe actions that started in the past and have results now.
- They say when the actions happened.
- Evelyn may travel on the subway again in the future.
- It is impossible for Evelyn to go on the railroad.



**3 Read and complete using the Present Perfect.**

I'm so excited about the trip! I <sup>1</sup> have visited (visit) the beach before, but I <sup>2</sup> \_\_\_\_\_ (not travel) with my friends. We <sup>3</sup> \_\_\_\_\_ (book) subway tickets to the terminal, and we <sup>4</sup> \_\_\_\_\_ (print) our tickets for the airplane. My friend <sup>5</sup> \_\_\_\_\_ (not buy) a swimsuit, so we might buy one when we get there. I <sup>6</sup> \_\_\_\_\_ (pack) everything in my suitcase. I'm ready to go. My mom <sup>7</sup> \_\_\_\_\_ (call) a taxi, so I should hurry!



**4 Look and write.**

**Experiences I Have Had**

**Experiences I Want to Have**

YES

- 1 eat / insects  
He has eaten insects.
- 3 travel / train / railroad  
\_\_\_\_\_
- 5 take / tour / city  
\_\_\_\_\_
- 7 ride / taxi  
\_\_\_\_\_

- 2 be / not / airport / security  
\_\_\_\_\_
- 4 not / take / tour / boat  
\_\_\_\_\_
- 6 not / fly / plane  
\_\_\_\_\_

**5 Play a game with your partner.**

- Think of two experiences you have had and one you haven't had.
- Say you have done all of them.
- Your partner guesses which is false.

I have been on a boat, I have traveled on a plane, and I have eaten spiders.

Hmm. I think you haven't eaten spiders.

Correct!



# Story



## 1 Read the story quickly. Choose the main idea.

- 1 James had a bad vacation.
- 2 James had a fun trip.
- 3 James had a difficult start to the vacation.



James is excited about his trip. He hasn't taken a plane before! He has packed his suitcase and his passport. Now he is sleeping.

"Hurry up, James!" his mom shouts. "We've called the taxi, but you haven't eaten your breakfast!" James wakes up. It's late!

Leaving the house, his dad says, "Wait! I've forgotten the tickets." James's dad runs back into the house and comes back with the plane tickets.

"I hope the plane hasn't departed by the time we get there," says James.

At the terminal, the family runs to security and presents their passports. But James's face turns pale. "I can't find my passport."

"Maybe you've left it in the taxi," says his dad. He runs outside. "I've found it!" he shouts, running back. They run through security and onto the plane, just in time. James sits back, relaxed.

James and his family arrive at their hotel. But when James opens his suitcase, he is shocked. "These aren't my clothes!" he shouts. "I've picked up the wrong suitcase!"

## 2 Read and listen to the story. Answer the questions.

- 1 Why is this an exciting trip for James? He hasn't taken a plane before.
- 2 How has James prepared for his vacation? \_\_\_\_\_
- 3 What has happened to James's passport? \_\_\_\_\_
- 4 Why is James shocked when he gets to the hotel? \_\_\_\_\_
- 5 Which paragraphs make you feel anxious? Why? \_\_\_\_\_
- 6 Which paragraphs make you feel relaxed? Why? \_\_\_\_\_

## Social and Emotional Learning

### Discuss the questions with your partner.

- 1 What problems does James have in the story?
- 2 What could James have done to avoid these problems?
- 3 How do you feel after solving problems?



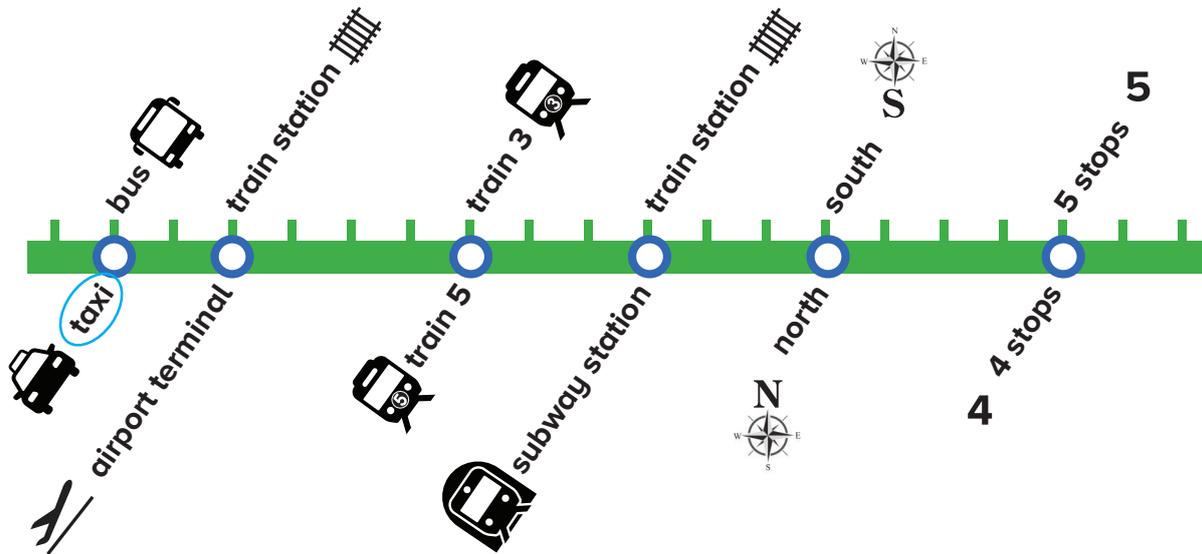
# Listening and Speaking

1 7.6 Look at the picture. Discuss the questions. Then listen and check.

- 1 Where are the people?
- 2 What do you think the dad is saying?
- 3 Where do you think they are going?



2 7.7 Listen again and circle the correct options.



3 7.8 Repeat the instructions with your partner using the picture. Then listen again to check.

4 Discuss the questions with your partner.

- 1 Would you like to travel? How would you feel?
- 2 What kind of transportation have you used?
- 3 What is the most exciting or the scariest trip you have taken?

Would you like to travel?

Yes! I would love to go to the beach! I would feel ...



# Vocabulary



رابطه المدرس الرقمي



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1 7.9 Listen, point, and complete.

2 p.m. ~~3 p.m.~~ 6 p.m. 8 p.m.

Plans to **get away** from the city:

**Take off** 1 3 p.m.

**Arrive** at the hotel 3 \_\_\_\_\_

**Check in** to the hotel

**Plane lands** 2 \_\_\_\_\_

**Eat in or go out?**

Follow **directions** to the hotel

**Check out** of the hotel at \_\_\_\_\_ 4 \_\_\_\_\_ Sunday

**Prepare** activities

**Find out** opening times

Items on the table: THE TOURIST HOTEL, TRAVEL, AIR TICKET, This is your itinerary, AQUARIUM.

2 7.10 Listen, point, and say.

3 Look and write. Use the pictures to help you.



1 *I need to get away—I have prepared a trip!* \_\_\_\_\_

2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



## 1 Read the chart.

Present Perfect with <i>Already</i> , <i>Just</i> , and <i>Yet</i>		
Subject + <i>Have/Has</i> + <i>Already/Just</i> + Verb (Past Participle)		Subject + <i>Have/Has Not</i> + Verb (Past Participle) + <i>Yet</i>
We have <b>just</b> arrived at the hotel. Let's check in!	Most passengers have <b>already / just</b> gotten on the plane.	The plane hasn't departed <b>yet</b> !
That was quick. We have <b>already</b> landed!	I have <b>just</b> seen a suitcase that looks like yours. It's over there!	I haven't found my suitcase <b>yet</b> .

## 2 Read and match.



- a Which sentences describe something that happened very recently? \_\_\_\_\_
- b Which sentence describes something that hasn't happened, but it needs to? \_\_\_\_\_
- c Which sentences describe something that happened earlier than expected? \_\_\_\_\_

## 3 Discuss the topics with your partner.

A food you haven't tried yet.

A movie you have just seen.

A place you have already visited.

A piece of homework you have already completed.

A word one of your classmates has just said.

I haven't tried sushi yet.

I've already tried sushi! It's delicious!





## 1 Look at the pictures and choose the type of text.

1 A blog about forms of transportation

2 A website about different places to visit

**Field Trips For All Schools!**

**Science Museum**

Many schools have already visited this museum, and they have had great adventures! There are talks about how the body works and a room about the railroad. We haven't taken the railroad tour yet, but we have heard that it's exciting! Find out about more activities [here](#).

**How to get there:**

The museum is close to the subway station, so it's best to take the subway.

**Farm**

Our class has just been on this trip to the farm, and we loved it! If you want to get away from the city, this is the perfect activity for you. It has already given many tours to schools, and has prepared many different activities!

**How to get there:**

You can find the farm close to the railroad station. Check the directions on the map.

**Planetarium**

The new planetarium has just opened, and it's the best place to learn about space and the universe. You need to book the tour and check in at reception when you arrive.

**How to get there:**

The planetarium is downtown. It is easy to get to by taxi, but there may be traffic.

## 2 Read the text and check (✓) or cross (X). Correct the false sentences.

- The museum has made this website about field trips.
- People who went on the field trips have made this website.*
- Nobody has visited the science museum yet.
- It is a fact that the railroad tour is exciting.
- The farm has prepared many activities for schools.
- It is an opinion that the farm is close to the railroad station.
- The planetarium has been open for a long time.

## 3 Discuss the questions with your partner.

- What field trips have you been on?
- What was your favorite and least favorite field trip?
- Would you like to go on any of these trips? Why or why not?



## 1 Read and match.

- |         |        |   |
|---------|--------|---|
| 1 take  | a away | i to arrive and register at a hotel or airport        |
| 2 check | b out  | ii to discover a fact or piece of information         |
| 3 go    | c in   | iii to go up in the sky                               |
| 4 get   | d off  | iv to do an activity outside a building               |
| 5 find  | e out  | v to leave a place or routine for something different |

## 2 Imagine a field trip. Write notes.

I imagine ...

They have ...

You can ...

How to get there:

## 3 Write your post about a field trip.

● ● ●
🕒 📄

### My Field Trip!

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### Useful Expressions

I have planned ...

They have just ...

You can ...

The directions ...





## 1 Read, look, and match.

- 1 multiply  c    2 add     3 divide     4 calculate     5 subtract
- a  $9+3=12$     b  $50\div 10=5$     c  $20\times 5=100$     d  $12-2=10$     e all of the above

## 2 Read and complete the sentences.

### Math: Using Basic Calculations

Imagine you have prepared a trip. You need to know how many people are going, how many days the trip lasts, and how much money to take. For this, you need math. Read to find out how to calculate in different situations.

#### Situation 1: Add

You have prepared a field trip to get away from the city. You have invited 9 kids and 3 teachers. **Add** 9 and 3 to make 12 passengers!

The taxi will take 20 minutes, the subway will take 10 minutes, and the walk from the platform to the terminal takes 5 minutes. **Add** these numbers together = 35 minutes!



#### Situation 2: Subtract

Two people have forgotten their passports, so they can't get through security. You have just lost 2 passengers. **Subtract** 2 from 12. You have 10 people!

You haven't arrived yet, and your friends have just asked how long is left. The plane journey is 3 hours, and you have been on the plane for 2 hours. **Subtract** 2 from 3. One hour left!

#### Situation 3: Multiply

You have just checked in at the hotel, and the teacher needs to pay. The room costs \$20, and you have booked the hotel for 5 nights. **Multiply** 20 by 5. The total is \$100.



#### Situation 4: Divide

You have just checked out of the hotel, and you go out to eat. Everyone eats the same food. The bill has come, and the total price is \$50. You want to know how much each person needs to pay. **Divide** 50 by 10. You have worked out that everyone needs to pay \$5.



- 1 To add is to calculate the total of two or more numbers together.
- 2 To subtract is \_\_\_\_\_.
- 3 To multiply is \_\_\_\_\_.
- 4 To divide is \_\_\_\_\_.
- 5 If you have planned a trip with 15 people and you lose 3 travelers, you need to \_\_\_\_\_.
- 6 If you have booked 3 nights at a hotel and each night costs \$10, you need to \_\_\_\_\_.

## 1 Play and answer.

 <p><b>Start / Finish</b></p>	<p><b>1</b> Name three means of transportation.</p>	<p><b>2</b> Tell your partner about an experience you have had.</p>	<p><b>3</b> Tell your partner about a movie you have seen very recently.</p>
<p><b>7</b> Write a description of a plan you have made.</p>	<p><b>6</b> Make sentences using “check in” and “find out”.</p>	<p><b>5</b> Name four places related to travel.</p>	<p><b>4</b> Tell your partner about an experience you haven’t had yet.</p>
<p><b>8</b> Write four actions that a plane can do.</p>	<p><b>9</b> Answer. When James got to the hotel, what did he find out?</p>	<p><b>10</b> Answer. What do you need to do when you arrive at the planetarium?</p>	<p><b>11</b> Answer. What do you do when you arrive at and leave a hotel?</p>
 <p><b>Return</b></p>	<p><b>14</b> Tell your partner about a piece of homework you haven’t done yet, but plan on doing.</p>	<p><b>13</b> Add, subtract, multiply, and divide people and objects in your class.</p>	<p><b>12</b> Tell your partner something you have done that you normally do later in the day.</p>

## Project



### Create a model plane or train.

- Look at photographs of planes and trains.
- Choose one and draw it on a big piece of paper.
- Label the different parts of the plane or train.
- Decide what materials you need to make the model and collect them.
- Make a model using the drawing as a guide.
- Color and decorate your model.
- Present your model to the group.



# 8

# Outfits

Mia makes her own clothes.



- 1 Listen, point, and order the pictures. 2 Listen, point, and say.

Q Search

## Young Fashion Designers!

<p>necklace bracelet earrings ring</p> <p>1</p>	<p>umbrella striped</p> <p><input type="checkbox"/></p>	<p>crown costume</p> <p><input type="checkbox"/></p>
<p>purse belt</p> <p><input type="checkbox"/></p>	<p>brush comb</p> <p><input type="checkbox"/></p>	<p>tie uniform</p> <p><input type="checkbox"/></p>



What clothes do you like to wear?



### 3 Look and write sentences about you.



1 *I've never worn a ring.*



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_

### 4 Read the poem. Circle the accessories and outfits.

Some days I wear a necklace  
 round my neck,  
 and I take out a brush  
 to keep my hair in check.  
 Some days I wear a bracelet  
 round my wrist,  
 or rings and earrings—  
 you get the gist!

If I want to wear a costume,  
 I can wear a crown.  
 And I wear a belt,  
 so my pants don't fall down!  
 I might take an umbrella,  
 striped or plain.  
 Add a tie to my uniform—  
 I never dress the same!

### 5 Read the poem again.

### 6 Discuss the questions with your partner.

- 1 What clothes match your personality or mood?
- 2 Do you like to follow fashion trends or dress in your own style?
- 3 Describe your favorite outfit, and say why it is your favorite.



## 1 Read the chart.

Present Perfect – Questions and Short Answers			
Asking about a single event with a result now.		Asking about the length of time of an unfinished action or state.	
<i>Have/Has + Subject + Verb (Past Participle)</i>		<i>How long have/has + Subject + Verb (Past Participle)</i>	
<i>Have</i> you bought a new umbrella?	<i>Has</i> she tried her new earrings?	How long <i>have</i> you had that purse?	How long <i>has</i> she liked earrings?
Have you <i>brought</i> the brush?	Have you <i>made</i> a costume?	How long have I <i>worn</i> a tie?	How long have we <i>needed</i> an umbrella?
Short Answers			
Yes, I have.		No, he hasn't.	

## 2 Read and answer the questions.



 Ezra=B

---

**Scarlett:** **Have** you **tried** the new uniform? ♡

Reply by **Ezra=B:** **No**, I **haven't**!

**Jose:** **How long have** you **had** that bracelet, Ezra? ♡

Reply by **Ezra=B:** For 3 years! ♥

**SerenityFashion:** **Has** your sister **made** a new belt, too? ♡

Reply by **Ezra=B:** **Yes**, she **has**!

- 1 Who is asking a question about length of time?  
\_\_\_\_\_
- 2 Who is asking a question about a possible action in the past, with a result now?  
\_\_\_\_\_
- 3 Who is giving short answers?  
\_\_\_\_\_

## 3 Read and correct the sentences.

- 1 Questions in the Present Perfect always start with *Have* or *Has*.  
\_\_\_\_\_
- 2 When we give a short answer, we need to say the action word.  
\_\_\_\_\_
- 3 In questions and short answers, we can shorten *have* to 've and *has* to 's.  
\_\_\_\_\_



4 Read and complete.



Hey! I love your earrings! <sup>1</sup> How long have you had (you / have) them?  
 Thanks! I've had them for about a month. <sup>2</sup> \_\_\_\_\_ (you / see) my  
 other ones?  
 Yes, I <sup>3</sup> \_\_\_\_\_! <sup>4</sup> \_\_\_\_\_ (you / buy) a new necklace, too?  
 No, I <sup>5</sup> \_\_\_\_\_. It broke, so I added some new beads.  
 Wow! <sup>6</sup> \_\_\_\_\_ (it / have) the new beads on it?  
 About a week. I like it though! <sup>7</sup> \_\_\_\_\_ (you / try)  
 the new school uniform?  
 No, I <sup>8</sup> \_\_\_\_\_ <sup>9</sup> \_\_\_\_\_ (it / be) on sale?  
 Two months!



5 Look and write questions.



1 (long / have / crown)  
How long have you had  
that crown?



2 (see / new / ring)  
 \_\_\_\_\_  
 \_\_\_\_\_



3 (long / be / broken)  
 \_\_\_\_\_  
 \_\_\_\_\_



4 (buy / new / belt)  
 \_\_\_\_\_  
 \_\_\_\_\_



5 (long / have / holes)  
 \_\_\_\_\_  
 \_\_\_\_\_



6 (you / use / my brush)  
 \_\_\_\_\_  
 \_\_\_\_\_

6 Make a survey. Ask your classmates.

Questions	Answers		
	Name:	Name:	Name:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Have you bought a new tie?



No, I haven't!



# Story



1 Look at the pictures and predict the story. Tell your partner.

I think she will buy a new belt.



I think she won't like her belt.



2 Read and listen to the story. Mark *L* for literal and *F* for figurative language.



## The Belt

Mia was amazed by Nadia's belt. Everyone thought it was the coolest belt ever! It was shiny, colorful, and had a striped design at the front. It even looked good with her uniform! "Have you bought a new belt, Nadia?" Mia asked. "Yes, I have!" Nadia replied. "How long have you had your belt?" she added. Mia looked down. "Oh, about two years," she said. Nadia laughed and walked away. Mia turned red.

Mia went home, angry. "Have you had a bad day at school?" asked her dad. "Yes, I have," she replied. "Nadia has a new belt and she laughed at mine."

Mia's dad looked surprised. "Haven't you made lots of your own accessories? I bet you could make an even better one!" He was right. She had a necklace she made, some earrings and matching bracelets, and the best costumes ever. She decided to make a belt.

The next morning, Mia's friends gasped. "Wow! Have you bought a new belt?" they asked. "No, I haven't," she said with a smile. "I made it."

- 1 Everyone thought it was the coolest belt ever.
- 2 It had a striped design at the front.
- 3 Mia turned red.
- 4 Mia went home, angry.
- 5 Mia's dad looked surprised.
- 6 Mia made the best costumes ever.

### Social and Emotional Learning

Discuss the questions with your partner.

- 1 Is it true that what you wear defines who you are? Why or why not?
- 2 What do your outfits say about your identity?
- 3 How can you avoid judging others by the clothes they wear?



## 1 Look and discuss the questions.

- 1 What can you see in the picture?
- 2 Who do you think the people are?
- 3 Why do you think they are there?



## 2 Listen and complete the sentences.

- 1 Aria designs *accessories and jewelry* \_\_\_\_\_.
- 2 At school, Aria wears \_\_\_\_\_.
- 3 For jewelry, Aria has brought \_\_\_\_\_.
- 4 In the last year, Aria has made \_\_\_\_\_.
- 5 The costume Aria made is \_\_\_\_\_.
- 6 The weather is \_\_\_\_\_.

## 3 Tell your partner about your favorite outfits. Ask them about theirs.

- How long / wear ... ?
- Have / make / own accessories?
- What have / buy / recently?





1 8.5 Listen, point, and match the materials to the accessories.

## In the Workshop

**a** gold

**b** cotton

**c** leather

**d** metal

**e** wool

**f** wood

**g** silver

**h** plastic

**i** silk

**1**

**2**

**3**

**4**

**5**

2 8.6 Listen, point, and say.

3 Read and circle.

There's a great synthetic <sup>1</sup>leather / silver bag with beautiful <sup>2</sup>silk / golden stars on the side I want to buy. The handles are made of <sup>3</sup>metal / spotted that is <sup>4</sup>plastic / silver color. I also found a beautiful <sup>5</sup>wool / silk jumper that looks very warm. It has a nice <sup>6</sup>wool / spotted pattern that goes very well with the bag. You can see it on the <sup>7</sup>wood / cotton table.

4 Look, discuss, and write sentences.

*I can see some leather purses, ...*





## 1 Read the chart.

Be Made of			
Subject + Be + Made of			
✓	The earrings <i>are made of</i> silver.	The brown belt <i>is made of</i> leather and metal.	The rings <i>are made of</i> gold, silver, and plastic.
✗	The spotted tie <i>isn't made of</i> metal.	The striped umbrella <i>isn't made of</i> wood.	The shirts <i>aren't made of</i> wool.

## 2 Read and complete. Then match.

is    be    made    are    be    of

1 We use \_\_\_\_\_ when we talk about the materials that make something.

2 We only change the verb \_\_\_\_\_.

3 We use \_\_\_\_\_ to talk about one thing and \_\_\_\_\_ to talk about many things.



The necklace **is made of** silver.  
The earrings **are not made of** gold.

The brush **is not made of** plastic.  
The shirts **are made of** cotton.

## 3 Reorder the words to make sentences.

- 1 umbrella / is / My / plastic. / spotted / made / of My spotted umbrella is made of plastic.
- 2 and / is / of / wood / comb / made / metal. / This \_\_\_\_\_.
- 3 isn't / Your / made / striped / of / wool. / tie \_\_\_\_\_.
- 4 new / are / earrings / of / These / gold. / made \_\_\_\_\_.
- 5 isn't / made / it's / silk; / made / dress / of / cotton. / This / of \_\_\_\_\_.





## 1 Read the text quickly and answer the questions.

- 1 What do you think the best title is?
  - a The Most Popular Outfits Today
  - b Changes in Fashion Over the Years
  - c The History of Gold
- 2 Why do you think the author wrote this text?
  - a To entertain the reader.
  - b To convince the reader to buy more clothes.
  - c To inform the reader about how fashion changes.

Fashion has changed a lot. Fashion designers think of new designs, and famous people's clothes become popular. We also enjoy old styles that were popular twenty years ago.



### How long have people used rings and necklaces?

Jewelry has been popular for thousands of years. In Ancient Greece, people wore necklaces made of metal and stones. Women in Ancient Greece also wore earrings, bracelets, and rings. Jewelry was made of gold or silver, but not everyone wore jewelry.

### Have people always used combs and brushes?

Combs and brushes have been important for a long time. First, they were made of many materials, like gold, silver, or wood. In 1862, there was an invention: a comb made of plastic. Now, most combs and brushes are made of plastic.



### What materials are clothes made of?

Materials for clothes have changed a lot, too. In the past, people wore clothes made of real fur from animals. Now people protect animals a lot more, so designers have used more synthetic materials in recent years.

## 2 Read the text again and check (✓) or cross (X).

- 1 In Ancient Greece, people didn't wear necklaces.
- 2 Jewelry is made of lots of materials.
- 3 Combs and brushes were invented recently.
- 4 The first ever comb was made of plastic.
- 5 Clothes made of fur are very popular now.
- 6 Designers use synthetic materials now.

## 3 Discuss the questions with your partner.

- 1 What are you wearing and what is it made of?
- 2 How long have you had it?
- 3 What clothes have you stopped wearing recently?

## 1 Look and make words.

Example:

**-tion**  
create creation

**-sion**  
decide decision  
confuse confusion

<p><b>invent</b>      <b>tense</b></p> <p><b>expand</b>      <b>promote</b></p> <p><b>act</b>      <b>divide</b></p> <p><b>instruct</b>      <b>discuss</b></p>	<p><b>-TION</b></p> <p>invention</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>-SION</b></p> <p>tension</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---	---

## 2 Complete the graphic organizer about fashion and the planet.

	Shopping Habits	Materials	Caring for Clothes
1			
2			
3			

## 3 Write a blog post about fashion and the planet.

### Fashion and the Planet

.....

.....

.....

.....

.....

**Useful Expressions**

... take good care of ...

My favorite outfit ...

... is/are made of ...



## 1 Read the text and match the headings to the paragraphs.

- |   |                                   |                                     |   |   |                                |                          |
|---|-----------------------------------|-------------------------------------|---|---|--------------------------------|--------------------------|
| 1 | Expressing identity with clothes. | <input checked="" type="checkbox"/> | c | 4 | Design to help people.         | <input type="checkbox"/> |
| 2 | Are art and design different?     | <input type="checkbox"/>            |   | 5 | The history of art in fashion. | <input type="checkbox"/> |
| 3 | Working together.                 | <input type="checkbox"/>            |   |   |                                |                          |

## Art and Design

**a** People say that we make art to express our identities, and we make designs to help other people. But how have art and design been connected?



**b** Clothes design can be very functional. We can design clothes made of warm materials, like wool, to wear in cold weather. Belts made of leather are strong, and umbrellas made of plastic help keep us dry. But fashion isn't just functional.



**c** Fashion shows us how important art is in our outfits. People want earrings and necklaces that match, or rings made of gold and silver. A striped or spotted tie isn't functional, but it helps the person express their personal style.



**d** But how long has art been part of fashion design? The first clothes were only worn to keep people warm and safe. But soon after, people started designing clothes and accessories to look beautiful. Kings and queens wore crowns made of gold and expensive costumes.

**e** Today, some fashion designers and artists work together to make unique accessories. These include belts made of new materials with incredible silk artwork. You can find umbrellas made of plastic with beautiful prints. Even shoe designers add in their own artistic marks.



## 2 Read the text again and answer the questions. 3 Research and present.

- |   |   |   |                                   |
|---|---|---|-----------------------------------|
| 1 | What is a basic definition of design?<br><u>We make designs to help people.</u> | ● | Fashion designer or brand:        |
| 2 | Why might clothes made of wool be functional?                                   | ● | How long have they been popular?  |
| 3 | What can matching jewelry or a spotted tie express?                             | ● | What do they make?                |
| 4 | Have clothes always been connected to art?                                      | ● | What materials do they use?       |
| 5 | Why were the first clothes made?  | ● | Artistic traits in their designs: |
| 6 | How have fashion designers and artists worked together?                         |   |                                   |

I am going to talk about ...  
This fashion designer makes ...

**1 Play and answer.**

<p><b>Start / Finish</b></p>	<p><b>1</b> Name six different fashion accessories.</p>	<p><b>2</b> Ask your partner a question starting with “Have”.</p>	<p><b>3</b> Choose three accessories and say what they are made of.</p>
	<p><b>7</b> Write about your favorite outfit.</p>	<p><b>6</b> Say four items in the room that are made of the same material.</p>	<p><b>5</b> Name six different materials.</p>
<p><b>8</b> Name two things some people must wear at school.</p>	<p><b>9</b> Answer. How did Mia solve her problem?</p>	<p><b>10</b> Answer. What jewelry did people wear in Ancient Greece?</p>	<p><b>11</b> Say two words ending in <i>-sion</i> and <i>-tion</i>.</p>
<p><b>Return</b></p>	<p><b>14</b> Order the words to make a question. long / you / How / had / have / tie / that / ?</p>	<p><b>13</b> Answer. What do kings and queens wear that is made of gold?</p>	<p><b>12</b> Name your favorite material for clothes and say why you like it. Start with “I like clothes made of ... because ...”</p>

**Project**



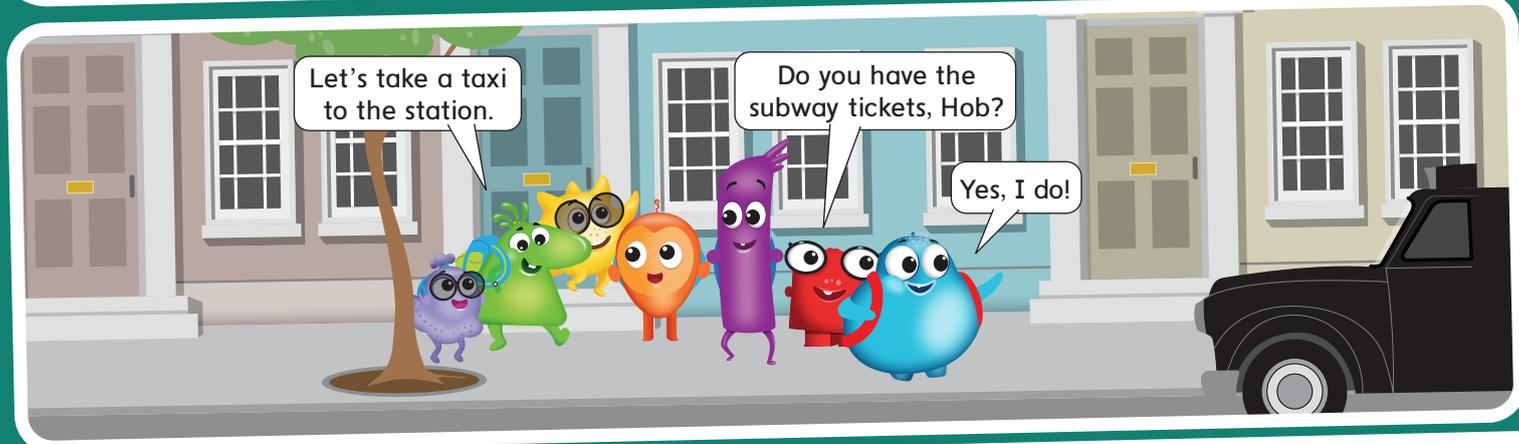
**Design an outfit to reflect your personality.**

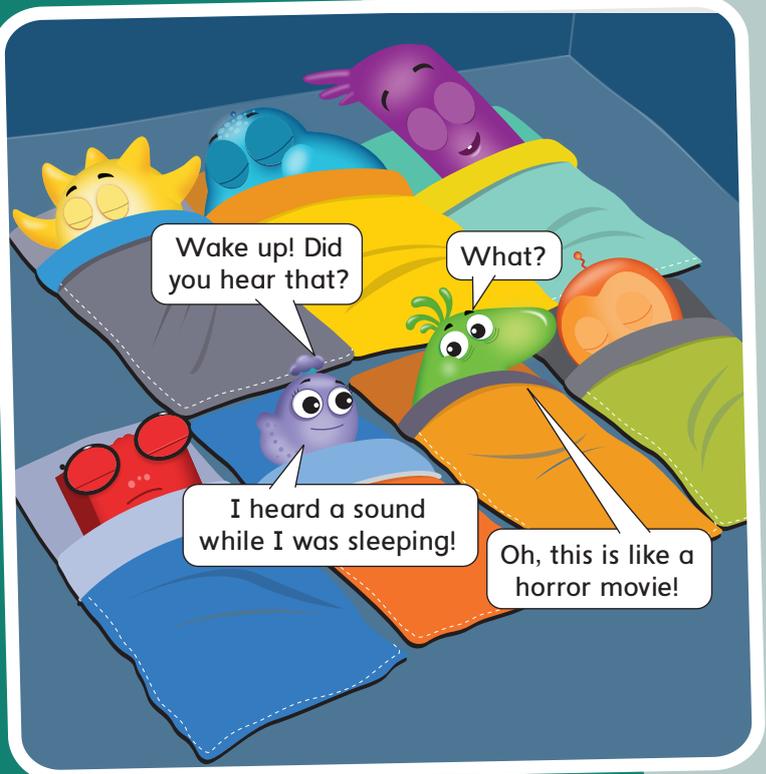
- Brainstorm different traits of your personality.
- Research and write about clothes to reflect these traits.
- Find, print, and stick or draw pictures of outfits with these clothes.
- Write which parts of the outfits reflect which traits.
- Design and draw a new outfit to combine these clothes.
- Show and present your design to your class.



# Goodbye!

## 1 Read and listen.





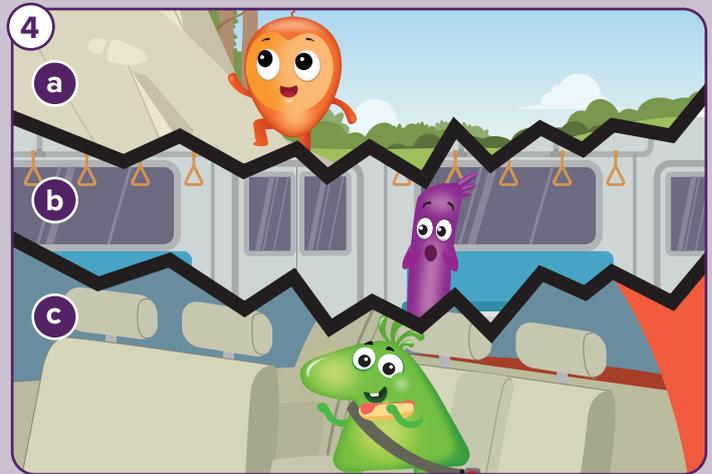
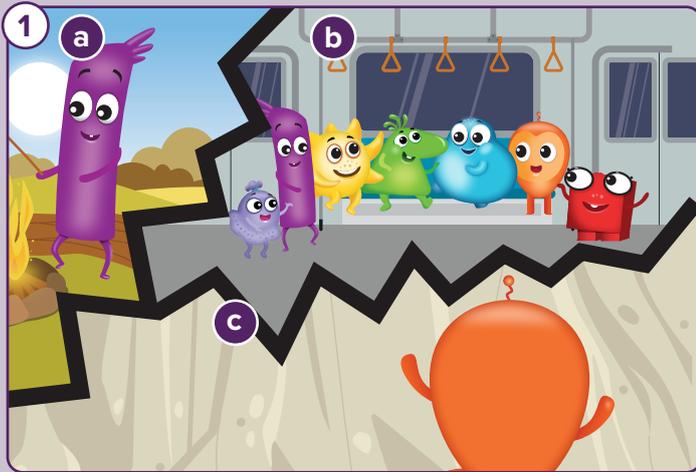
## 2 Read and answer.

- 1 Where did the *All Sorts* go on their vacation?
- 2 How did they get there?
- 3 What outdoor activity did they do?
- 4 Where did they sleep?
- 5 Why were Cha-Cha and Bud scared in the night?
- 6 What was making the sound?

## 3 Complete for you.

- 1 My favorite vacation activity is ...
- 2 If I go camping, I'll ...
- 3 I get scared when ...

4  Listen and choose the correct pictures.



5 Look and tell the rest of the story.



## 6 Look, read, and complete.

1 You carry your things in this when you go camping or hiking.



2 The past tense of *leave*.



3 What you do when you look for something.



4 When you go back to a place you were before.



5 A person who works in a store.



6 How you feel when something surprises you.



1 a p a

2 e t

3 e r h

4 e u n

5 a i e

6 h o k

## 7 Look and write the story in Exercise 5.

First, the *All Sorts* ...

After that ...

But ...

In the end, ...

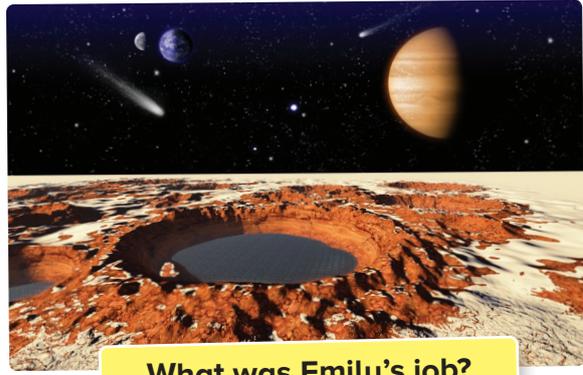


# Do you remember?

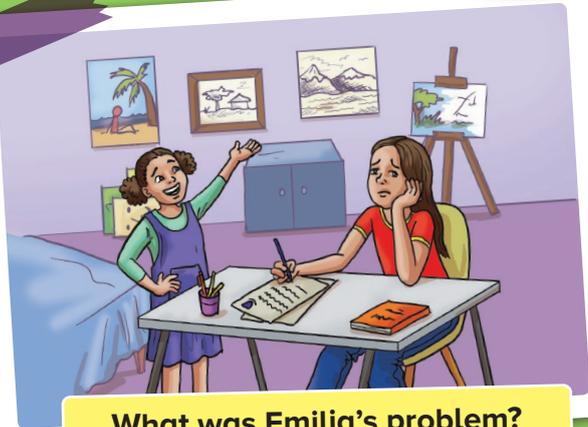
8 Look, read, answer, and play the game.



**When did Rose start origami?**  
(Check your answer on page 18.)



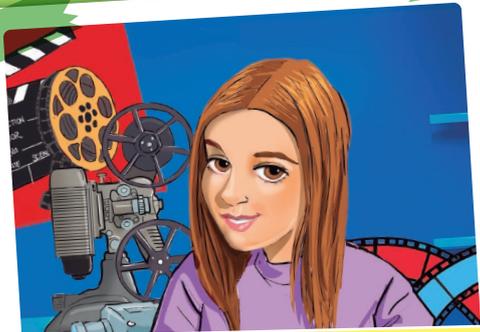
**What was Emily's job?**  
(Check your answer on page 27.)



**What was Emilia's problem?**  
(Check your answer on page 38.)



**Why was Gabriel tired?**  
(Check your answer on page 51.)



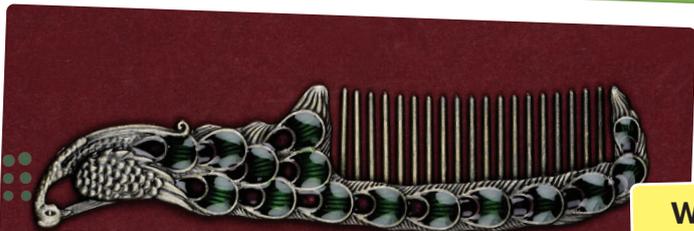
**Which movies did the author of the blog talk about?**  
(Check your answer on page 66.)



**What was Riley scared of?**  
(Check your answer on page 74.)



**Where were the children going?**  
(Check your answer on page 87.)



**When was the plastic comb invented?**  
(Check your answer on page 102.)

## 9 Read the poem.

*Chorus*

Goodbye, everyone,  
another year is through.  
Vacations are here,  
with so much to do!



Hope you had some fun,  
and learned a lot, too!  
So thank your teachers  
for everything they taught you.



Goodbye Lia, goodbye Autumn,  
Goodbye Rose and Sophie too!  
Goodbye to Emily. Goodbye to Harper,  
and Emilia, the artist, we'll miss you!

*Chorus*

Goodbye Gabriel. Goodbye Layla!  
Goodbye Mia, who designed her own things.  
Goodbye to Riley, James, and Jayden!  
And to Aria and her homemade clothes and rings!



*Chorus*



# Vocabulary

PART

1

## Welcome!

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August p 6  
Calendar p 6  
Date p 6  
December p 6  
Early p 6  
February p 6  
How long p 6  
January p 6  
July p 6  
June p 6  
Late p 6  
March p 6  
May p 6  
Month p 6  
November p 6  
September p 6  
Time p 6  
Year p 6

## Unit 1

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Enormous p 10  
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Excited p 16  
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Interesting p 10  
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Noisy p 10  
Popular p 10  
Ride p 16  
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# Audio Track List

Track	Unit	Student Book Section
W.1	Welcome!	Copyright
W.2	Welcome!	Exercise 2, Listen and read.
W.3	Welcome!	Exercise 3, Listen again and chant.
W.4	Welcome	Exercise 1, Listen, read, and answer.
W.5	Welcome!	Exercise 2, Look, read, and match. Then listen and say.
W.6	Welcome!	Exercise 3, Look and complete. Then listen, check, and say.
W.7	Welcome!	Exercise 5, Complete with your partner. Then listen, check, and say.
1.1	Unit 1	Exercise 1, Listen, point, and write the names.
1.2	Unit 1	Exercise 2, Listen, point, and repeat.
1.3	Unit 1	Exercise 4, Read and choose the correct words. Then listen and check.
1.4	Unit 1	Exercise 5, Listen again and chant.
1.5	Unit 1	Exercise 1, Listen and read the story. Choose a title.
1.6	Unit 1	Exercise 2, Listen and check or cross. Correct the false sentences.
1.7	Unit 1	Exercise 1, Look, listen, and order the events.
1.8	Unit 1	Exercise 2, Listen, point, and say.
2.1	Unit 2	Exercise 1, Listen, point, and order the sections.
2.2	Unit 2	Exercise 2, Listen, point, and say.
2.3	Unit 2	Exercise 4, Listen, read, and circle the parts of a house.
2.4	Unit 2	Exercise 5, Listen again and chant.
2.5	Unit 2	Exercise 2, Listen and read the story. Then complete the sentences.

Track	Unit	Student Book Section
2.6	Unit 2	Exercise 1, Listen and circle the animals that need a home on Mars.
2.7	Unit 2	Exercise 2, Listen again and choose the correct answers.
2.8	Unit 2	Exercise 1, Listen, look, and match the words to the speakers.
2.9	Unit 2	Exercise 2, Listen, point, and say.
3.1	Unit 3	Exercise 1, Look, listen, and complete.
3.2	Unit 3	Exercise 2, Listen, point, and say.
3.3	Unit 3	Exercise 4, Listen, read, and circle the jobs.
3.4	Unit 3	Exercise 5, Listen again and chant.
3.5	Unit 3	Exercise 2, Read, listen, and check.
3.6	Unit 3	Exercise 2, Listen and write T (true) or F (false). Correct the false sentences.
3.7	Unit 3	Exercise 1, Listen and match the people to the places.
3.8	Unit 3	Exercise 2, Listen, point, and say.
3.9	Unit 3	Exercise 2, Listen and complete.
4.1	Unit 4	Exercise 1, Listen and point. Circle what you need to make the food.
4.2	Unit 4	Exercise 2, Listen, point, and say.
4.3	Unit 4	Exercise 4, Listen and read. Circle the advice and underline the warnings.
4.4	Unit 4	Exercise 5, Listen again and chant.
4.5	Unit 4	Exercise 2, Read and listen to check. Then scan the story to answer the questions.
4.6	Unit 4	Exercise 2, Listen and choose the correct answers.



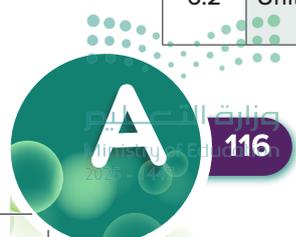
Track	Unit	Student Book Section
4.7	Unit 4	Exercise 1, Look, listen, and order the steps.
4.8	Unit 4	Exercise 2, Listen, point, and say.
5.1	Unit 5	Exercise 1, Listen, point, and check or cross the types of stories the speakers like or dislike.
5.2	Unit 5	Exercise 2, Listen, point, and say.
5.3	Unit 5	Exercise 4, Read and listen. Circle the types of stories.
5.4	Unit 5	Exercise 5, Listen again and chant.
5.5	Unit 5	Exercise 2, Listen, read, and answer the questions.
5.6	Unit 5	Exercise 1, Look and predict the story. Then listen and check.
5.7	Unit 5	Exercise 2, Listen again and write T (true) or F (false). Correct the false sentences.
5.8	Unit 5	Exercise 1, Listen, look, and number the tips.
5.9	Unit 5	Exercise 2, Listen, point, and say.
6.1	Unit 6	Exercise 1, Listen, point, and match the items to the activities.
6.2	Unit 6	Exercise 2, Listen, point, and say.
6.3	Unit 6	Exercise 4, Read and listen. Circle the activities. Underline the items.
6.4	Unit 6	Exercise 5, Listen again and chant.
6.5	Unit 6	Exercise 2, Listen and read the story. Correct the sentences and number them 1-7.
6.6	Unit 6	Exercise 2, Listen and write notes.
6.7	Unit 6	Exercise 1, Look, listen, and circle the picture that isn't of Olivia.
6.8	Unit 6	Exercise 2, Listen, point, and say.
7.1	Unit 7	Exercise 1, Listen, point, and order the steps.
7.2	Unit 7	Exercise 2, Listen, point, and say.

Track	Unit	Student Book Section
7.3	Unit 7	Exercise 4, Listen, read, and choose the correct option.
7.4	Unit 7	Exercise 5, Listen again and chant.
7.5	Unit 7	Exercise 2, Read and listen to the story. Answer the questions.
7.6	Unit 7	Exercise 1, Look at the picture. Discuss the questions. Then listen and check.
7.7	Unit 7	Exercise 2, Listen again and circle the correct options.
7.8	Unit 7	Exercise 3, Repeat the instructions with your partner using the picture. Then listen again to check.
7.9	Unit 7	Exercise 1, Listen, point, and complete.
7.10	Unit 7	Exercise 2, Listen, point, and say.
8.1	Unit 8	Exercise 1, Listen, point, and order the pictures.
8.2	Unit 8	Exercise 2, Listen, point, say.
8.3	Unit 8	Exercise 2, Read and listen to the story. Mark L for literal and F for figurative language.
8.4	Unit 8	Exercise 2, Listen and complete the sentences.
8.5	Unit 8	Exercise 1, Listen, point, and match the materials to the accessories.
8.6	Unit 8	Exercise 2, Listen, point, and say.
G.1	Goodbye!	Exercise 1, Read and listen.
G.2	Goodbye!	Exercise 4, Listen and choose the correct pictures.

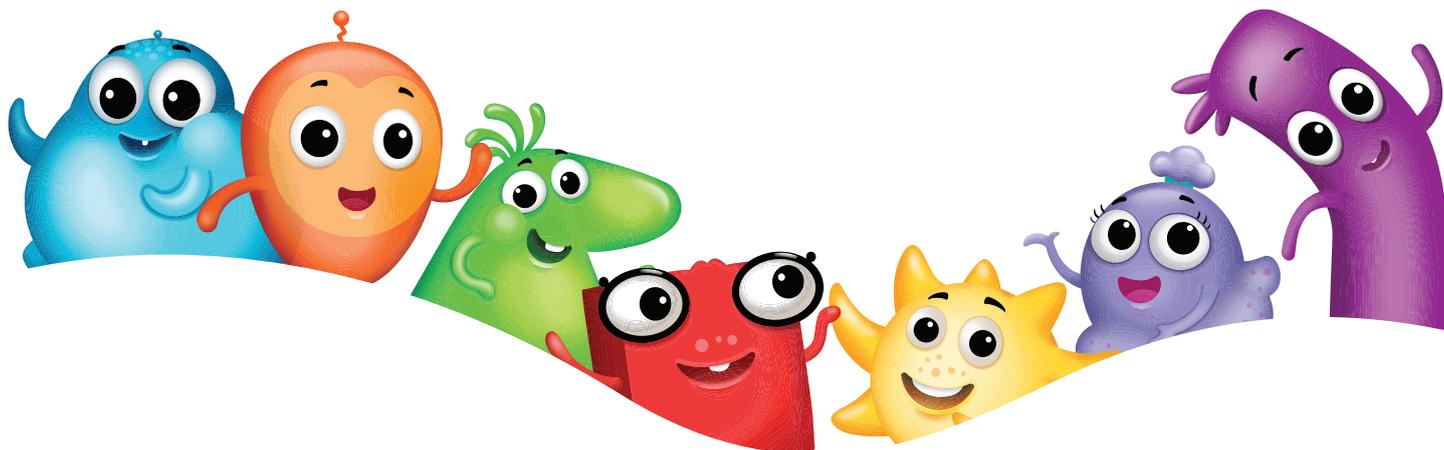


Track	Unit	Workbook Section
W.1	Welcome!	Copyright
W.2	Welcome!	Exercise 1, Listen and order.
1.1	Unit 1	Exercise 1, Listen and choose what Mila is talking about.
1.2	Unit 1	Exercise 2, Listen again and check.
1.3	Unit 1	Exercise 3, Listen and complete.
1.4	Unit 1	Exercise 5, Listen and complete.
2.1	Unit 2	Exercise 1, Listen and write T (true) or F (false).
2.2	Unit 2	Exercise 2, Listen again and check.
2.3	Unit 2	Exercise 1, Listen and cross out the extra words.
2.4	Unit 2	Exercise 3, Listen and match the name with their perfect future home.
3.1	Unit 3	Exercise 1, Listen and number the professions as the children mention them.
3.2	Unit 3	Exercise 2, Listen again and complete.
3.3	Unit 3	Exercise 2, Look and write. Then listen and check.
3.4	Unit 3	Exercise 1, Listen and complete. Use the words from the box.
3.5	Unit 3	Exercise 3, Listen and match.
4.1	Unit 4	Exercise 1, Listen and choose the correct option.
4.2	Unit 4	Exercise 2, Listen again and number the food.
4.3	Unit 4	Exercise 1, Listen, cross out the wrong words, and correct them.
4.4	Unit 4	Exercise 3, Listen and match.
5.1	Unit 5	Exercise 1, Listen and choose the parts of the story.
5.2	Unit 5	Exercise 2, Listen again and complete.
5.3	Unit 5	Exercise 1, Read and complete with words from the box. Then listen and check.
5.4	Unit 5	Exercise 3, Listen and write their favorite kind of stories and/or movies.
6.1	Unit 6	Exercise 1, Listen and choose the correct option.
6.2	Unit 6	Exercise 2, Listen again and check.

Track	Unit	Workbook Section
6.3	Unit 6	Exercise 1, Read and order. Then listen and check.
6.4	Unit 6	Exercise 3, Listen and complete.
7.1	Unit 7	Exercise 1, Listen and write T (true) or F (false).
7.2	Unit 7	Exercise 2, Listen again and check.
7.3	Unit 7	Exercise 1, Read and complete using the words from the box. Then listen and check.
7.4	Unit 7	Exercise 3, Listen to the announcements and choose where the speaker is.
7.5	Unit 7	Exercise 4, Listen again and match the announcement to the topic.
8.1	Unit 8	Exercise 1, Listen and write the correct number in the box.
8.2	Unit 8	Exercise 3, Listen and write about their favorite items.



Workbook



# TopGoal!



Nico Dantaz Rachel Finnie

2



## **Top Goal, Workbook 2**

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لله أكبر



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PART

1

PART

2



# Welcome!

PART

1

## 1 Listen and order.

Chorus

Hello everybody.

- a \_\_\_ You'll learn a whole lot more,
- b 1 Welcome back to school!
- c \_\_\_ and you'll make some new friends, too!

The *All Sorts* are here again to help you through the year. We'll learn and create together. We'll have fun, so have no fear!

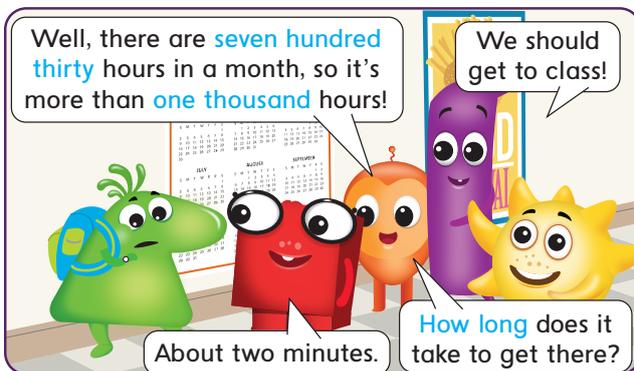
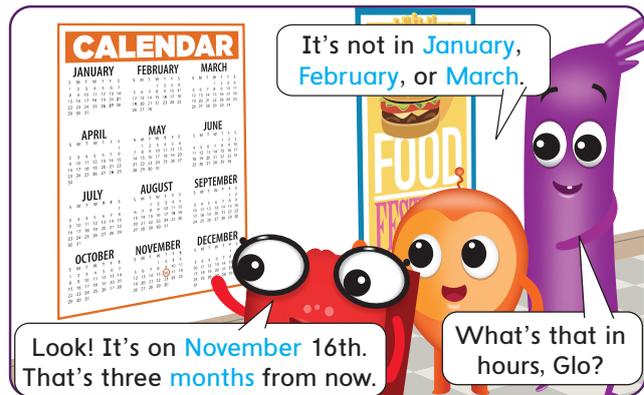
Chorus

- a \_\_\_ Just wait and see what the teachers have prepared for you!
- b \_\_\_ You'll learn new songs and games,
- c \_\_\_ and read new stories, too!

Chorus

HELLO!

## 2 Look and check (✓) or cross (X).



- 1 The food festival is in September.
- 3 There are 720 hours in a month.
- 5 They arrive on time for class.

- 2 November is three months from now.
- 4 The mascots should get to class.
- 6 The class started at twenty past one.

**3 Find words to complete the chart. Write them in the correct order.**

M	A	R	C	H	W	Q	Z	S	K	L	O	P
S	D	E	R	T	Y	U	X	E	Y	M	A	Y
D	X	J	U	N	E	I	C	P	J	K	B	N
E	C	F	T	Y	J	N	V	T	H	N	L	A
C	B	V	O	C	T	O	B	E	R	M	C	F
E	E	A	D	F	G	V	N	M	T	Y	H	E
M	R	P	J	I	H	E	B	B	L	K	J	B
B	T	R	K	W	Q	M	C	E	A	R	O	R
E	H	I	S	C	D	B	V	R	D	F	B	U
R	J	L	Z	C	U	E	W	X	C	J	N	A
Y	V	B	N	M	C	R	S	V	T	U	B	R
A	U	G	U	S	T	D	I	F	B	L	Y	Y
V	B	J	A	N	U	A	R	Y	P	Y	W	K

*Months of the year*

1 January

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

**4 Read and choose the correct option.**

- 1 February is the shortest **date** / **month** of the year.
- 2 I marked my party on the **calendar** / **date**.
- 3 Be quick! We're **past** / **late** for class.
- 4 How **long** / **many** is your journey to school?
- 5 Mom and Dad left the house an hour **ago** / **past**.
- 6 What is the **date** / **time** today?
- 7 I hate getting up **early** / **past** in the morning.
- 8 What **date** / **time** does school start?

**5 Write the numbers in words.**

- a 219 two hundred nineteen
- b 384 \_\_\_\_\_
- c 652 \_\_\_\_\_
- d 873 \_\_\_\_\_
- e 948 \_\_\_\_\_
- f 1,000 \_\_\_\_\_



# Do you remember?

## 1 Read and complete with *How long* or *How many*.

- Grandpa:** Do you like your new school, Gabe?  
**Gabriel:** Yes, I love it! And it's close to my house too.  
**Grandpa:** <sup>1</sup> *How long* does it take you to get there?  
**Gabriel:** Only five minutes when I walk.  
**Grandpa:** <sup>2</sup> \_\_\_\_\_ kids are in your class?  
**Gabriel:** About 30. They're really cool!  
**Grandpa:** <sup>3</sup> \_\_\_\_\_ of your teachers are nice?  
**Gabriel:** All of them.  
**Grandpa:** <sup>4</sup> \_\_\_\_\_ is your school day?  
**Gabriel:** It starts at 7:30 a.m. and ends at 3 p.m.  
**Grandpa:** <sup>5</sup> \_\_\_\_\_ breaks do you get?  
**Gabriel:** One recess and a lunch break.  
**Grandpa:** <sup>6</sup> \_\_\_\_\_ is the lunch break?  
**Gabriel:** 30 minutes.  
**Grandpa:** It sounds like a great school to me!

## 2 Complete the chart.

Irregular Verbs		Simple Past	
be	make	<sup>1</sup> <i>was</i> / <i>were</i>	<sup>2</sup> _____
<sup>3</sup> _____	<sup>4</sup> _____	bought	took
get	there be	<sup>5</sup> _____	<sup>6</sup> _____
go	<sup>7</sup> _____	<sup>8</sup> _____	woke up
<sup>9</sup> _____		had	

## 3 Read and write the verbs in parentheses in the Simple Past form.

Dear Diary,  
 Yesterday <sup>1</sup> *was* (be) a very special day. I <sup>2</sup> \_\_\_\_\_ (wake up) early and  
<sup>3</sup> \_\_\_\_\_ (had) delicious pancakes for breakfast. Mom <sup>4</sup> \_\_\_\_\_  
 (not / make) them for me. My brother did! Then I <sup>5</sup> \_\_\_\_\_ (go) to school.  
 All my friends and teachers <sup>6</sup> \_\_\_\_\_ (treat) me well, and I felt happy.  
 After school, Mom <sup>7</sup> \_\_\_\_\_ (take) me to the mall, and we <sup>8</sup> \_\_\_\_\_  
 (buy) a few things. I <sup>9</sup> \_\_\_\_\_ (not / get) a phone, but I got a great book.  
 I <sup>10</sup> \_\_\_\_\_ (love) our shopping trip! When we <sup>11</sup> \_\_\_\_\_ (arrive)  
 home, there <sup>12</sup> \_\_\_\_\_ (be) time to play a game with my brother.  
 I <sup>13</sup> \_\_\_\_\_ (enjoy) it. I <sup>14</sup> \_\_\_\_\_ (not / stay up) late because I  
 had school the next day, but before going to bed, I <sup>15</sup> \_\_\_\_\_ (read) a few  
 pages of my new book. It was a great day!

#### 4 Write the questions and answer them.

- 1 (How many / teachers / you / have?) *How many teachers do you have?* \_\_\_\_\_  
\_\_\_\_\_
- 2 (How long / your school recess?) \_\_\_\_\_  
\_\_\_\_\_
- 3 (What / you / do / yesterday morning?) \_\_\_\_\_  
\_\_\_\_\_
- 4 (What / you / do / on your last day of school?) \_\_\_\_\_  
\_\_\_\_\_

#### 5 Look, read, and complete.



This is the largest (large) class I teach.



This is \_\_\_\_\_ (bad) food in this restaurant.



This is \_\_\_\_\_ (difficult) test of the year.



Science is \_\_\_\_\_ (interesting) class I have.



This is \_\_\_\_\_ (small) class I teach.



This is \_\_\_\_\_ (funny) story they heard.

#### 6 Complete the sentences. Then answer.

- 1 Who is the youngest (young) student in your class? \_\_\_\_\_
- 2 Who is \_\_\_\_\_ (good) teacher you know? \_\_\_\_\_
- 3 What is \_\_\_\_\_ (easy) class for you? \_\_\_\_\_
- 4 What is \_\_\_\_\_ (difficult) class for you? \_\_\_\_\_
- 5 Who is \_\_\_\_\_ (intelligent) person you know? \_\_\_\_\_

# 1

# Personal Interests

Join an activity at the youth center!

## 1 Complete the words.

1 w o nd e rf u l

3    xc    ll    nt

5 fr    ght    n    ng

7 fr       ndly

9    n    rm       s

11 t    dy

13 sp    c       l

2 l    v    ly

4    nt    r    st    ng

6    m    z    ng

8    mp    rt    nt

10 p    p    l    r

12 l    cky

14 n       sy

## 2 Write the correct word.

1 **i** *important*   : something you care about the most

3 s      : something unique

5 n      : makes a lot of noise

7 t      : clean and organized

9 p      : someone who a lot of people like

11 w      : brilliant and pleasing

13 l      : to have good luck

2 e      : done very well

4 e      : very big

6 i      : makes you think

8 a      : very good

10 f      : scary

12 l      : pretty or beautiful

14 f      : nice and kind to everyone

## 3 Complete the sentences.

1 That game is popular at school. Everybody plays it!

2 Don't forget to bring the cake. It's very            for the party!

3 My brother's room is always clean and organized. He's very           .

4 Our living room looks            with new rose pink curtains.

5 The storm was very            and we couldn't sleep.

6 This family picture is very            to me because we were at my favorite place!

7 The visit to the museum was very           . We learned a lot.

8 Be quiet! You are too           !



## 4 Read the text. Complete with words from Exercise 1.

New Message

To: Jenny

Subject: My Vacation

Hi Lisa,

I'm having a <sup>1</sup> *wonderful* time on my vacation. The hotel is <sup>2</sup> \_\_\_\_\_! There are three swimming pools, a big garden, and lots of rooms. Everyone is <sup>3</sup> \_\_\_\_\_; they are very polite, and they smile all the time. All the food is <sup>4</sup> \_\_\_\_\_, too. Everything is delicious!

There are many fun activities to do. On Monday, my family and I went to the beach. It's a very <sup>5</sup> \_\_\_\_\_ place. There were lots of people. My brother and I went on a ride on the banana boat. It was <sup>6</sup> \_\_\_\_\_ at the beginning, but then we had a lot of fun. Tomorrow we are going on a boat ride.

What are you doing on your vacation?

Love,  
Jenny

Send

## 5 Write sentences that are true for you using the ideas in parentheses. Use some of the words from the box.

may   might   amazing   enormous   excellent   friendly  
~~frightening~~   important   interesting   lovely   lucky   noisy  
 popular   special   tidy   wonderful

1 (a frightening activity)

*I don't like scary movies because they are frightening.*

2 (a noisy activity)

\_\_\_\_\_

3 (a popular place)

\_\_\_\_\_

4 (an important person for you)

\_\_\_\_\_

5 (an amazing activity)

\_\_\_\_\_





## 1 Choose the correct option.

**Tom:** Hi Jimmy! I <sup>1</sup>don't / didn't see you on the bus this morning.

**Jimmy:** I <sup>2</sup>miss / missed it, so I <sup>3</sup>walk / walked to school today.

**Tom:** Oh, I see! What <sup>4</sup>did / do you do on Saturday?

**Jimmy:** I <sup>5</sup>go / went to the movie theater. I <sup>6</sup>watch / watched the new spaceship movie!

**Tom:** That's cool! <sup>7</sup>Do / Did you like it?

**Jimmy:** Yes, I <sup>8</sup>like / liked it a lot! How about you?

**Tom:** My family and I always <sup>9</sup>go / went swimming on Saturdays. But this Saturday it was very cold, so we <sup>10</sup>play / played board games at home.

**Jimmy:** Sounds fun! <sup>11</sup>Do / Did you win the game?

**Tom:** No, my dad always <sup>12</sup>wins / won!



## 2 Complete with the correct form of the verb in parentheses.

1 We love (love) watching football on Sundays.

2 My sister \_\_\_\_\_ (play) board games on Thursdays.

3 I \_\_\_\_\_ (swim) in the ocean last summer.

4 I \_\_\_\_\_ (do) karate on Wednesdays.

5 He usually \_\_\_\_\_ (eat) pizza on Fridays.

6 My dad \_\_\_\_\_ (play) the guitar when he \_\_\_\_\_ (is) young.

7 We \_\_\_\_\_ (watch) that movie last week.

8 My cat \_\_\_\_\_ (sleep) by the window in the afternoons.

9 My parents \_\_\_\_\_ (go) to a party last night.

10 My mom always \_\_\_\_\_ (read) in the evening.

## 3 Rewrite the sentences in their negative form.

1 I like playing board games.

I don't like playing board games.

2 They went to the mountains in the winter.

\_\_\_\_\_

3 My sister does her homework on Saturday.

\_\_\_\_\_

4 We play baseball every weekend.

\_\_\_\_\_

5 He ate pizza for lunch.

\_\_\_\_\_



4 Read and choose the correct option.

Dear Diary,  
 This Friday, I <sup>1</sup> \_\_\_\_\_ video games with my best friend in the afternoon. She <sup>2</sup> \_\_\_\_\_ over for the night, and we <sup>3</sup> \_\_\_\_\_ an amazing movie about pirates. I <sup>4</sup> \_\_\_\_\_ to watch a scary movie, but my friend <sup>5</sup> \_\_\_\_\_ like them. She thinks they are horrible. We <sup>6</sup> \_\_\_\_\_ popcorn and <sup>7</sup> \_\_\_\_\_ to bed very late.  
 In the morning, my mom <sup>8</sup> \_\_\_\_\_ pancakes for breakfast. On Saturdays, my family and I <sup>9</sup> \_\_\_\_\_ our bikes in the park, but this time we <sup>10</sup> \_\_\_\_\_ to a party. It was a lot of fun!

- |            |                |                 |
|------------|----------------|-----------------|
| 1 a play   | b plays        | <b>c played</b> |
| 2 a stayed | b stay         | c didn't stay   |
| 3 a watch  | b didn't watch | c watched       |
| 4 a want   | b wants        | c wanted        |
| 5 a didn't | b doesn't      | c don't         |
| 6 a eat    | b ate          | c didn't eat    |
| 7 a went   | b didn't go    | c go            |
| 8 a make   | b makes        | c made          |
| 9 a rode   | b ride         | c don't ride    |
| 10 a went  | b go           | c goes          |

5 Order the words to make questions using the correct form of the verbs in parentheses. **6 Answer the questions in Exercise 5 with information that is true for you. Write complete sentences.**

- sports / you / What / (play) / ?  
*What sports do you play?*
- last / Where / (go) / your / on / you / vacation / ?
- (get up) / every / day / What / you / time / ?
- on / What / (like) / you / doing / weekend / the / ?
- usually / (eat) / on / What / Saturdays / you / ?
- yesterday / (eat) / you / What / ?
- after / (do) / school / What / , / do / you / activities / ?
- when / activities / little / you / What / enjoy / you / were / ?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

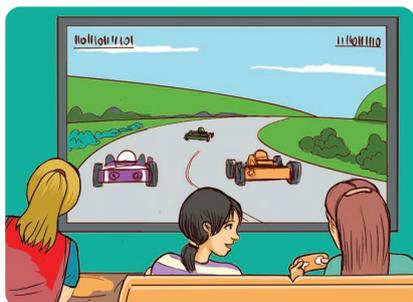


## 1 Read and order the sentences of the story.

- \_\_\_\_\_ a Chloe's house was tidy.
- \_\_\_\_\_ b Ava walked into the room.
- \_\_\_\_\_ c Lia was upset.
- 1 d Chloe and Lia play video games on Wednesdays.
- \_\_\_\_\_ e Lia was happy to play.
- \_\_\_\_\_ f Chloe met Ava at school.
- \_\_\_\_\_ g Lia wasn't friendly.
- \_\_\_\_\_ h Ava played Lia's favorite game.



## 2 Look at the pictures. Write what happens next.




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## 3 Ava, Chloe, and Lia became good friends. Write about what you think they like doing together.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



1 Listen and choose what Mila is talking about.

a a party

b her vacation

c her daily routine

2 Listen again and check (✓).

1 Who did Mila visit on her vacation?



2 What did she do on Monday?



3 What did she do on Wednesday?



4 What did she do on Friday?





## 1 Look and find. Circle.

- ~~enjoy~~
- excited
- ride
- horrible
- messy
- unusual
- unkind
- untidy
- unlucky
- unfriendly

I	U	U	F	K	B	L	H	X	M	U	S
F	E	N	J	O	Y	X	O	U	N	K	U
R	A	F	O	P	H	P	R	I	D	E	N
D	S	R	U	T	G	L	R	S	D	U	K
H	U	I	N	E	X	C	I	T	E	D	I
Y	L	E	L	Y	L	O	B	D	M	J	N
I	U	N	U	S	U	A	L	F	G	H	D
J	N	D	C	D	R	M	E	S	S	Y	Y
N	M	L	K	E	F	I	V	N	M	E	S
M	E	Y	Y	M	U	N	T	I	D	Y	P

## 2 Use the words from Exercise 1 to complete the sentences.

- 1 I was unlucky when I got injured during the game.
- 2 My hair is \_\_\_\_\_. I need to brush it.
- 3 I love the beach because I \_\_\_\_\_ the sunshine.
- 4 I went on a scary \_\_\_\_\_ at the fair.
- 5 The customer didn't thank the hardworking waiter. I think he is \_\_\_\_\_.
- 6 He's very \_\_\_\_\_, so he never talks to anyone.
- 7 I'm very \_\_\_\_\_ about my vacation!
- 8 I found this \_\_\_\_\_ mask for my play costume.
- 9 My cat doesn't want to eat. That's very \_\_\_\_\_.
- 10 This room is very dirty and \_\_\_\_\_.

## 3 Write sentences that are true for you using the words in parentheses.

- 1 (unlucky) \_\_\_\_\_
- 2 (horrible) \_\_\_\_\_
- 3 (messy) \_\_\_\_\_
- 4 (unusual) \_\_\_\_\_
- 5 (unfriendly) \_\_\_\_\_



## 1 Classify the verbs in the correct column. Use the words from the box.

be believe buy cook dance do eat go have know  
~~like~~ love need prefer talk understand walk want write

**Action Verbs**

**State Verbs**

*like*

## 2 Choose the correct option.

- 1 She prefers / is preferring sunny days.
- 2 We want / are wanting to have a picnic.
- 3 He write / is writing in his notebook.
- 4 She doesn't like / is not liking unkind people.
- 5 We cook / are cooking dinner right now.

## 3 Complete the sentences. Use the words from the box. There are three words that you do not need.

buy    cook    eat    like    need    ~~want~~

**Mom:** Jack, what do you <sup>1</sup> want for dinner: burgers or pizza?

**Jack:** I <sup>2</sup> \_\_\_\_\_ pizza more than burgers.

**Mom:** OK. Pizza it is!

**Jack:** Can we <sup>3</sup> \_\_\_\_\_ it at home?

**Mom:** That sounds fun. Sure!





## 1 Read the text and choose a title.

a Unusual Jobs

b Unusual Hobbies

c Unusual People

## 2 Read and complete. Write one word in each blank.

### Scrapbooking



Do you <sup>1</sup> like photo albums? Then you will love scrapbooking! In this free-time activity, you use photos, colors, stickers, and all kinds of souvenirs to create personalized photo albums. You can <sup>2</sup> \_\_\_\_\_ stories related to the photos and decorate them.

### Rock climbing



Do you prefer nature and adventure? Rock climbing is an <sup>3</sup> \_\_\_\_\_ activity in which you go out and explore the world. For this activity, you use a rope, a helmet, and special shoes to climb rock walls. Be safe and always <sup>4</sup> \_\_\_\_\_ your teacher's instructions!

### Playing the piano



This free-time <sup>5</sup> \_\_\_\_\_ has become very popular. You can take a special class to play new songs. You can learn how to play awesome <sup>6</sup> \_\_\_\_\_ to surprise your friends. Maybe you are the next Mozart. Who knows?

## 3 Write a paragraph about the hobby you like the most. Explain why.



## 1 Rewrite the sentences with a new word.

1 They are not friendly.

*They are unfriendly.*

2 She was not lucky in the competition.

3 His room is not tidy.

4 This is not fair.

## 2 Find information about an unusual hobby. Complete the graphic organizer with the information you find.

Hobby:

What it is:

Materials or  
equipment needed:

When and where  
to do it:

Why I think it's interesting:

## 3 Write about the hobby you found.

A new hobby: \_\_\_\_\_

This activity is \_\_\_\_\_

To do this activity, you need \_\_\_\_\_

You can do this activity \_\_\_\_\_

I think it's interesting because \_\_\_\_\_





## 1 Listen and complete.

Come and join the youth center!  
We do fun things every day!  
What do you do? What do you do?

On Mondays, we play football.  
Last Monday my team <sup>1</sup> won !  
On Tuesdays, we dance to music.  
Last Tuesday we had lots of fun!  
On Wednesdays, we <sup>2</sup> \_\_\_\_\_ how  
to have debates.  
This Wednesday we debated the issues.  
On Thursdays, they <sup>3</sup> \_\_\_\_\_ us how  
to cook!

Last week, I cooked my  
favorite dishes!  
Friday is movie night.  
We <sup>4</sup> \_\_\_\_\_ a movie that  
was frightening!  
On Saturdays, we play games!  
I won! I <sup>5</sup> \_\_\_\_\_ as fast as lightning!  
  
We have a wonderful time.  
We have a wonderful time!

## 2 Read and answer the questions.

Dear Diary,

I have recently heard about several unusual hobbies that people have around the world. This made me think about my own interests and hobbies. I would like to get a new hobby and I searched the internet for other wonderful hobbies that people enjoy. Some people collect different board games to play with their friends on game nights. Others watch different kinds of movies and write reviews about each one. This helps their friends decide when they don't know which movie to watch next. The last hobby that I found was art that people make from all sorts of things that they don't use. This hobby helps to keep places tidy.

1 Which activity is good for game nights?

collecting board games

2 Which two activities help people?

\_\_\_\_\_

3 Which activity needs writing?

\_\_\_\_\_

4 Which activity keeps places tidy?

\_\_\_\_\_

5 Which activities can you do with friends?

\_\_\_\_\_



### 3 Complete with words from this unit.

- 1 My classroom is very tidy. It's always clean and organized.
- 2 Our hair and clothes are \_\_\_\_\_ because we were playing football.
- 3 That has never happened before. It's very \_\_\_\_\_.
- 4 I am very \_\_\_\_\_ because we are going to the beach.
- 5 The monster train is my favorite \_\_\_\_\_.

### 4 Read and choose the correct option.

- 1 **Cindy:** What do / did your mom do last night?  
**George:** She cooks / cooked pasta last night.
- 2 **Mom:** We watch / watched that movie last week.  
**Dad:** No, we don't / didn't.
- 3 **Michelle:** What do / did you do on Fridays?  
**Leo:** My friends and I love / loved having pizza on Fridays.
- 4 **Mandy:** Hi, Jackie!  
**Jackie:** Why are you wearing a blue shirt? On Wednesdays we wear / wore pink.
- 5 **Vet:** What do / did you usually feed your cat?  
**Morgan:** My cat eats / ate cat food every day.

### 5 Listen and complete.

- 1 I didn't know you enjoy camping.
- 2 We are \_\_\_\_\_ hiking.
- 3 Wow, that sounds \_\_\_\_\_!
- 4 My mom \_\_\_\_\_ them last week.
- 5 These boots are \_\_\_\_\_.
- 6 That sounds \_\_\_\_\_!

### 6 Read and color for you.

I can use all sorts of words to talk about personal interests.



I can use all sorts of verbs in their present and past forms.



I can identify and use all sorts of action and state verbs.



I can read all sorts of stories and e-mails about interests.



I can write about all sorts of special interests.



I can listen to all sorts of people talking about interesting things they do.



I can speak about all sorts of interests.



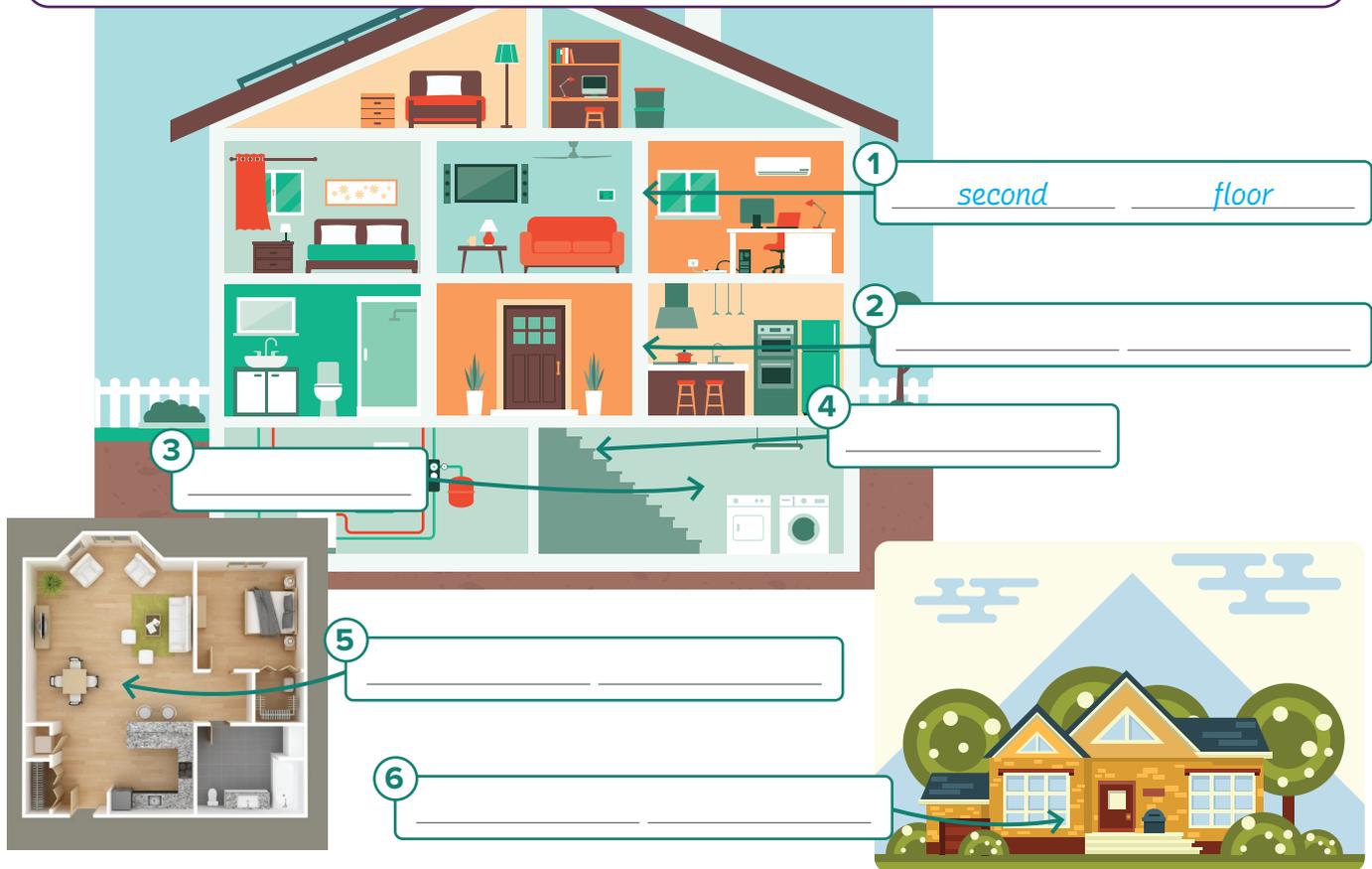
# 2

# House Designs

Sophie moves to a new house.

1 Look and label. Use the words from the box.

apartment layout    basement    first floor    house design    ~~second floor~~    stairs



2 Read. Then find, circle, and copy.

- 1 You need this to unlock the door to your house. k e y
- 2 This professional designs houses and buildings. \_\_\_\_\_
- 3 You go through this to enter a place or building. \_\_\_\_\_
- 4 These are numbers that express the size of a room. \_\_\_\_\_
- 5 You use them to build houses. \_\_\_\_\_

WSETTARCHITECTVBHJUENTRANCEVBYENKEYKLPIMATERIALSQGHMEASUREMENTSBNH



### 3 Label the things in a house.



1 Wi-Fi



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

### 4 Look and complete. Use words from the box.

basement ~~entrance~~ fridge key materials Wi-Fi



1 No parking!  
Do not block  
the entrance.



2 Restrooms are locked.  
Ask the attendant for  
the \_\_\_\_\_.



3 Keep \_\_\_\_\_ door  
closed.



4 The \_\_\_\_\_ password  
is IC@NTS@Y.



5 Danger!  
Toxic \_\_\_\_\_.



6 \_\_\_\_\_ apartment  
for rent.

### 5 Write a paragraph about the design or layout of your home or bedroom.

Handwriting practice area with five horizontal lines.



## 1 Look, read, and complete with *will* or *won't*.



The front door lock doesn't open.

Don't worry! I will call for help.



We \_\_\_\_\_ keep this old wooden gate, right?

Of course not! We \_\_\_\_\_ buy a new one.



This kitchen design is a bit old, but the fridge is brand new.

Great! We \_\_\_\_\_ need to replace it!



Dad, I don't like the color of my bedroom anymore!

No problem! I \_\_\_\_\_ repaint it.



Mom, the Wi-Fi is very slow!

I \_\_\_\_\_ replace it.



These steps are too steep!

I \_\_\_\_\_ help you get down the stairs, Grandma.

## 2 Read and match the sentences.

- |  |   |
|--|---|
| <p>1 I must go home now. Mom's waiting.</p> <p>2 Dave, classes start at 8 a.m.</p> <p>3 I can't find my wallet, Zack!</p> <p>4 I don't feel well, Dad. I have a fever.</p> <p>5 This burger is expensive and not very good.</p> <p>6 The gate is locked!</p> | <p>a Don't worry. I'll buy the tickets.</p> <p>b I'll take you to the hospital right now.</p> <p>c I agree! We won't come back here again!</p> <p>d Come on! I'll give you a ride.</p> <p>e No problem! I'll get the key.</p> <p>f Sorry, Mr. Adams. I won't be late again.</p> |
|--|---|



**3 Order the words and add *will* or *won't* to make sentences.**

**1 Grandpa:** The phone isn't working.

**Michael:** No problem, Grandpa.

(phone / the / company / . / contact / I)

*I'll contact the phone company.*

**2 Grandma:** Be careful, kids! The oven door is hot.

**Kids:** Don't worry! (it / . / touch / We)

**3 Dad:** Look at this! You broke the screen with the football.

**Ivy:** Sorry, Dad!

(football / I / house / . / play / again / inside / the)

**4 Mrs. Jones:** Look! Our fridge is almost empty!

**Mr. Jones:**

(weekend / go / shopping / . / this / We)

**5 Faiz:** You can't park here, Dad. That's the house gate!

**Dad:** You're right.

(somewhere / else / I / . / park)

**6 Sabah:** My parents need a good architect.

**Amina:** My mom's an architect.

(number / phone / . / you / send / her / I)

**4 Read and complete with *will* or *won't* and words from the box.**

be   change   ~~check~~   get   go   turn off

**Mom:** Come on! We're late for the party. Are the doors and the windows closed, Eli?

**Dad:** The windows are all closed. But I <sup>1</sup> *will check* the kitchen door.

**Mom:** Thanks! Kids, you all went to the bathroom, right?

**Enzo and Elena:** Yes.

**Theo:** I didn't, Mom. I <sup>2</sup> \_\_\_\_\_ now.

**Mom:** OK, Theo. What is that noise? Is the TV on?

**Enzo:** Yes. I <sup>3</sup> \_\_\_\_\_ the TV!

**Mom:** Thanks, Enzo! Where's the present?

**Elena:** I <sup>4</sup> \_\_\_\_\_ it, Mom!

**Mom:** Thanks! Eli, do you like my clothes?

**Dad:** Well ...

**Mom:** Hmm ... I think I <sup>5</sup> \_\_\_\_\_ clothes. Don't worry! I <sup>6</sup> \_\_\_\_\_ long!

**Whole family:** Oh, no!

**5 Look and write what you would say to help these people.**



**1** *I'll help you with your homework.*



**2** \_\_\_\_\_



**3** \_\_\_\_\_



**4** \_\_\_\_\_



## 1 Look and write Sophie's story.



*Sophie and her father go to a paint store. They want to buy paint to paint the yard wall in the new house. Sophie's father asks her, "What design will you have on the wall?", but Sophie doesn't know.*

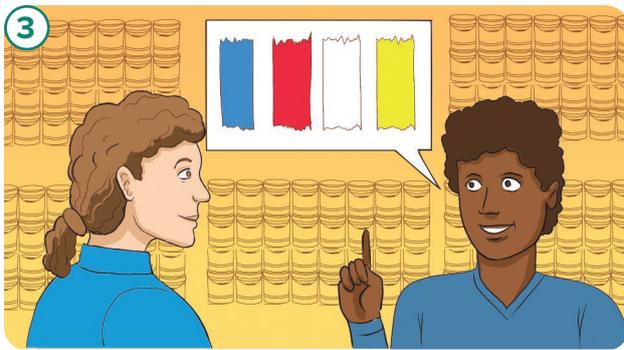


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## 1 2.1 Listen and write *T* (true) or *F* (false).

- 1 Ryan's parents are going to build a new house.   T
- 2 It will be a small house.
- 3 The family saw the layout yesterday.
- 4 The house will have two floors but no basement.
- 5 Matt thinks it is a dream house.

## 2 2.2 Listen again and check (✓).

1 How many bedrooms will the house have?

**a** 3

**b** 4

**c** 5

2 Which of these rooms will be on the first floor?



3 Which of these will Ryan's mother buy?



4 Which of these rooms won't be in the basement?



5 What part of the new house is Ryan most excited about?



# Vocabulary



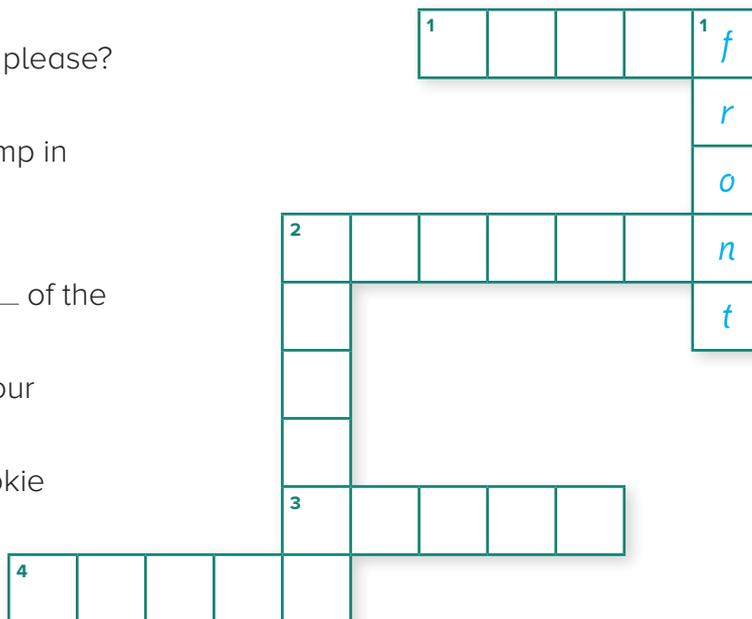
## 1 Read and complete.

### Down

- 1 Can you check on the children, please? They're in the front room.
- 2 I love this armchair and floor lamp in the \_\_\_\_\_ of the room!

### Across

- 1 The book is on the top \_\_\_\_\_ of the bookcase.
- 2 I loved the new \_\_\_\_\_ on your armchair. It's so soft!
- 3 There are no cookies in the cookie bowl. It's completely \_\_\_\_\_.
- 4 I can't do it right now, but I'll do it \_\_\_\_\_.



## 2 Read and complete. Use the words from the box.

~~Actually~~ else empty later shelf take

**Amy:** What is there for lunch, Dad?

**Dad:** Your favorite dish—pasta.

**Amy:** <sup>1</sup> Actually, my favorite dish is pizza.

**Dad:** But you like pasta, too.

**Amy:** I do. Is there anything <sup>2</sup> \_\_\_\_\_?

**Dad:** Yes. There's green salad.

**Amy:** Can I have a juice instead?

**Dad:** Is there any? Check the bottle on the bottom <sup>3</sup> \_\_\_\_\_ of the fridge.

**Amy:** Oh, no! It's <sup>4</sup> \_\_\_\_\_. Is the food ready yet?

**Dad:** The pasta is in the oven. It'll <sup>5</sup> \_\_\_\_\_ about 30 minutes to cook.

**Amy:** I'm hungry!

**Dad:** Go and do your homework while it bakes.

**Amy:** I'll do it <sup>6</sup> \_\_\_\_\_.

**Dad:** No. Do your homework now!

**Amy:** OK, Dad.





## 1 Look and complete using *going to*.



1 Lucas *is going to read a book* this evening.



2 Sarah \_\_\_\_\_ next weekend.



3 They \_\_\_\_\_ tomorrow.



4 Henry and Rose \_\_\_\_\_ on Friday evening.

## 2 Read and choose the correct option.

- Mom:** Did you call Grandpa?  
**Hussein:** Oops! I completely forgot. I *am going to do* / *will do* it right now.
- Noura:** Is your mother coming to the dinner party on Saturday?  
**Amal:** I'm afraid not. She *is going to work* / *will work* next weekend.
- Adel:** Oh, no! All my sneakers are too small. I *am going to ask* / *will ask* Mom to buy me new ones.
- Eva:** There's no bread, Dad.  
**Dad:** It's OK. I *am going to buy* / *will buy* some after work. Have some cereal.
- Jacob:** My family and I *are going to travel* / *will travel* to the lake tomorrow. Do you want to join us?  
**Adam:** Sure! Thanks for the invitation.
- Mom:** I *am going to go* / *will go* to the mall tomorrow. Do you need anything, Aisha?  
**Aisha:** I do. Could you get me two notebooks, please?

## 3 Read and answer.

1 A friend asks you about your plans tonight. What do you say?

---

2 A friend tells you a secret and asks you not to tell anyone. What do you say?

---





## 1 Read, analyze the words in blue, and choose V (verb) or N (noun).

- 1 The **design** of your bed is really special. **V/N**
- 2 Remember to **call** Grandma. **V/N**
- 3 I really like that channel's main news **broadcast**. **V/N**
- 4 There is a store at the **corner** of my street. **V/N**
- 5 Many young people don't have **telephones** anymore and use cell phones instead. **V/N**
- 6 When we found a lost dog in our garden, we **cornered** it and called its owner. **V/N**
- 7 Which architect **designed** your house? **V/N**

## 2 Think about where you will live when you have your own house. Complete the graphic organizer.

Kind of Residence	Location	Floors	Rooms	Amenities
Will it be a house, an apartment, a boat house, a tiny house, a castle? _____ _____ _____ _____	Where will it be? _____ _____ _____ _____	How many floors will it have? _____ _____ _____ _____	How many rooms will it have? _____ _____ _____ _____	Will it have a yard, a swimming pool, etc.? Will there be Wi-Fi, a fridge, a phone, etc.? _____ _____ _____ _____

## 3 Use your notes to write about the place.

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## 1 Listen and cross out the extra words.

Chorus

What's in, what's in your house?  
What's in your house?  
What's in, what's in your house?  
What's in your house?

- 1 To get through the entrance, you have to find the ~~metal~~ key. Once you're through the gate, you can come and find me!

Chorus

- 2 If you're feeling hungry, see what's in the small fridge!  
Turn the oven on or make a cold sandwich!

Chorus

- 3 Downstairs is the dark basement, on the bottom floor.  
4 There are tiny bedrooms and living rooms. Who could ask for more?

Chorus

- If you want technology, turn on the Wi-Fi.  
5 We have lots of TV screens. Have a look ...  
Don't be shy!

Chorus

## 2 Read and answer the questions.

### Homes of the Future

Let's take a trip into the future and imagine what homes of the future will look like. In the future, houses will use technology and exciting designs to make homes that won't harm the planet. They will be made with strong materials that will be recycled or natural. The main entrance will be different. Houses won't have keys. They will have smart locks that recognize you, so the door opens by itself. In the future, screens will be built into the walls. Ovens and fridges will have smart features. That means that you will be able to use them from anywhere with your phone. Houses will have strong Wi-Fi networks. In conclusion, homes of the future will make our daily lives easier.

- 1 What will the houses of the future use?  
*They will use technology and modern designs.*
- 2 How will the main entrance be different?  
\_\_\_\_\_
- 3 How will people be able to use ovens and fridges?  
\_\_\_\_\_
- 4 What kind of Wi-Fi network will houses have?  
\_\_\_\_\_



3 Listen and match the name with their perfect future home.

1 Grace      2 Mateo      3 Emily



4 Read and complete with *will* or *be going to* and the correct form of the verbs in parentheses.

**Jack:** I need your help, Liam.

**Liam:** I <sup>1</sup> will help (help) you. But what's the matter?

**Jack:** This is my bedroom. I share it with my brother Henry.

**Liam:** What a mess!

**Jack:** Sorry about that! I <sup>2</sup> \_\_\_\_\_ (clean) it later.

**Liam:** I think you should.

**Jack:** Henry <sup>3</sup> \_\_\_\_\_ (start) college soon. That means he <sup>4</sup> \_\_\_\_\_ (live) there.

**Liam:** Good for you!

**Jack:** My parents say that they <sup>5</sup> \_\_\_\_\_ (redesign) the room. They asked me what I want, but I have no idea.

**Liam:** Don't worry. I <sup>6</sup> \_\_\_\_\_ (give) you some ideas. I love design, and I <sup>7</sup> \_\_\_\_\_ (be) an architect in the future.

**Jack:** How lucky am I?

**Liam:** I <sup>8</sup> \_\_\_\_\_ (lend) you some magazines. Take a look at them and see what you like. Then we can talk.

**Jack:** Thanks a lot!

5 Read and color for you.

I can use all sorts of words to talk about house designs.



I can use all sorts of future forms to express future plans.



I can read all sorts of texts about different house designs.



I can write about my future plans using all sorts of forms.



I can listen to all sorts of people talking about house designs.



I can speak about all sorts of future plans and house designs.



# 3

# Job Paths

Tell me your future job!

1 Read, draw, and write sentences that are true for you.

singer	flight attendant	actor	engineer
_____ _____	_____ _____	_____ _____	_____ _____

2 Read the clues and complete. Find the secret word.

1	b	u	s	i	n	e	s	s	w	o	m	a	n

- 1 This person works in an office. She generally wears formal clothes.
- 2 This person writes the news or gives news reports on TV.
- 3 You can see this person at airports and on planes. They are the people that can fly a plane.
- 4 These people are very creative. They know how to mix colors and have lots of imagination. You can see their work in art galleries.
- 5 This person helps you when your car doesn't work well. He or she can fix it. They have their own garage to do it.
- 6 You can see this person on buses or cars. They take people to different places.

3 Write the clue for the secret word in Exercise 2.



## 4 Label the jobs.



actor



## 5 Read and complete.



<sup>1</sup> I want to be a manager so I can lead teams.

<sup>3</sup> My dad is a \_\_\_\_\_. He takes all the kids to school.

<sup>2</sup> I love working with food and talking to people, so maybe I can be a \_\_\_\_\_.

<sup>4</sup> A \_\_\_\_\_ has to speak to people and report what they hear on TV. That sounds fun!





## 1 Look and write sentences.



1 *They are going to be engineers.*



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

## 2 Order the words to make sentences.

1 might / future / in / not / She / act / the. *She might not act in the future.*

2 are / be / We / . / managers / to / going \_\_\_\_\_

3 be / fashion / My / a / brother / designer / may / . / \_\_\_\_\_

4 not / You / singer / going / a / . / be / are / to \_\_\_\_\_

5 planes / . / not / fly / may / He \_\_\_\_\_

6 They / office / work / might / in / an / . / \_\_\_\_\_



**3 Complete. Use the words from the box.**

are going to    ~~isn't going to~~    may    may    might

- 1 Layla is sure she isn't going to be an artist. She hates painting.
- 2 I think Justin \_\_\_\_\_ be a singer. His voice is very nice.
- 3 David \_\_\_\_\_ work as a waiter, but he is really not sure.
- 4 Kim and Paul \_\_\_\_\_ be pilots. They love flying.
- 5 It's possible that we \_\_\_\_\_ study acting in the future.

**4 Rewrite the sentences using the word in parentheses.**

- 1 It's possible they will be pilots. (may)  
They may be pilots.
- 2 Sam thinks he wants to be an architect in the future. (might)  
\_\_\_\_\_
- 3 Willow knows she doesn't want to work as a fashion designer. (going to)  
\_\_\_\_\_
- 4 It's unlikely they will act in movies when they grow up. (might)  
\_\_\_\_\_
- 5 It's possible Dan will work as a manager in his mom's company. (may)  
\_\_\_\_\_

**5 Look and write sentences that are true for you.**

- 1  (going to)  
I'm going to be a driver. / I'm not going to be a driver.
- 2  (may)  
\_\_\_\_\_
- 3  (might)  
\_\_\_\_\_
- 4  (going to)  
\_\_\_\_\_

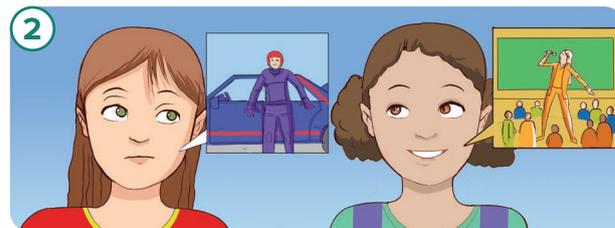
# Story



## 1 Look and write Harper's story.



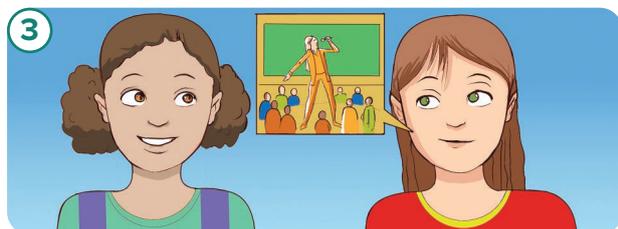
Harper is with her friend, Sofia. She is thinking about college. She doesn't know what she might study in college. Her friend Sofia asks her, "What's the matter, Harper?"



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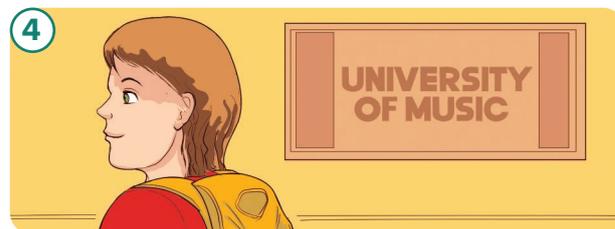
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# Listening and Speaking

1 3.1 Listen and number the professions as the children mention them.

a



b



c



d



2 3.2 Listen again and complete.

## Today's guest speaker

- 1 The man's name is Robert.
- 2 His last name is \_\_\_\_\_.
- 3 He sometimes works in an \_\_\_\_\_.
- 4 One thing he does is to \_\_\_\_\_ in his job.
- 5 Robert wears a \_\_\_\_\_ to be safe.
- 6 Robert says \_\_\_\_\_ don't draw or wear suits.
- 7 Robert is an \_\_\_\_\_.



# Vocabulary



## 1 Look and find. Circle.

- ~~office~~
- meeting
- airport
- stage
- factory
- news
- gallery
- job
- work

R	G	T	D	N	E	G	S	M	O
J	M	A	F	O	F	F	I	C	E
O	E	S	L	K	A	F	H	N	P
B	E	M	A	L	L	R	R	E	N
S	T	A	G	E	E	N	E	W	S
A	I	D	P	L	J	R	A	S	R
S	N	W	R	S	P	E	T	Y	R
N	G	P	F	A	C	T	O	R	Y
E	O	I	G	A	L	L	E	R	Y
A	I	R	P	O	R	T	N	E	T
W	O	T	F	M	J	W	O	R	K

## 2 Look and write. Then listen and check.

Where might they work in the future?  
Write the place.



They may work in a news studio.



They may work in an \_\_\_\_\_.



They may work in a \_\_\_\_\_.



They may work in a \_\_\_\_\_.



They may work in an \_\_\_\_\_.



They may work on a \_\_\_\_\_.



## 1 Order the words to make questions.



flight attendant / isn't / a / He's / he / ?  
He's a flight attendant, isn't he?

No, he isn't. He's a pilot.



actress, / be / isn't / she / to / ? / She's / an / going \_\_\_\_\_

No, I think she may be a journalist.



it / ? / the / That / wasn't / airport / was \_\_\_\_\_

Yes, I think so.



didn't / worked / that / they / building, / They / ? / in \_\_\_\_\_

Yes, they did.

## 2 Look and complete the sentences.

- 1 She's a driver, isn't she ?
- 2 They can't be businessmen, \_\_\_\_\_ ?
- 3 She is going to be a singer, \_\_\_\_\_ ?
- 4 He dances very well, \_\_\_\_\_ ?
- 5 He isn't a professional photographer, \_\_\_\_\_ ?



## 3 Look at the picture in Exercise 2. Write three more sentences.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_





## 1 Look at the text and pictures, and choose the best option.

- 1 This text is **a** an article. **b** a dialog. **c** a play.  
 2 The text may be about the boys' **a** parents' jobs. **b** career plans. **c** present interests.

**Kevin:** The show and tell was full of specialists. What are you going to do in the future?

**Olly:** <sup>1</sup> I may be an artist or a journalist. I like creating.

**Kevin:** Oh, I don't like that! I like working with people. So, I might be a therapist or a psychologist.

**Olly:** <sup>2</sup> \_\_\_\_\_

**Kevin:** I know. Scientists also study all the time. My mom is a scientist. She is always reading.

**Olly:** <sup>3</sup> \_\_\_\_\_

**Kevin:** Ha, ha. Yes, you talk a lot, especially on your phone.

**Olly:** <sup>4</sup> \_\_\_\_\_

**Kevin:** She might be right. Would you like it?

**Olly:** <sup>5</sup> \_\_\_\_\_

**Kevin:** My dad says that about offices. He's a businessman.

**Olly:** <sup>6</sup> \_\_\_\_\_

**Kevin:** Well, let's ask my dad what he thinks!

**Olly:** Good idea!



## 2 Read and complete Olly's missing lines. There are two extra sentences that you won't need.

- a** I know I'm not going to be a businessman. It's very boring.
- b** I don't like reading. I like talking.
- c** I don't think so. It's boring being in an office all the time.
- ~~**d** I may be an artist or a journalist. I like creating.~~
- e** I may never be good at it, but my mom does it well.
- f** My sister says I'm going to be a receptionist because I'm always on the phone.
- g** Oh, I love flying. I'm going to be a pilot.
- h** My mom is a psychologist. She studies all the time.



## 1 Complete the chart.

Base Word	Noun with <i>-ist</i>
special	<i>specialist</i>
_____	journalist
_____	therapist
psychology	_____
_____	scientist
reception	_____
_____	artist

## 2 Look and complete the graphic organizer.

Past	Now	Future	
<b>Character:</b> Who is in the story? _____ _____ _____	<b>Location:</b> Where are they and why? _____ _____ _____	<b>Predictions:</b> What is going to / may / might happen? _____ _____ _____	<b>Actions:</b> What happened or is happening? _____ _____ _____

## 3 Use your notes to write the story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Integrated Skills Review



## 1 Listen and complete. Use the words from the box.

~~actor~~    businesswoman    engineer    flight attendant  
manager    mechanic    waiter

Hi. I'm an <sup>1</sup> actor. I act in films and TV.  
I'm a school bus driver.  
Have you seen me?  
Hello, I'm an artist. I love to draw and paint.  
I'm a <sup>2</sup> \_\_\_\_\_. I have a meeting;  
I can't be late!  
We live in your community, in your community!  
Hey! I'm a fashion designer. I design the  
clothes that you wear.  
I help people build houses. I'm an <sup>3</sup> \_\_\_\_\_.  
Hello. I'm a journalist. I talk about the news.  
I'm a <sup>4</sup> \_\_\_\_\_ of business people – don't  
be confused!  
We live in your community, in your community!

Hey! I'm a <sup>5</sup> \_\_\_\_\_. I fix your car if  
it breaks.  
I'm a photographer and pictures I take.  
Hello. I'm a pilot. I fly airplanes.  
I'm a <sup>6</sup> \_\_\_\_\_. I'll help you relax on  
the plane!  
We live in your community, in your community!  
Hey! I'm a singer. I sing on TV.  
And I love to sing in concerts and make you happy!  
Hello. I'm a <sup>7</sup> \_\_\_\_\_ and I bring you food.  
If you like what you eat, then you'll be in a  
good mood.  
We live in your community, in your community!

## 2 Read and make sentences.

### New Message

To **Billy**

Dear Billy,  
Today in class we talked about what we are going to do when we grow up. My friend Lara says she may be a manager because she likes telling people what to do. My classmate Mike thinks he may be a driver or a mechanic because he loves cars. Jess said she might be a pilot because she likes flying, but she says it's not an easy career. I hate flying, so I know I'm not going to be a pilot or a flight attendant. I may be an artist or a fashion designer. You know I like creating, so I think those will probably be good options for me. My sister is going to be an engineer but that's very difficult. What about you? Do you know what you are going to be when you grow up?

Amy

- 1 Lara may be a manager \_\_\_\_\_.
- 2 Mike \_\_\_\_\_.
- 3 Jess \_\_\_\_\_.
- 4 Amy \_\_\_\_\_.
- 5 Amy \_\_\_\_\_.
- 6 Amy \_\_\_\_\_.
- 7 Amy's sister \_\_\_\_\_.



### 3 Listen and match.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1 An actor                    | a has knowledge of colors.      |
| 2 A manager                   | b has experience with teamwork. |
| 3 A pilot                     | c communicates well.            |
| 4 A businessman/businesswoman | d is able to stay calm.         |
| 5 An artist                   | e needs years of training.      |
| 6 A flight attendant          | f has leadership skills.        |

### 4 Read and choose the correct option.

**Lucas:** Let's talk about our future plans. What <sup>1</sup>are you going to / may do in the future?

**Daniel:** I'm not sure. I think I <sup>2</sup>may / am going to be a waiter. You know I like helping people.

**Lucas:** Yes, but you like painting too, <sup>3</sup>do / don't you? You <sup>4</sup>may / are going to be a good artist too.

**Daniel:** Right! Artists are very famous too, <sup>5</sup>don't / aren't they?

**Lucas:** Well, not always. Some <sup>6</sup>may not / aren't going to make a lot of money.

**Daniel:** Seriously? Then it <sup>7</sup>may / might not be a good idea.

**Lucas:** I don't know. You need to do what you think is right.



### 5 Read and color for you.

I can use all sorts of words to talk about jobs.			
I can use all sorts of future forms to express future plans.			
I can read all sorts of texts about different communities.			
I can write about my future plans using all sorts of future forms.			
I can listen to all sorts of people talking about jobs and communities.			
I can speak about all sorts of future plans and my community.			



# 4

# Glorious Food

Make your favorite snack.

1 Look and complete. Find the secret word.

1 s n a c k s

2

3

4

5

6

7

8

9

10

2 Write a sentence using the secret word in Exercise 1.

\_\_\_\_\_

3 Complete. Use the words from the box.

bake butter cookie flour honey ~~recipe~~ smell snack sugar topping yogurt

- 1 It gives instructions to prepare food. recipe
- 2 You can put it on toast. \_\_\_\_\_
- 3 These ingredients are white. \_\_\_\_\_
- 4 It is a small meal between regular meals. \_\_\_\_\_
- 5 You use your nose to do this. \_\_\_\_\_
- 6 You put it on top of pizza and other foods. \_\_\_\_\_
- 7 You can have it as a snack. \_\_\_\_\_
- 8 To do this, you cook something in a hot oven. \_\_\_\_\_



## 4 Read and choose the word that doesn't belong in each group.

1 butter / countertop / honey

2 honey / yogurt / sugar

3 topping / recipe / ingredients

4 cookies / yogurt / flour

5 bake / smell / countertop

6 sugar / butter / flour

## 5 Read and choose the correct option.

**Luca:** Mom, can you help me make a cake?

**Mom:** Sure!

**Luca:** I want to learn how to bake / cook cakes and cookies!

**Mom:** That's great. First, let's clear some space on the topping / countertop.

**Luca:** All right. Done!

**Mom:** Great job, Luca! Now, let's get the snacks / ingredients.

**Luca:** OK. What do we need?

**Mom:** Let me check the oven / recipe.

**Luca:** OK.

**Mom:** We need flour, sugar, eggs, butter, and milk.  
Can you please fetch / buy them?

**Luca:** Sure. Here they are! Do we need anything else?

**Mom:** Yes. We need a little bit of coffee, too. It's in the cupboard.

**Luca:** I found it. Mmm ... coffee smells / feels so good!

**Mom:** It does! Now, let's get started!



## 6 Read and answer the questions.

1 What do you usually eat as a snack?

---

2 What do you usually put on your toast?

---

3 What is your favorite yogurt flavor?

---

4 What is your favorite kind of cookie?

---

5 What recipes can you make with flour? Name three.

---

6 What ingredients do you need to make cookies?

---





## 1 Read and choose the correct option.

🏠 | < >
Search
🕒 📄

## Cooking Safety Tips for Children

*Cooking is fun, but being safe in the kitchen is important.*

**Follow these safety rules when you cook:**

You <sup>1</sup>should / shouldn't ask an adult for permission.

You <sup>2</sup>should / shouldn't cook alone.

You <sup>3</sup>had better / had better not wash your hands before cooking.

You <sup>4</sup>had better / had better not lick spoons, plates, or your fingers.

You <sup>5</sup>should / shouldn't use knives without an adult's help.

You <sup>6</sup>had better / had better not get an adult to help you use the stove.

You <sup>7</sup>had better / had better not clean up the mess when you finish.



## 2 Add two more safety rules to the list in Exercise 1. Use *should*, *shouldn't*, *had better*, or *had better not*.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## 3 Rewrite the sentences using the words in parentheses.

- 1 You shouldn't make a mess in the kitchen. (had better)  
You had better not make a mess in the kitchen.
- 2 We should have a large breakfast. (had better)  
\_\_\_\_\_
- 3 You shouldn't eat cookies before lunch. (had better)  
\_\_\_\_\_
- 4 You had better not add sugar to your juice. (should)  
\_\_\_\_\_
- 5 You had better mix the ingredients slowly. (should)  
\_\_\_\_\_
- 6 You had better not add honey to the recipe. (should)  
\_\_\_\_\_



4 Match the situations to the advice.

- 1 This milk smells bad.
  - 2 I'm so hungry, Mom.
  - 3 I can't cook without Mom's permission.
  - 4 I think I'm getting toothache.
  - 5 We must get up early tomorrow.
  - 6 I can't remember the recipe!
- a Should I make you a sandwich?
  - b You shouldn't eat so much sugar.
  - c Shouldn't you all be in bed now?
  - d You had better talk to her then.
  - e You should have a recipe notebook.
  - f You had better not drink it.

5 Look, read, and write your advice. Use *should*, *shouldn't*, *had better*, or *had better not*.



1 I cook very badly.

You had better take cooking classes.



2 Mom and Dad don't let me cook.

\_\_\_\_\_



3 My cookies always burn.

\_\_\_\_\_



4 I'm afraid of cutting my finger

\_\_\_\_\_



5 My cake is too sweet.

\_\_\_\_\_



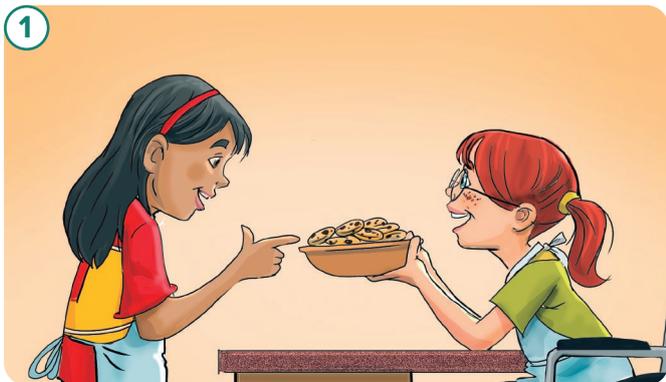
6 I never remember the recipes.

\_\_\_\_\_





## 1 Look at the pictures and write Layla's story.



Layla and her friend Thelma talk about her carrot cookies, and Thelma says, "Let's sell your carrot cookies!" Layla says, "That's a good idea! We can make different kinds of vegetable cookies!"



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 1 4.1 Listen and choose the correct option.

- 1 Susan Lee is a doctor / teacher.
- 2 She is talking to students / patients.
- 3 She says children should have three / four meals a day.
- 4 She says children should also have two / three snacks a day.
- 5 She says children should / shouldn't have fast food for lunch or dinner.

## 2 4.2 Listen again and number the food.

1



breakfast



2



morning snack



3



lunch



4



afternoon snack



5



dinner



6



evening snack





## 1 Break the code and complete the article.



### How Can Kids Help in the Kitchen?

Even though kids are <sup>1</sup> young, they can help out an adult in the kitchen. They can help in different ways.



#### 2- to 3-year-old kids can:

- <sup>2</sup> \_\_\_\_\_ dry ingredients
- <sup>3</sup> \_\_\_\_\_ ingredients with a wooden spoon
- <sup>4</sup> \_\_\_\_\_ wet ingredients

#### 4- to 5-year-old kids can:

- Make <sup>5</sup> \_\_\_\_\_ balls with their hands
- <sup>6</sup> \_\_\_\_\_ dough
- <sup>7</sup> \_\_\_\_\_ soft vegetables and fruit with a knife

#### 6- to 10-year-old kids can:

- <sup>8</sup> \_\_\_\_\_ hot mixtures and sauces
- Follow simple recipes
- Prepare simple snacks and meals

## 2 Look, read, and complete. Use the words from the box.

cut    measure    mix    pour    roll    smell    ~~stir~~    taste



<sup>1</sup> Stir the eggs quickly.



<sup>2</sup> \_\_\_\_\_ enough milk to cover the cereal.



<sup>3</sup> \_\_\_\_\_ the dough into a large circle.



<sup>4</sup> \_\_\_\_\_ 500g of flour.



<sup>5</sup> \_\_\_\_\_ the sauce and \_\_\_\_\_ all the add salt and pepper.



<sup>6</sup> \_\_\_\_\_ all the ingredients.



<sup>7</sup> \_\_\_\_\_ the bananas.



<sup>8</sup> \_\_\_\_\_ the bread and eat it.

## 3 Write sentences about what you can and can't do in the kitchen using the words in parentheses.

- 1 (measure / ingredients) \_\_\_\_\_
- 2 (mix / ingredients) \_\_\_\_\_
- 3 (roll / dough) \_\_\_\_\_
- 4 (cut / fruit) \_\_\_\_\_



## 1 Match the columns to make sentences.

- |  |                              |
|--|------------------------------|
| 1 If the oven is too hot,              | a if she doesn't cook it.    |
| 2 You put on weight                    | b if he cooks it.            |
| 3 If people exercise,                  | c the cookies burn.          |
| 4 Grandma doesn't eat food             | d you have to throw it away. |
| 5 My brother eats too much of the food | e if you eat too much.       |
| 6 If the meat smells bad,              | f they have more energy.     |

## 2 Complete the sentences with the correct form of the verbs in parentheses.

- If you eat (eat) a good breakfast, you have (have) lots of energy.
- If you \_\_\_\_\_ (not beat) the eggs, the pancakes \_\_\_\_\_ (get) flat.
- Dad \_\_\_\_\_ (get) sleepy if he \_\_\_\_\_ (eat) too much for lunch.
- \_\_\_\_\_ (not eat) the food if it \_\_\_\_\_ (smell) bad.
- If the dough \_\_\_\_\_ (not rise), the bread \_\_\_\_\_ (get) heavy.
- If you \_\_\_\_\_ (not measure) the ingredients, the recipe \_\_\_\_\_ (not work).
- The sauce \_\_\_\_\_ (get) too hot if you \_\_\_\_\_ (not stir) it.
- If the ingredients \_\_\_\_\_ (be) old, \_\_\_\_\_ (not use) them.

## 3 Complete the sentences to make sentences that are true for you.

- If I get hungry late at night, \_\_\_\_\_.
- My teacher gets angry if \_\_\_\_\_.
- If I don't do my homework, \_\_\_\_\_.
- My best friend gets happy if \_\_\_\_\_.
- If I want to relax, \_\_\_\_\_.
- My teacher gets happy if \_\_\_\_\_.
- I get bored if \_\_\_\_\_.
- My friends get excited if \_\_\_\_\_.





## 1 Look at the picture and text and choose the best option.

- 1 This text is **a** an advertisement. **b** a recipe. **c** a diet plan.  
 2 The text is about **a** the best cookie maker. **b** sugar-free cookies. **c** homemade cookies.



## Homemade Honey Cookies

### Instructions:

- 1 Preheat your oven to 175°C.
- 2 Measure all the ingredients.
- 3 In a mixing bowl, mix the butter and sugar.
- 3 <sup>4</sup> \_\_\_\_\_ (ropu) in the honey and <sup>5</sup> \_\_\_\_\_ (xim) it well.
- 4 Add the flour to the mixture and <sup>6</sup> \_\_\_\_\_ (tris) slowly.
- 5 Add the yogurt to the <sup>7</sup> \_\_\_\_\_ (goduh) and mix everything.
- 6 Take a small piece of the dough and <sup>8</sup> \_\_\_\_\_ (rlol) it into balls.
- 7 Place the dough balls on a baking sheet.
- 8 Press the <sup>9</sup> \_\_\_\_\_ (ptoping) on top of the cookies.
- 9 <sup>10</sup> \_\_\_\_\_ (kabe) the cookies for about 15 minutes.
- 10 Let the cookies cool for a few minutes and enjoy them!

### Ingredients:

- ½ cup <sup>1</sup> butter (tutber)  
 ½ cup <sup>2</sup> \_\_\_\_\_ (gasur)  
 ¼ cup honey  
 1 cup <sup>3</sup> \_\_\_\_\_ (roflu)  
 ¼ cup yogurt  
 Topping of your choice  
 (nuts, chocolate chips, etc.)

## 2 Order the letters in parentheses and complete.

## 3 Read and write *T* (true) or *F* (false).

- 1 It is a recipe for chocolate chip cookies.   F    
 2 The recipe uses five ingredients and a topping.         
 3 You can't choose the toppings you prefer.         
 4 You need a measuring cup to measure the ingredients.         
 5 All the ingredients are mixed together in a bowl.         
 6 The cookies take a short time to bake.         
 7 The topping is added after baking the cookies.         
 8 You should eat the cookies while they are hot.





## 1 Listen, cross out the wrong words, and correct them.

Chorus

Do you ~~have~~ to bake a cake? <sup>1</sup> want

Bake a cake, bake a cake?

You won't make any mistakes!

If you follow my advice.

You should get all your ingredients

<sup>2</sup> \_\_\_\_\_

before you begin.

You'd better wash your hands.

You have dirt on your skin!

Chorus

You'd better not forget the honey <sup>3</sup> \_\_\_\_\_  
to make the cake sweet.

You shouldn't add too much, though,  
so it's not too sweet to eat!

Chorus

You should make the cake in the oven,

<sup>4</sup> \_\_\_\_\_

and watch the mixture rise.

You'd better watch the clock,  
or you'll get a big surprise!

Chorus

## 2 Read the text and complete the sentences.

### Help from Faith

Dear Faith,  
I'm a happy 10-year-old, but I feel a little  
unhealthy and I can't play all the sports with  
my friends. I love eating all sorts of food. I  
don't like doing exercise much, but I can try.  
What should I do?  
Julian

Dear Julian,  
I'm happy you want to make healthy changes.  
I'm here to help you. You love all sorts of food,  
so making small changes in your diet can  
make a big difference. Stop eating cookies and  
sugary snacks. Choose healthy foods like fruit,  
vegetables, and meat. They give you energy  
and help you maintain a healthy weight. Try  
to be more active, too. Exercise can be fun!  
You only need to find activities you enjoy.  
Ride a bike, roller skate, or dance around.  
Remember, it's about being healthy, and it isn't  
a competition with anyone else. Believe in  
yourself. You can do it!  
Take care,  
Faith

- 1 Julian wants to \_\_\_\_\_.
- 2 Julian had better not eat \_\_\_\_\_.
- 3 Julian should eat \_\_\_\_\_.
- 4 For exercise, Julian should \_\_\_\_\_.



**3** 4.4 Listen and match.



- 1 Ella
- 2 Caleb
- 3 Maya
- 4 Nathan



**4** Read and complete. Use the words from the box.

**had better eat nutritious food      had better not eat fast food**  
**if you don't sleep enough      If you have a healthy diet      ~~should eat healthy food~~**  
**should exercise regularly      shouldn't sleep**

**Dr. Spencer:** Is your diet balanced?

**Kevin:** Well, I know I <sup>1</sup> should eat healthy food but sometimes I have fast food.

**Dr. Spencer:** You <sup>2</sup> \_\_\_\_\_ like fruit, vegetables, and meat. <sup>3</sup> \_\_\_\_\_  
 \_\_\_\_\_, you have more energy. And you <sup>4</sup> \_\_\_\_\_.  
 It isn't good for your body.

**Kevin:** OK! I'll try to improve my diet.

**Dr. Spencer:** You <sup>5</sup> \_\_\_\_\_, too. Cycling or walking can help you sleep better. How many hours do you sleep at night?

**Kevin:** Five or six hours.

**Dr. Spencer:** That isn't enough. You obviously feel tired <sup>6</sup> \_\_\_\_\_.  
 You <sup>7</sup> \_\_\_\_\_ less than 7 or 8 hours a night.

**Kevin:** Thank you, Doctor. I'll do my best to improve these habits!

**5** Read and color for you.

I can use all sorts of words to talk about food and cooking.			
I can use all sorts of future forms to give advice and describe results of conditions.			
I can read all sorts of texts about food, cooking, and healthy lifestyles.			
I can write about food and healthy lifestyles using all sorts of forms to give advice.			
I can listen to all sorts of people talking about food and healthy lifestyles.			
I can speak about food and healthy lifestyles using all sorts of forms to give advice.			

# 5 Storylines

Let's watch a movie!

PART

2

## 1 Look and find. Then circle and label the pictures.

→	D	O	C	U	M	E	↓
↓	D	Y	R	A	T	N	←
→	R	A	M	A	H	O	↓
↓	A	C	R	O	R	R	←
→	R	T	O	O	N	S	↓
↓	O	C	I	F	I	C	←
→	M	E	D	Y	T	H	↓
↓	R	E	L	L	I	R	←
→	W	E	S	T	E	R	↓
↓	E	T	S	Y	M	N	←
→	R	Y	M	U	S	I	↓
↓	I	A	F	L	A	C	←
→	R	Y	T	A	L	E	↓
↓	M	I	N	A	D	3	←
→	A	T	I	O	N	😊	



documentary



## 2 Read and write the words from Exercise 1.

- 1 This kind of story creates a feeling of fear. horror
- 2 This kind of story makes people laugh. \_\_\_\_\_
- 3 It's a story about an invented future or space. \_\_\_\_\_
- 4 It's a story for children about things and characters that aren't real. \_\_\_\_\_
- 5 It's a movie or TV program about real people or facts. \_\_\_\_\_
- 6 It's sometimes a sad story about how people feel. \_\_\_\_\_
- 7 In this kind of story, a detective tries to solve a crime. \_\_\_\_\_
- 8 It's an exciting story, full of action. \_\_\_\_\_



### 3 Read and complete. Use the words from the box.

3D animation   ~~cartoons~~   documentaries   musical   mystery   plays   western

- 1 Cartoons use animated drawings to tell a story.
- 2 I prefer watching \_\_\_\_\_ to watching movies.
- 3 Sherlock Holmes is one of the most famous detectives in \_\_\_\_\_ stories of all time.
- 4 \_\_\_\_\_ movies tell the stories of the American Wild West.
- 5 \_\_\_\_\_ actors have to act, sing, and dance.
- 6 My favorite \_\_\_\_\_ movie is the one with the ice queen.
- 7 I watch \_\_\_\_\_ because I like to learn about the world.

### 4 Write the kinds of movies they are watching.



1 They are watching a comedy.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

### 5 What kind of movies do you like the most and the least? Write a paragraph to explain your choices.

\_\_\_\_\_

\_\_\_\_\_





## 1 Look, read, and write what they were doing yesterday at 3 p.m.



1 Ivy / read / fairy tale  
*Ivy was reading a fairy tale.*



2 They / watch / play  
 \_\_\_\_\_  
 \_\_\_\_\_



3 Elias / make / documentary  
 \_\_\_\_\_  
 \_\_\_\_\_



4 They / buy tickets / musical  
 \_\_\_\_\_  
 \_\_\_\_\_



5 Zoe / draw / cartoon  
 \_\_\_\_\_  
 \_\_\_\_\_



6 Adam / act / sci-fi movie  
 \_\_\_\_\_  
 \_\_\_\_\_



7 The clown / do / comedy show  
 \_\_\_\_\_  
 \_\_\_\_\_



8 Bella / write / horror story  
 \_\_\_\_\_  
 \_\_\_\_\_



9 Jade and Lucy / enjoy / animation  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2 Look at the pictures in Exercise 1 and complete the sentences using the negative form of the verbs in parentheses.

- 1 Ivy wasn't reading a horror story. (read)
- 2 They \_\_\_\_\_ a movie. (watch)
- 3 Elias \_\_\_\_\_ a western. (make)
- 4 They \_\_\_\_\_ tickets for a concert. (buy)
- 5 Zoe \_\_\_\_\_ a comic strip. (draw)
- 6 Adam \_\_\_\_\_ acting in a thriller. (act)
- 7 The clown \_\_\_\_\_ a talk show. (do)
- 8 Bella \_\_\_\_\_ a fairy tale. (write)
- 9 Eli and Lucy \_\_\_\_\_ during the mystery movie. (sleep)



**3 Complete the questions with the verbs in parentheses.**

- 1 Was Bella writing a play yesterday at 3 p.m.? (write)
- 2 Were your parents working yesterday morning? (work)
- 3 \_\_\_\_\_ you \_\_\_\_\_ a movie yesterday evening? (watch)
- 4 \_\_\_\_\_ it \_\_\_\_\_ last Saturday morning? (rain)
- 5 \_\_\_\_\_ you and your friends \_\_\_\_\_ together yesterday afternoon? (play)
- 6 \_\_\_\_\_ the sun \_\_\_\_\_ yesterday morning? (shine)
- 7 \_\_\_\_\_ your friends \_\_\_\_\_ last night? (study)
- 8 \_\_\_\_\_ your best friend \_\_\_\_\_ a story yesterday evening? (read)
- 9 \_\_\_\_\_ you \_\_\_\_\_ at 11 p.m. yesterday? (sleep)
- 10 What \_\_\_\_\_ you \_\_\_\_\_ yesterday at lunchtime? (do)

**4 Answer the questions in Exercise 3 so they are true for you. Write complete sentences.**

- 1 No, she wasn't. She was writing a horror story.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

**5 Read and complete with the correct form of the verbs in parentheses.**

Charlotte: Hey, Jane! What <sup>1</sup> were you doing (do) yesterday at 6 p.m.?

Jane: I <sup>2</sup> \_\_\_\_\_ (lie) in bed.

Charlotte: <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (sleep) that early?

Jane: No, I <sup>4</sup> \_\_\_\_\_ (be). I <sup>5</sup> \_\_\_\_\_ (read) a great mystery book. My dad <sup>6</sup> \_\_\_\_\_ (make) lots of noise though.

Charlotte: <sup>7</sup> \_\_\_\_\_ he \_\_\_\_\_ (install) the new home theater system?

Jane: No, he <sup>8</sup> \_\_\_\_\_. He <sup>9</sup> \_\_\_\_\_ (play) sci-fi video games. He loves them!

Charlotte: Me, too! I <sup>10</sup> \_\_\_\_\_ (not read) at 6 p.m.

Jane: No? What <sup>11</sup> \_\_\_\_\_ you \_\_\_\_\_ (do)?

Charlotte: I <sup>12</sup> \_\_\_\_\_ (text) you, but you <sup>13</sup> \_\_\_\_\_ (not read) my messages.

Jane: I'm sorry! My phone was probably dead.

Charlotte: No problem! I'll talk to you at school.

Jane: OK!



## 1 Look at the pictures and write about Connor and Kai's presentation.

Two days later ...



1 *Two days later, Connor and his friend Kai were getting ready for the presentation about the book they chose. Connor looked nervous and asked Kai, "Are we ready?" Kai said, "I think so!" in a relaxed way.*

---

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---

---



3 \_\_\_\_\_

---

---

---

4 \_\_\_\_\_

---

---

---

## 2 How successful do you think Connor and Kai's presentation was? Draw the end of the story and write about it.

---

---

---

---

---

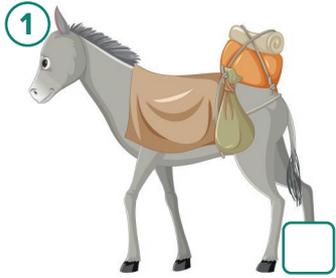
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1 5.1 Listen and choose the parts of the story.



2 5.2 Listen again and complete.

**Storytelling Session**

Storyteller's name:

1 \_\_\_\_\_ *Emma* \_\_\_\_\_ Brookbank

Story Title:

2 \_\_\_\_\_ and the Donkey

Kind of story:

3 folk \_\_\_\_\_

First book with story written:

4 More than \_\_\_\_\_ years ago

Animal in the story:

5 \_\_\_\_\_

Main characters:

6 \_\_\_\_\_ and \_\_\_\_\_

3 Write answers that are true for you.

1 Did you like the story? Why?

\_\_\_\_\_

2 Who's your favorite character? Why?

\_\_\_\_\_





## 1 Choose the correct option.

- 1 The wooden horse **whispered** / **wished** to be a real horse.
- 2 My favorite **character** / **storyboard** is the cowboy.
- 3 The princess lives **alone** / **scared** in a big castle.
- 4 The talking mouse **appeared** / **decided** in the garden.
- 5 Not all fairy tales **whisper** / **end** happily.
- 6 The monster **appeared** / **decided** to see what was out there in the real world.
- 7 The little fish **whispered** / **felt** to herself to keep on swimming.
- 8 This is the **storyboard** / **act** of the fairy tale animation.

## 2 Describe the pictures using the words in parentheses.



- 1 He feels scared when he watches horror movies. (feel / scared)



- 2 How many \_\_\_\_\_? (act / play)



- 3 \_\_\_\_\_ in his bedroom. (play / alone)



- 4 \_\_\_\_\_ open the boxes. (wish / could)

## 3 Write answers that are true for you.

- 1 Who is your favorite story character? Why do you like him/her?

---

- 2 How do you feel when you listen to, read, or watch a good story?

---



## 1 Read and choose the correct option.

**Carter:** What about <sup>1</sup>watch / watching a movie?

**Amelia:** That's a good idea!

**Carter:** How about <sup>2</sup>see / seeing a horror movie?

**Amelia:** Hmm, I'm not in the mood for something scary.

**Carter:** I see. Why don't we <sup>3</sup>choose / choosing a musical? It's fun and relaxing.

**Amelia:** I know, but musicals are a little boring. What about <sup>4</sup>go / going for a western?

**Carter:** I'm not so sure. Why don't we <sup>5</sup>pick / picking a drama?

**Amelia:** I like dramas, but today I feel like seeing an exciting space adventure.

**Carter:** So, how about <sup>6</sup>watch / watching a sci-fi movie?

**Amelia:** Great idea! But which one?

**Carter:** Oh, no! Here we go again.

## 2 Read and complete.

**1 Adam:** What a boring play! Why don't we skip (skip) the final act?

**John:** Good idea, son! Let's go home!

**2 Teacher:** Why are you alone, Majid? How \_\_\_\_\_ (join) the other kids?

**Majid:** OK. I will.

**3 Teacher:** Are you free, Ivy? What \_\_\_\_\_ (draw) the storyboard?

**Ivy:** Good idea, Mrs. Boyce.

**4 Teacher:** Now kids, how \_\_\_\_\_ (choose) the characters each one will play?

**Kids:** Great idea!

**5 Farah:** Why \_\_\_\_\_ (tell) us a story, Mom?

**Mom:** OK, kids. I'll tell you a mystery story.

**6 Nawal:** I loved the movie. It ends in a surprising way.

**Sabah:** Come on, Nawal. What \_\_\_\_\_ (tell) me how it ends?

## 3 Read the situations and make suggestions.

**1** You're hungry. Talk to your friends.

Why don't we have a snack?

**2** You're tired. Talk to your parents.

**3** You're bored. Talk to your friends.

**4** It's a sunny day. Talk to your parents.





## 1 Look at the picture and text and choose the best option.

- 1 This text is a **a** play. **b** comedy story. **c** fairy tale.  
 2 The text is about a **a** spider. **b** mouse. **c** snake.

## 2 Read the text and choose the best option to complete.

### The Trapped Snake

Once upon a time, in a peaceful small town, there were three adventurous friends named Maya, Alex, and Sam. One day, they heard about an abandoned house and <sup>1</sup> decided to check it out. When they entered the house, they saw that it was dark and full of spider webs. They <sup>2</sup> \_\_\_\_\_ the place when suddenly, a gigantic snake appeared! The kids were scared, <sup>3</sup> \_\_\_\_\_ the snake whispered softly, "I wish to be free." The children <sup>4</sup> \_\_\_\_\_ carefully as the snake told them his story. He said he was alone and trapped in the house. The snake explained that if they found <sup>5</sup> \_\_\_\_\_ treasure, the trap would be broken, and he would be free. Maya, Alex, and Sam felt sorry for the snake and promised to help him. They searched every room. In the kitchen, they found a secret passage that led



to <sup>6</sup> \_\_\_\_\_ hidden room. The treasure chest was there! The snake was very happy! He thanked the brave kids and said, "Why don't you <sup>7</sup> \_\_\_\_\_ the treasure? I want you to have it! Open the chest now!" When the kids opened it, the snake instantly disappeared. He was finally free! Maya, Alex, and Sam left the house with the treasure chest.

- |                          |                         |                        |
|--------------------------|-------------------------|------------------------|
| 1 <b>a</b> decide        | <b>b</b> decided        | <b>c</b> were deciding |
| 2 <b>a</b> was exploring | <b>b</b> were exploring | <b>c</b> explored      |
| 3 <b>a</b> but           | <b>b</b> and            | <b>c</b> or            |
| 4 <b>a</b> listen        | <b>b</b> listened       | <b>c</b> was listening |
| 5 <b>a</b> our           | <b>b</b> their          | <b>c</b> his           |
| 6 <b>a</b> the           | <b>b</b> a              | <b>c</b> an            |
| 7 <b>a</b> keeping       | <b>b</b> keep           | <b>c</b> kept          |

## 3 Read the text again and answer the questions.

- 1 Who are the characters in the story?  
 \_\_\_\_\_
- 2 What was the snake's problem?  
 \_\_\_\_\_
- 3 Where did the kids find the treasure chest?  
 \_\_\_\_\_
- 4 What happened when the kids opened the chest?  
 \_\_\_\_\_
- 5 How does the story end?  
 \_\_\_\_\_



## 1 Read and choose the correct option. Then write *verb*, *noun*, or *adjective*.

- 1 The design / designing of your bed is really artistic. \_\_\_\_\_ *noun* \_\_\_\_\_
- 2 Comedies / Comedian are my favorite types of movies. \_\_\_\_\_ *noun* \_\_\_\_\_
- 3 My parents document / documentary family vacations on video. \_\_\_\_\_
- 4 Computer animation / animate changed the movie industry. \_\_\_\_\_
- 5 I think mysterious / mystery stories are the best genre. \_\_\_\_\_
- 6 Actors can animate / animation imaginary characters. \_\_\_\_\_
- 7 The main character is a mystery / mysterious man. \_\_\_\_\_
- 8 Jim Carrey is a great comedy / comedian. \_\_\_\_\_
- 9 I loved the documentary / document on healthy eating in schools. \_\_\_\_\_

## 2 Think about a movie you would suggest to your friends. Complete the graphic organizer.

Your Favorite Scene	Plot Summary	Reasons for Suggesting it
_____	_____	_____
_____	_____	_____
_____	_____	_____

## 3 Use your notes to write a blog post explaining why your friends should watch the movie.

What About Watching \_\_\_\_\_ ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Integrated Skills Review



1 5.3 Read and complete with words from the box. Then listen and check.

animation    comedy    horror    musical    ~~mystery~~    thriller

*Chorus*

I have a story to tell.  
 What kind of story?  
 I have a story to tell.  
 Tell us your story.

Is it a <sup>1</sup> mystery  
 with detectives and a twist in the plot?  
 Is it a <sup>2</sup> \_\_\_\_\_  
 to make us laugh a lot!  
 Is it a sci-fi  
 with astronauts in space?  
 Is it a <sup>3</sup> \_\_\_\_\_  
 that puts a smile on your face?

*Chorus*

Is it a cartoon  
 with pictures drawn by hand?  
 Or a 3D <sup>4</sup> \_\_\_\_\_  
 in a computer-made land?  
 Is it a <sup>5</sup> \_\_\_\_\_ story?  
 Will it make me scream?  
 Or a <sup>6</sup> \_\_\_\_\_,  
 will I see monsters in my dreams?

*Chorus*

2 Read the text, cross out the mistakes, and correct them.

● ● ● | v < > ⌵ ⌶

### Another Happy Ending

Yesterday I went to the movie theater to watch a new musical based on the book series by a famous author. The movie was released at the beginning of the year and is very popular. The movie tells the story of a little girl who got lost in a big forest. Some of the animals find her and start taking care of her. She loves the animals, but starts to miss her family back home. She then asks the animals to help her get back home. My favorite character is the mother bear because she is kind and takes care of the little girl like her own child.

I give this musical ★★★★★.

What about watching it? I recommend it!  
 Penelope, USA

🔗 share

- |   |   |
|---|---|
| <p>1 The movie review is about <del>an animation</del>.</p> <p>2 The movie is based on a play.</p> <p>3 It was released last year.</p> <p>4 The mother bear is a bad mother.</p> <p>5 The girl's family helps her find her way home.</p> <p>6 Penelope's favorite character is the girl.</p> <p>7 Penelope doesn't recommend the musical.</p> | <p style="text-align: center;"><u>a musical</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|---|



**3** Listen and write their favorite kind of stories and/or movies.



**4** Read and complete the sentences using the correct form of the verb in parentheses.

**Finn:** Hi, Mom!

**Mom:** Hello! I called you earlier this afternoon, but you didn't answer.

**Finn:** Sorry I missed your call.

**Mom:** No problem. <sup>1</sup> Were you sleeping? (sleep)

**Finn:** No, I <sup>2</sup> \_\_\_\_\_. (be)

**Mom:** What <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ then? (do)

**Finn:** I <sup>4</sup> \_\_\_\_\_ for a test. (study)

**Mom:** That's good to hear!

**Finn:** In fact, Tim and I <sup>5</sup> \_\_\_\_\_ together. (work)

**Mom:** Even better. He's a very good student.

**Finn:** I know.

**Mom:** How about <sup>6</sup> \_\_\_\_\_ something fun tonight? (do)

**Finn:** That sounds great.

**Mom:** There's a play at the local theater. Why don't we <sup>7</sup> \_\_\_\_\_ it together? (watch)

**Finn:** That's a good idea! What about <sup>8</sup> \_\_\_\_\_ me and Dad a lift? (give)

**Mom:** Sure! I'll pick you two up at 7:00.

**Finn:** OK, Mom. See you later!

**5** Read and color for you.

I can use all sorts of words to talk about all sorts of storylines.			
I can use all sorts of past tenses and forms to make suggestions.			
I can read all sorts of texts about different kinds of storylines.			
I can write about all sorts of storylines.			
I can listen to all sorts of people telling and talking about stories.			
I can speak about all sorts of storylines.			

# 6

# Outdoor Activities

Riley goes on a camping trip.

1 Look and find. Circle. Then complete the chart.

Q	C	Z	V	B	N	M	T	H	J	K	F	S	Q	H
W	A	X	C	A	N	O	E	I	N	G	T	U	W	I
R	N	C	X	T	Y	J	L	K	P	Q	G	R	D	K
T	O	B	V	C	S	D	H	I	G	S	H	F	C	I
F	E	M	B	A	B	E	C	N	H	D	U	B	L	N
I	D	F	G	M	Z	C	Q	G	J	B	J	O	I	G
S	L	E	E	P	I	N	G	B	A	G	O	A	M	B
H	W	T	N	I	Z	T	T	O	B	W	B	R	B	N
I	V	Y	M	N	U	Y	P	O	N	Z	E	D	I	S
N	N	H	K	G	L	B	I	T	O	X	Z	B	N	U
G	Q	J	L	N	H	J	K	S	M	V	V	N	G	R
V	Z	K	P	X	S	Z	W	R	A	U	A	T	J	F
N	F	I	S	H	I	N	G	R	O	D	X	E	K	I
M	X	V	T	H	O	P	W	N	J	P	M	N	L	N
H	E	L	M	E	T	Q	F	G	H	J	K	T	P	G

Outdoor Activities	Things Needed	
<i>camping</i>	<i>tent</i>	

2 Write the outdoor activities and things in Exercise 1.

- Two water activities: canoeing and surfing
- One activity that involves sitting still and waiting: \_\_\_\_\_
- One activity that involves long walks: \_\_\_\_\_
- One activity you do on rocks or mountains: \_\_\_\_\_
- One activity that involves sleeping outdoors: \_\_\_\_\_
- Four things you use for protection: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_



### 3 Write answers that are true for you.

1 Which activities in Exercise 1 do you like doing?

\_\_\_\_\_

2 Which activities in Exercise 1 don't you like doing?

\_\_\_\_\_

3 Which activities in Exercise 1 did you never try?

\_\_\_\_\_

4 Which activities in Exercise 1 do you want to try?

\_\_\_\_\_

### 4 Look and complete the sentences about what the children did last weekend.



Isabella	✓					
Zachary			✓			
Sebastian					✓	
Ava and Ella				✓		
Kian and Alex		✓				
Luna and Seth						✓

1 Isabella went camping. She took her tent and sleeping bag.

2 Zachary went \_\_\_\_\_. He took his \_\_\_\_\_.

3 Sebastian went \_\_\_\_\_. He took his \_\_\_\_\_.

4 Ava and Ella went \_\_\_\_\_. They took their \_\_\_\_\_.

5 Kian and Alex went \_\_\_\_\_. They took their \_\_\_\_\_.

6 Luna and Seth went \_\_\_\_\_. They took their \_\_\_\_\_.

### 5 Write about your last outdoor activity. Use the questions to help you.

Where did you go?

What activities did you do there?

What equipment did you take with you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## 1 Read, underline the actions, and choose LA (long action) or SA (short action).

- 1 We were camping for five days. LA / SA
- 2 The kids had surfing classes for two weeks. LA / SA
- 3 Did you go fishing in the lake yesterday afternoon? LA / SA
- 4 Were they doing the city tour? LA / SA
- 5 Jeff did a cooking class to learn how to make a local dessert. LA / SA
- 6 Where did you stay during your vacation? LA / SA
- 7 Laura wasn't enjoying herself at the beach. LA / SA
- 8 The family took a picnic to the forest. LA / SA

## 2 Read and choose the correct option.

- 1 Mary read / was reading in her tent when I saw her.
- 2 What did you / were you doing when the food was burning?
- 3 The kids swam / were swimming but had to stop to eat.
- 4 Dad didn't see / wasn't seeing a shark when he was surfing.
- 5 Iris surfing / was surfing yesterday morning.
- 6 Did Chris sleep / Was Chris sleeping when you went to your tent?
- 7 I couldn't sleep because everyone talked / was talking.
- 8 Mom used her lucky fishing rod, so she caught / was catching many fish.

## 3 Order the words to make a story.

- 1 Jordan's / was camping / family / a camping site / on / .  
Jordan's family was camping on a camping site.
- 2 fell off / One day / Jordan / his bike / was riding / and / .  
\_\_\_\_\_
- 3 his head / wasn't wearing / hurt / . / a helmet, / he / so / Jordan  
\_\_\_\_\_
- 4 parents / was crying / took / when / his / Jordan / to the hospital / him / .  
\_\_\_\_\_
- 5 arrived / The doctor / when / was / . / leaving / they  
\_\_\_\_\_
- 6 a scratch / Jordan / and / saw / The doctor / examined / . / it / was only  
\_\_\_\_\_



## 4 Look and complete the sentences with the correct form of the verbs in parentheses.



1 Eli was was lying (lie) in the tent when he heard (hear) a noise.



2 It \_\_\_\_\_ (start) raining when the kids \_\_\_\_\_ (go fish).



3 Parker \_\_\_\_\_ (canoe) when the canoe \_\_\_\_\_ (fill) with water.



4 They \_\_\_\_\_ (get) lost when they \_\_\_\_\_ (hike).



5 Ryan \_\_\_\_\_ (climb) the rock, but he \_\_\_\_\_ (look) down and \_\_\_\_\_ (get) afraid.



6 Luckily, Ayla \_\_\_\_\_ (wear) a helmet when she \_\_\_\_\_ (fall) off the bike.

## 5 Read and complete using the correct form of the verbs in parentheses.

**Camila:** You look so relaxed. <sup>1</sup> Did you go (go) on vacation this summer?

**Daniel:** Yeah! My family and I <sup>2</sup> \_\_\_\_\_ (camp) by the river for a week. We <sup>3</sup> \_\_\_\_\_ (come) back yesterday.

**Camila:** <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ (enjoy) it?

**Daniel:** Yeah. We kids <sup>5</sup> \_\_\_\_\_ (swim) and playing in the water all day long.

**Camila:** That's great! <sup>6</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) canoeing, too?

**Daniel:** No, because we <sup>7</sup> \_\_\_\_\_ (not take) our canoe.

**Camila:** That's too bad! <sup>8</sup> \_\_\_\_\_ (be) there spiders there?

**Daniel:** Yes, a lot! I <sup>9</sup> \_\_\_\_\_ (use) lots of insect spray, so they <sup>10</sup> \_\_\_\_\_ (not hurt) me.

# Story



1 Look and read, number the pictures, and write Riley's story.



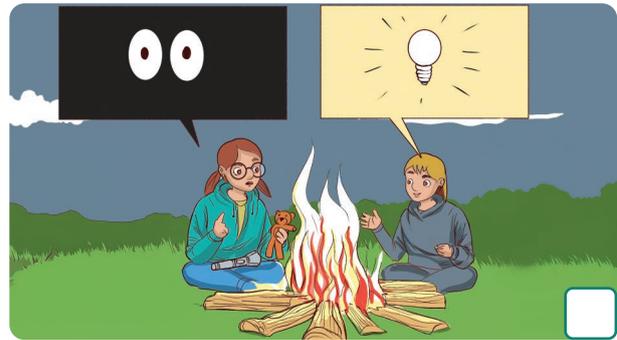
1 *At night, Riley and her friend Nora were sitting around the campfire and talking about rock climbing. Nora told Riley that she couldn't climb rocks because she was afraid of heights.*



2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

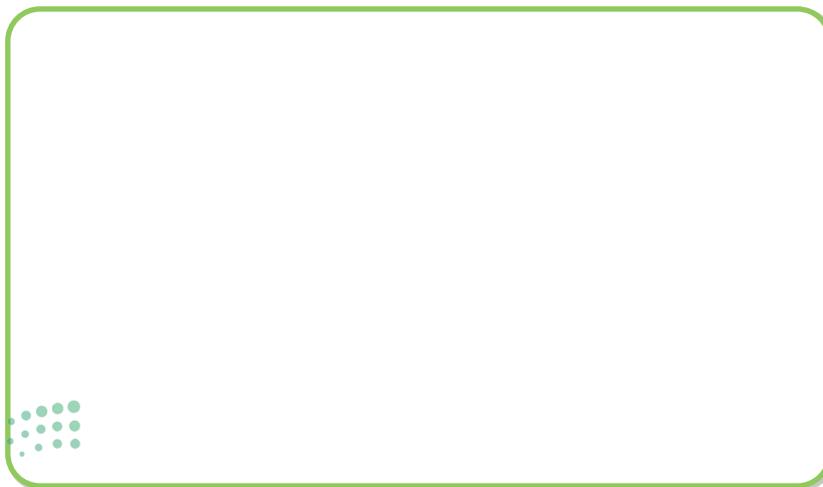


3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Draw the end of Riley's story and write about it.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 1 6.1 Listen and choose the correct option.

- 1 Naomi volunteers to **tell a story** / **read her essay**.
- 2 Her camping adventure was **a disaster** / **wonderful**.
- 3 She went camping with her **father** / **mother**.
- 4 They were **excited** / **happy** about visiting Yellowstone National Park.
- 5 They left the park on Sunday **morning** / **afternoon**.

## 2 6.2 Listen again and check (✓).

1 What was the weather like on Saturday morning?



2 What did they do on Saturday afternoon?



3 What animal did they see?



4 What was the animal eating?



5 What was the weather like on Sunday morning?



# Vocabulary



1 Label the pictures. Use the words from the box.

backpack    backpacking    campfire    flashlight    ~~horseback riding~~  
 life jacket    mountain biking    raft    rafting



*horseback riding*



2 Write the word that doesn't belong in each group in Exercise 1. Then write a sentence using it.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

3 Read and complete.

My favorite camping activity is cooking <sup>1</sup> hotdogs over the <sup>2</sup> \_\_\_\_\_.

I usually go <sup>3</sup> \_\_\_\_\_ when I'm camping near a river, but I always wear a <sup>4</sup> \_\_\_\_\_ because it's dangerous.

I think <sup>5</sup> \_\_\_\_\_ is a great way of exploring nature and the outdoors cheaply.

<sup>6</sup> \_\_\_\_\_ also allows us to explore the countryside. It's also wonderful to connect with horses.



**1 Read and choose the correct option.**

- 1 **When** / While I heard a noise, I turned on my flashlight.
- 2 Carol was horseback riding **when** / while Mila was surfing.
- 3 We were canoeing **when** / while it started raining.
- 4 The kids were wearing life jackets **when** / while they fell into the water.
- 5 Did you fall **when** / while you were mountain biking?
- 6 **When** / While Jack was rafting, his raft hit a rock.
- 7 We ate the hotdogs **when** / while they were ready.
- 8 **When** / While dad was lighting the campfire, I was fishing.

**2 Read and complete.**

Dad took us camping on the beach once, but the trip was a disaster. It was just Dad, me, James, and Olivia. Mom didn't go. While we <sup>1</sup> were camping (camp), Mom <sup>2</sup> \_\_\_\_\_ (travel) for work.

The trouble <sup>3</sup> \_\_\_\_\_ (start) when we <sup>4</sup> \_\_\_\_\_ (arrive) at Sunset Beach. The wind <sup>5</sup> \_\_\_\_\_ (catch) the tent many times while Dad <sup>6</sup> \_\_\_\_\_ (try) to put it up. When the tent <sup>7</sup> \_\_\_\_\_ (be) finally up, the rain <sup>8</sup> \_\_\_\_\_ (start). It rained all day!

When we <sup>9</sup> \_\_\_\_\_ (wake up) the next morning, the sun <sup>10</sup> \_\_\_\_\_ (shine). So we went into the ocean to have some fun. While Olivia <sup>11</sup> \_\_\_\_\_ (surf), a big wave <sup>12</sup> \_\_\_\_\_ (catch) her. Later, James <sup>13</sup> \_\_\_\_\_ (fall) while we <sup>14</sup> \_\_\_\_\_ (climb) on some rocks. He hurt his ankle badly! Then, we <sup>15</sup> \_\_\_\_\_ (wake up) in the middle of the night when we <sup>16</sup> \_\_\_\_\_ (hear) people shouting. It was the police! They told us we couldn't go camping there! We didn't know it was against the rules!

**3 Think about yesterday and complete the sentences.**

When I arrived home,

<sup>1</sup> \_\_\_\_\_

While I was studying,

<sup>2</sup> \_\_\_\_\_

When I <sup>3</sup> \_\_\_\_\_,

\_\_\_\_\_

While I <sup>4</sup> \_\_\_\_\_,

\_\_\_\_\_

When <sup>5</sup> \_\_\_\_\_,

\_\_\_\_\_

While <sup>6</sup> \_\_\_\_\_,

\_\_\_\_\_





## 1 Look at the picture and text and choose the best option.

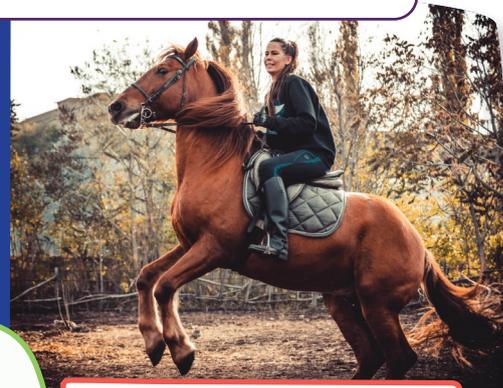
- 1 This text is a **magazine article** / **story**.
- 2 The text is about **fun** / **terrible** camping experiences.

## 2 Read and complete. Use the words from the box.

campfire   ~~camping~~   canoe   flashlight   horseback riding   life jacket   raft

### Four Common Mistakes to Avoid When Doing Outdoor Activities

Doing outdoor activities is a lot of fun, but you should be careful and plan things before each activity. Our readers told us about the mistakes they made, so that we can avoid them.



I once made a mistake during a camping trip. I went <sup>1</sup> **camping** by a lake because I wanted to go canoeing. I didn't take my <sup>2</sup> \_\_\_\_\_ because I thought they would have some. But they didn't! That experience taught me to always be prepared and take everything I need. Lesson learned!

Once, while I was rafting, I had an accident. The <sup>3</sup> \_\_\_\_\_ was moving fast down the river when it hit a rock and turned over. I wasn't wearing a <sup>4</sup> \_\_\_\_\_, which almost caused a problem!. Luckily, a friend who could swim saved me. Remember to always wear safety equipment. Safety first!

I had a problem when I went camping in the wild. The place was dark, and there were no lights except for the <sup>5</sup> \_\_\_\_\_. At night, I heard an animal noise. When I looked for my <sup>6</sup> \_\_\_\_\_, I realized I forgot to take it! Before going camping, always check that you are taking all the things you need.

I had an accident while I was <sup>7</sup> \_\_\_\_\_. I had never ridden, but I wanted to try because everyone was doing it. Everything was going fine, but suddenly the horse got scared and ran away with me on it! I tried to stop it, but I couldn't. I fell off, but I didn't get hurt. Don't do things you aren't ready for!

## 3 Read the text again and check (✓) the advice given by the readers.

- 1 You shouldn't do activities you aren't ready for.
- 2 You should always wear safety equipment.
- 3 You shouldn't ride scared horses.
- 4 You should take your own sports equipment.
- 5 You should check that you're taking everything you need.



## 1 Read and write *noun* or *adjective*.

- 1 Mom, where are my **hiking** boots? adjective
- 2 My family and I love **camping** in spring. \_\_\_\_\_
- 3 My sister Ann is taking **surfing** classes. \_\_\_\_\_
- 4 Mom always says she wants to go **canoeing**. \_\_\_\_\_
- 5 We need to buy you a new **sleeping** bag, Max. \_\_\_\_\_
- 6 This is the **fishing** rod Grandpa gave to me. \_\_\_\_\_
- 7 You need more **training** to be able to climb this wall. \_\_\_\_\_
- 8 My favorite outdoor activity is mountain **biking**. \_\_\_\_\_



## 2 Look at Julian's picture and imagine what happened to him. Complete the graphic organizer.

Location: Where was he? Why was he there?	Action: What was he doing?	Consequence: What happened? Why did it happen?	Learning from incident: What did he learn? What does/doesn't he do now?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## 3 Use your notes to write Julian's story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**1** **6.3** Read and order. Then listen and check.

*Chorus*

What do you do in the great outdoors?  
 What do you do in the great outdoors?  
 What do you do in the great outdoors?  
 In the great outdoors.

- a** \_\_\_ Don't forget to wear a helmet!
- b** 1 I like to go climbing in the mountains.  
 Or go canoeing on the lake.  
 Careful! You might get wet!

*Chorus*

I like to go fishing by the river  
**c** \_\_\_ and try out my new surfboard!  
**d** \_\_\_ Or I go surfing on the waves.  
**e** \_\_\_ so I take my fishing rod.

*Chorus*

**2** Read the text and write **T** (true) or **F** (false).

Hey, Mom and Dad! I hope you're fine. I'm having an awesome time at summer camp! Yesterday morning, we went rafting and guess what? The raft turned over, and I ended up in the water! But don't worry, I was wearing a life jacket, so nothing bad happened. In the afternoon, we went mountain biking. It was a lot of fun, but I got all wet and dirty because it was raining. Today, we're going fishing and horseback riding. I'm really excited! I miss you a lot. I wish you were here to share these great outdoor adventures with me.  
 Love you,  
 Adrian

- 1** Adrian sent this message to his parents.   T
- 2** Adrian is at school camp.
- 3** He is having a great time there.
- 4** He wasn't wearing a life jacket when he was rafting.
- 5** It was raining when he went mountain biking.
- 6** He went fishing and horseback riding yesterday.
- 7** Adrian doesn't miss his parents.
- 8** He is having great adventures.





### 3 Listen and complete.

- 1 Samuel is talking about the best camping trip.
- 2 He went with his parents and two \_\_\_\_\_.
- 3 They went during \_\_\_\_\_.
- 4 The weather was warm and \_\_\_\_\_.
- 5 They went canoeing and \_\_\_\_\_ on the lake.
- 6 Samuel's mom didn't like it when the kids went \_\_\_\_\_.
- 7 The family went \_\_\_\_\_ in the forest, too.
- 8 At night they roasted \_\_\_\_\_.

### 4 Read and choose the correct option.

**Dad:** Hi, Lyla! What <sup>1</sup>did you do / were you doing yesterday?

**Lyla:** My friends and I went mountain biking in the morning. I had a little fall, but I <sup>2</sup>didn't get / wasn't getting hurt because I <sup>3</sup>wore / was wearing a helmet.

**Dad:** I'm glad you're OK. Safety first! What about the afternoon?

**Lyla:** The sun <sup>4</sup>shone / was shining, so we went to the river.

**Dad:** Did you like it?

**Lyla:** Yes. <sup>5</sup>When / While we were swimming, we saw some fish. They were pretty! The evening was cool! We <sup>6</sup>sat / were sitting around the campfire and had some food.

**Dad:** Anything else?

**Lyla:** Daisy <sup>7</sup>told / was telling us some funny camp stories, too. Yes! She was shining a flashlight on her face <sup>8</sup>when / while she made funny noises.

**Dad:** What an exciting evening! Have more adventures and stay safe!

### 5 Read and color for you.

I can use all sorts of words to talk about outdoor activities.			
I can use all sorts of tenses to talk about the past.			
I can read all sorts of texts about outdoor activities.			
I can write about outdoor activities using all sorts of past forms.			
I can listen to all sorts of people talking about their outdoor experiences.			
I can speak about all sorts of outdoor activities and experiences.			



# 7

# Trips

## James goes on a trip!

1 Look and label the pictures. Use the words from the box.

airport terminal passenger passport plane departing platform  
 railroad security subway ~~subway station~~ suitcase taxi traffic



subway station



2 Read and write the words from Exercise 1.

- 1 Two means of transportation: subway and taxi
- 2 Two places where you can get on and off vehicles: \_\_\_\_\_ and \_\_\_\_\_
- 3 A person who is traveling in a vehicle: \_\_\_\_\_
- 4 A document you need to travel abroad: \_\_\_\_\_
- 5 A large bag you use for carrying clothes: \_\_\_\_\_
- 6 A road on which trains run: \_\_\_\_\_



### 3 Look and complete. Use the words from the box.

hurry ~~passengers~~ railroad security tours traffic



1 Do not transport passengers 2 \_\_\_\_\_ check.



3 Danger \_\_\_\_\_ crossing!



4 High \_\_\_\_\_ area!



5 Best city \_\_\_\_\_.



6 In a \_\_\_\_\_ ?  
Do not drive on this road!

### 4 Read, order the letters in parentheses, and complete.

**Mom:** Are you ready for your first trip to another country, Liam?

**Liam:** Yes! I'm very excited about it!

**Mom:** Is your <sup>1</sup> \_\_\_\_\_  suitcase  packed? (caitsuse)

**Liam:** Yes. Here it is!

**Mom:** Do you have your ticket and your <sup>2</sup> \_\_\_\_\_? (tospsapr)

**Liam:** Yes. They're in my backpack.

**Mom:** You don't have any dangerous things in there, do you?

**Liam:** No. Why?

**Mom:** Because you'll go through <sup>3</sup> \_\_\_\_\_, and they'll check that. (tecruisy)

**Liam:** OK. No problem.

**Mom:** Get your ticket, please. Which <sup>4</sup> \_\_\_\_\_ does your flight leave from? (nermitla)

**Liam:** Number two, for international flights.

**Mom:** Good. And what time does your plane <sup>5</sup> \_\_\_\_\_? (petard)

**Liam:** In three hours, at 4 p.m.

**Mom:** Oh, dear! Let's <sup>6</sup> \_\_\_\_\_ or you'll be late. (ruryh)

**Liam:** OK! I'll call a <sup>7</sup> \_\_\_\_\_. (xati)

**Mom:** Don't do that! If there's <sup>8</sup> \_\_\_\_\_, you'll never get there on time. (frifatc)

**Liam:** What about taking the <sup>9</sup> \_\_\_\_\_? It's much faster. (wubysa)

**Mom:** Good idea! Let's go!



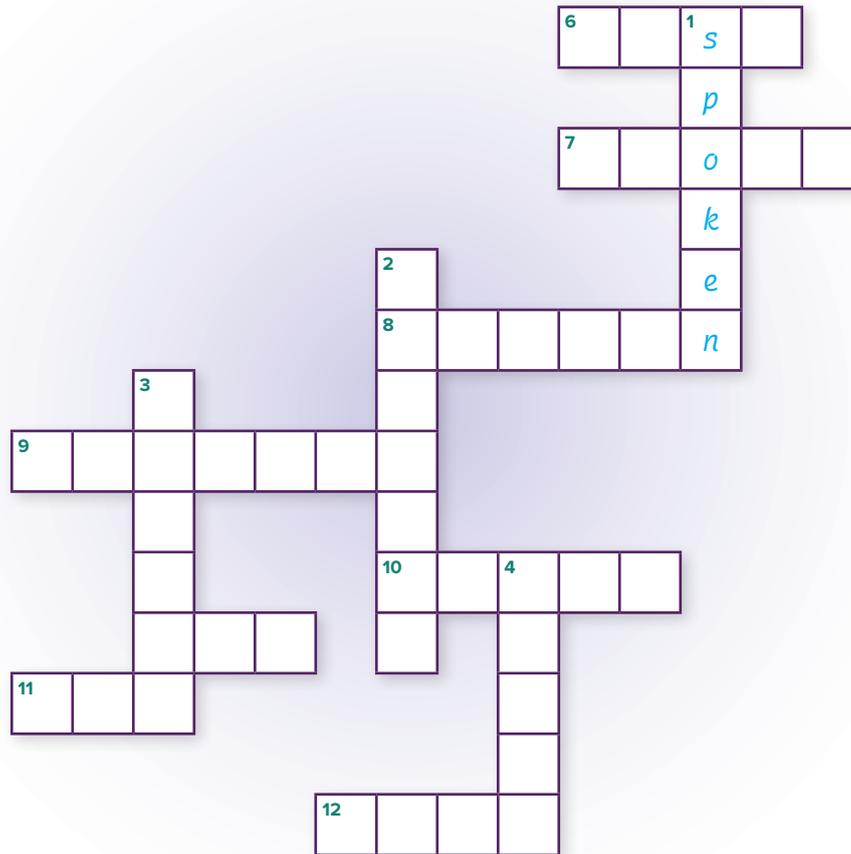
## 1 Read and complete with the past participle of the irregular verbs.

### Down

- 1 speak
- 2 write
- 3 buy
- 4 take

### Across

- 6 lose
- 7 fly
- 8 ride
- 9 bring
- 10 eat
- 11 have
- 12 be



## 2 Look and complete the sentences with the correct form of the verbs in parentheses.



1 The plane has departed.  
(depart)



2 Oliver \_\_\_\_\_  
his suitcase. (not pack)



3 They \_\_\_\_\_  
a city tour. (take)



4 Daisy \_\_\_\_\_ at  
her hotel room. (arrive)



5 My family and I \_\_\_\_\_  
by plane. (not travel)



6 Archie \_\_\_\_\_  
his meal. (not eat)



**3 Order the words to make sentences.**

- 1 plane / My / have / parents / the / tickets / bought / .  
*My parents have bought the plane tickets.*
- 2 have / I / to / times / Europe / flown / three / .
- 3 been / friend / hasn't / a / . / best / on / plane / My
- 4 lost / The / suitcases / company / . / has / our / travel
- 5 haven't / tickets / We / our / printed / .
- 6 The traffic / for / minutes / moved / about / hasn't / 30 / .

**4 Read and complete with the correct present perfect form.**

**New Message**

Hey, Mom and Dad!

I'm sorry I <sup>1</sup> *haven't written* (not write) to you before now, but I'm having a great time in Riyadh with Grandpa and Grandma. It's not cold here, so I <sup>2</sup> \_\_\_\_\_ (not bring) a warm coat. Grandma and I <sup>3</sup> \_\_\_\_\_ (buy) long, light skirts, so we are cool now. Riyadh is beautiful! We <sup>4</sup> \_\_\_\_\_ (be) on a bus tour around the city, and Grandpa <sup>5</sup> \_\_\_\_\_ (take) many photos. And guess what? We <sup>6</sup> \_\_\_\_\_ (walk) the Sky Bridge at the Kingdom Center! The view from up there is incredible!

We <sup>7</sup> \_\_\_\_\_ (visit) the National Museum, too, and we <sup>8</sup> \_\_\_\_\_ (see) the famous meteorite. It's huge, and it's amazing! And Grandpa <sup>9</sup> \_\_\_\_\_ (book) a day trip to the Edge of the World for tomorrow. I'm so excited!

We <sup>10</sup> \_\_\_\_\_ (not be) to Diriyah yet, but we might go if we have time.

Miss you both so much.

Sarah

**5 Read and write sentences about what you have and haven't done today.**

- 1 (have classes) *I've had classes today.*
- 2 (use your cell phone) \_\_\_\_\_
- 3 (speak to your best friend) \_\_\_\_\_
- 4 (write an e-mail) \_\_\_\_\_
- 5 (ride a bike) \_\_\_\_\_
- 6 (take the subway) \_\_\_\_\_



## 1 Look at the pictures and write James's story.



*During the trip, James makes a video call to his best friend Leo. Leo asks James, "How is your trip going?" James looks very happy and says, "It's been the best trip of my life, but I've had a few problems."*

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# Listening and Speaking

## 1 Listen and write *T* (true) or *F* (false).

- 1 Hazel is getting ready to travel.   T
- 2 Hazel and her mom go to the airport by subway.
- 3 Hazel and her mom are in a hurry.
- 4 Hazel notices she has lost something.
- 5 Hazel and her mom go back home.
- 6 Hazel misses her flight to Miami.

## 2 Listen again and check (✓).

1 Where are Hazel and her mom?



2 What terminal does Hazel's flight depart from?



3 What has Hazel lost?



4 Where has she found it?



5 How much is the ride?





## 1 Match the words to their meanings.

- |              |   |
|--------------|---|
| 1 arrive     | a to discover new information           |
| 2 check in   | b to arrive on the ground after flying  |
| 3 check out  | c to leave a place                      |
| 4 directions | d to make something ready for use       |
| 5 find out   | e to get to a place after traveling     |
| 6 get away   | f to begin to fly                       |
| 7 go out     | g to register at an airport or hotel    |
| 8 land       | h to leave the house, to go outdoors    |
| 9 prepare    | i to pay the bill and leave a hotel     |
| 10 take off  | j instructions on how to get to a place |

## 2 Look and complete with words from Exercise 1.



Guests should check out at 12 o'clock.



What time does the plane \_\_\_\_\_?



We love to \_\_\_\_\_ to the beach.



They should \_\_\_\_\_ and have some fun.



They have decided to \_\_\_\_\_ a barbecue.



Let's \_\_\_\_\_ how to get there by subway!



Can planes \_\_\_\_\_ in bad weather?



My parents \_\_\_\_\_ home at 5:30.



They are going to \_\_\_\_\_.

## 3 Complete the questions and write answers that are true for you.

- Where do you go when you get away from home?  
\_\_\_\_\_
- Do you like to \_\_\_\_\_ with your friends? Why?  
\_\_\_\_\_
- How do you feel when planes \_\_\_\_\_ or \_\_\_\_\_?  
\_\_\_\_\_
- Can you give me \_\_\_\_\_ from your school to a park?  
\_\_\_\_\_



1 Look and complete with *already*, *just*, or *yet*.



My grandparents have just arrived.



He has \_\_\_\_\_ packed his suitcase.



The plane hasn't taken off \_\_\_\_\_.



They haven't checked in \_\_\_\_\_.



She has \_\_\_\_\_ found the suitcase she wants.



She hasn't picked up her suitcase \_\_\_\_\_.

2 Look and write sentences with *already* or *yet*.



- 1 Rose has already found her passport.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

3 Order the words to make sentences.

- 1 arrived / hotel / just / The / Browns / the / at / have / .  
The Browns have just arrived at the hotel.
- 2 yet / passengers / haven't / Many / in / checked / .  
\_\_\_\_\_
- 3 have / whole / planned / . / the / already / I / trip  
\_\_\_\_\_
- 4 learned / has / subway / use / already / . / Alice / to / the  
\_\_\_\_\_
- 5 passengers / pilot / the / hasn't / yet / The / spoken / to / .  
\_\_\_\_\_
- 6 dinner / just / The / attendants / served / . / flight / have  
\_\_\_\_\_



## 1 Look at the picture and text and choose the best option.

- 1 This text is a [blog post](#) / [magazine article](#).
- 2 The text is about [backpacking](#) / [traveling](#) experiences.

● ● ●
📄 | ▾
< >
🔍 Search
🔄

Hey! It's me again, Kai! I live in an apartment with my mom, dad, and two big brothers. We live in a big <sup>1</sup> city, and it's cool because there's so much fun stuff to do here. But we sometimes want to <sup>2</sup> \_\_\_\_\_ from city life and go on trips.

Guess what? Our city is super close to the beach and the mountains. We're really lucky! We've <sup>3</sup> \_\_\_\_\_ many weekends at the beach. We go <sup>4</sup> \_\_\_\_\_ in the ocean and play in the sand. We just can't get enough of the beach!

We also like going to the mountains. My parents have <sup>5</sup> \_\_\_\_\_ a small house there. We keep some clothes and sports equipment there. So when we want to go, we just get in the car and off we go! We've <sup>6</sup> \_\_\_\_\_ come back from a trip to the mountains. We went hiking and fishing. It was great! Oh, and we love exploring new places in our country and in new countries. We've <sup>7</sup> \_\_\_\_\_ to a few places in the USA and Europe. We fly on <sup>8</sup> \_\_\_\_\_ to get there. I don't really like going to the airport because there's always a big line for <sup>9</sup> \_\_\_\_\_. And I always get scared when the plane <sup>10</sup> \_\_\_\_\_ and lands. But I still think traveling, near or far, is the best way to live your life.

## 2 Read the text and complete. Use the words from the box.

airplanes   been   bought   ~~city~~   get away   just   security   spent   swimming   takes off

## 3 Read the text again and choose the best title.

- 1 What My Family Does on the Weekend
- 2 A Big City Family That Loves Traveling
- 3 The Beach is Better Than the Mountains



# Word Work and Writing

## 1 Match the sentences halves.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1 Mom's plane was taking</li> <li>2 Passengers should check</li> <li>3 Are we going to eat in or go</li> <li>4 I'm tired. I just need to get</li> <li>5 Hotel guests should check</li> <li>6 Where do we find</li> </ol> | <ol style="list-style-type: none"> <li>a out to a restaurant?</li> <li>b away from the city for a few days.</li> <li>c out by lunchtime on the day they leave.</li> <li>d in two hours before the flight.</li> <li>e out which platform our train leaves from?</li> <li>f off when she got to the airport.</li> </ol> |
|---|---|

## 2 Think about a place you have visited on a field trip and liked. Complete the graphic organizer.

Name of the place	What you've done there	Opinions	Why would you recommend it?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## 3 Use your notes to write a blog post about the place.

# Integrated Skills Review



1 7.3 Read and complete using the words from the box. Then listen and check.

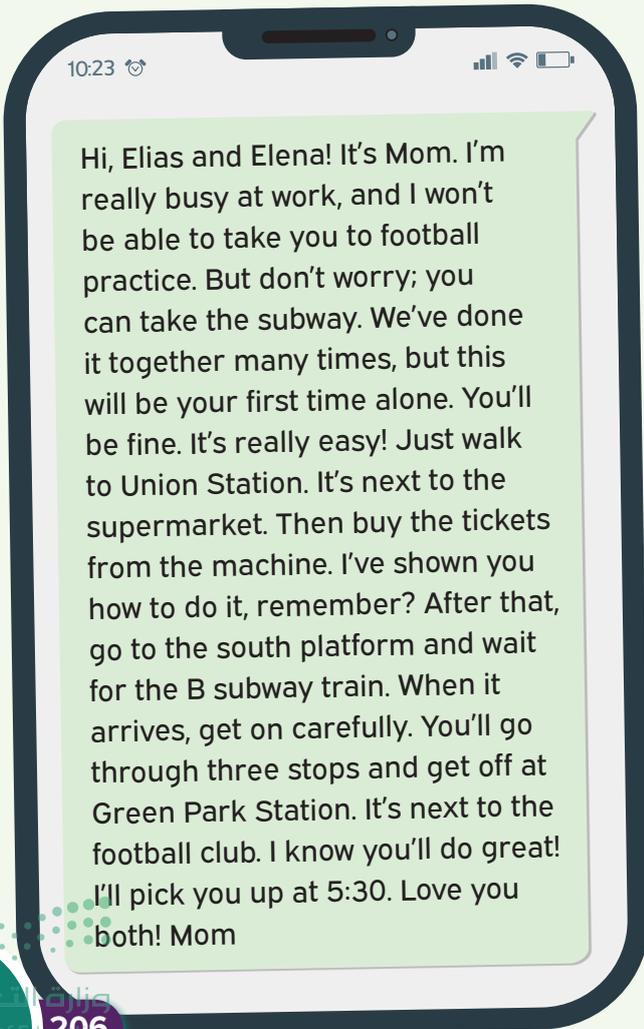
hurry    passport    railroad    security    suitcase    ~~taxi~~

We are going on a trip around the world.  
How are we going to travel?  
We are going on a trip around the world.  
Come on! Let's all travel the world!

Let's take a <sup>1</sup> taxi.  
I hope we don't hit traffic!  
We might have to <sup>2</sup> \_\_\_\_\_.  
Let's go, go go!  
Get to the station.  
For the subway or the <sup>3</sup> \_\_\_\_\_.

Hurry to the platform.  
We don't want to go slow!  
Pack up your <sup>4</sup> \_\_\_\_\_.  
Let's go to the airport!  
We're going through <sup>5</sup> \_\_\_\_\_.  
Let's go, go go!  
We are going on a trip.  
Don't forget your <sup>6</sup> \_\_\_\_\_!  
Hurry to the gate.  
We don't want to go slow!

2 Read the text and check (✓) the correct sentences.



- 1 Mom can't take Elias and Elena to the football practice.
- 2 Mom wants them to take the subway.
- 3 The kids have already taken the subway alone.
- 4 Union Station is next to the airport.
- 5 Elias and Elena have to buy the tickets.
- 6 They should take the B subway train on the south platform.
- 7 They should get off after four stops.
- 8 Green Park Station is next to the football club.



**3** 7.4 Listen to the announcements and choose where the speaker is.

1 airport / railway station

3 airport / subway station

5 airport / subway station

2 airplane / subway train

4 airport / railway station

6 airplane / train



**4** 7.5 Listen again and match the announcement to the topic.

Announcement 1

Announcement 2

Announcement 3

Announcement 4

Announcement 5

Announcement 6

**a** The plane has landed.

**b** The flight is late because of the weather.

**c** The plane has begun to land so passengers should stay in their seats.

**d** The train has been canceled.

**e** Passengers on the platform should stand back.

**f** The train will arrive in three minutes.

**5** Read and complete.

Dear Diary,

I'm very excited about going to a fair! I <sup>1</sup> haven't been (not / be) to any yet, but I know I'll love it! But there's so much to do now. We <sup>2</sup> \_\_\_\_\_ (pick) the dates. And guess what? Dad <sup>3</sup> \_\_\_\_\_ (already / buy) the plane tickets, and Mom <sup>4</sup> \_\_\_\_\_ (find) a cool hotel. They <sup>5</sup> \_\_\_\_\_ (book) the tickets for the fair, too!

I <sup>6</sup> \_\_\_\_\_ (try) to make a list of things to pack, but I can't decide which clothes to take. And I still need to buy a swimsuit. I <sup>7</sup> \_\_\_\_\_ (not / do) it yet. What else am I forgetting? I hope I remember everything!

**6** Read and color for you.

I can use all sorts of words to talk about trips.



I can use all sorts of tenses to talk about unfinished past actions and experiences.



I can read all sorts of texts about trips.



I can write about trips using all sorts of past forms.



I can listen to all sorts of people talking about their trips.



I can speak about all sorts of trips and traveling experiences.



# 8 Outfits

Mia makes her own clothes.

## 1 Complete the words with vowels.

1 b\_e\_lt

3 r\_\_ng

5 c\_\_mb

7 p\_\_rs\_\_

9 \_\_n\_\_f\_\_rm

11 \_\_mbr\_\_ll\_\_

13 br\_\_c\_\_l\_\_t

2 t\_\_

4 br\_\_sh

6 cr\_\_wn

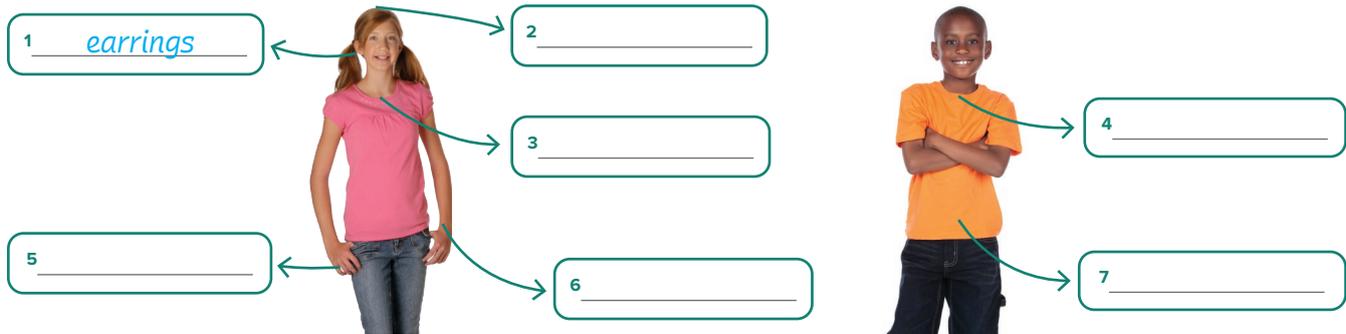
8 str\_\_p\_\_d

10 c\_\_st\_\_m\_\_

12 \_\_\_\_rr\_\_ngs

14 n\_\_ckl\_\_c\_\_

## 2 Write the items from Exercise 1 worn on the body parts.



## 3 Read and write answers that are true for you.

1 Which items in Exercise 1 can people carry in their bag or backpack?

*A brush, a comb, a purse, and an umbrella.*

2 Which items in Exercise 1 do you have in your backpack?

3 Do you wear a uniform to school? If so, what is it like?

4 Do you wear costumes during special occasions? Why?

5 Do you have any striped clothes? If so, what?



## 4 Look and complete. Use the words from the box.

bracelet brush comb costume earrings purse striped ~~umbrella~~ uniform

1



Look at my new umbrella.

2



I need a \_\_\_\_\_  
to fix my hair.

3



What a lovely princess  
\_\_\_\_\_!

4



That's a nice \_\_\_\_\_  
T-shirt!

5



They wear a tie with  
their \_\_\_\_\_.

6



She's bought a new  
\_\_\_\_\_.

7



Mom's given me these  
\_\_\_\_\_.

8



I love this \_\_\_\_\_.

9



Which \_\_\_\_\_ should  
I choose?

## 5 Read and complete.

1 **Lucy:** Do you wear a <sup>1</sup> uniform to school?

**John:** No. I can wear anything I like.

2 **Maha:** What a pretty <sup>2</sup> \_\_\_\_\_! Does it fit my finger?

**Rana:** Here. Try it on!

3 **Dad:** Your pants are falling down. Put on a <sup>3</sup> \_\_\_\_\_, please!

**Eli:** OK, Dad!

4 **Ayla:** What are you looking at?

**Ryan:** It's an old painting of a queen with a <sup>4</sup> \_\_\_\_\_ on her head.

5 **Ruby:** What a cute <sup>5</sup> \_\_\_\_\_! Wow! It's heavy!

**Eden:** There is a lot of money in it.

6 **Eva:** Mom, should I wear the bracelet or the <sup>6</sup> \_\_\_\_\_?

**Mom:** This one! It matches your beautiful dress.

7 **Mom:** It's going to rain. Take your <sup>7</sup> \_\_\_\_\_.

**Ava:** OK, Mom!

8 **Mom:** Your hair's a mess. Have you lost your <sup>8</sup> \_\_\_\_\_?

**Zoe:** Yes, Mom. Can I borrow yours?



## 1 Complete the chart.

Irregular Verb		Past Participle	
break	lose	1 <u>broken</u>	2 _____
buy	make	3 _____	4 _____
5 _____	6 _____	found	put (on)
have	see	7 _____	8 _____
9 _____	10 _____	given	shown
11 _____	12 _____	known	worn

## 2 Order the words to make questions. Then answer.

1 **Mom:** (you / try on / your new uniform?)  
*Have you tried on your new uniform?*

**Levi:** (yes) Yes, *I have.*

2 **Dad:** (you / find / your cowboy costume?)

**Liam:** (no) \_\_\_\_\_

3 **Mom:** (your sister / buy / the crown?)

**Levi:** (yes) \_\_\_\_\_

4 **Mom:** (you / break / my new umbrella?)

**Levi and Liam:** (yes) \_\_\_\_\_

5 **Mom:** (you / see / my silver necklace?) \_\_\_\_\_

**Ella:** (yes) \_\_\_\_\_

6 **Dad:** (your brother / put on / his belt) \_\_\_\_\_

**Ella:** (no) \_\_\_\_\_

7 **Mom:** (you / use / my new hairbrush?) \_\_\_\_\_

**Liam and Ella:** (yes) \_\_\_\_\_

8 **Dad:** (your mother / wash / my striped tie) \_\_\_\_\_

**Levi:** (no) \_\_\_\_\_



## 3 Complete the questions. Then answer.

1 *Have* you *used* (use) a comb today? \_\_\_\_\_

2 \_\_\_\_\_ you \_\_\_\_\_ (wear) a uniform today? \_\_\_\_\_

3 \_\_\_\_\_ you \_\_\_\_\_ (make) any jewelry this week? \_\_\_\_\_

4 \_\_\_\_\_ you \_\_\_\_\_ (lose) anything important this month? \_\_\_\_\_

5 \_\_\_\_\_ you \_\_\_\_\_ (buy) a costume this year? \_\_\_\_\_



#### 4 Order the words to make questions.

- 1 How / have / favorite / you / outfit / long / your / had / ?  
*How long have you had your favorite outfit?*
- 2 long / your / jewelry / sister / ? / has / made / How
- 3 these / How / have / on / sale / earrings / long / been / ?
- 4 necklace / same / long / you / How / worn / ? / have / the
- 5 Henry and Naomi / long / designers / have / How / ? / fashion / been
- 6 Grandpa / How / umbrella / has / a / needed / long / new / ?

#### 5 Read and complete with the correct form of the verb in parentheses.

**Madison:** Your belt looks cool! <sup>1</sup> *Did* you *buy* (buy) it recently?

**Abigail:** No, I <sup>2</sup> \_\_\_\_\_ (not / have). It's quite old.

**Madison:** Really? How long <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (have) it?

**Abigail:** For about two years.

**Madison:** I <sup>4</sup> \_\_\_\_\_ (not / see) you wear it before.

**Abigail:** I don't wear it much. <sup>5</sup> \_\_\_\_\_ I \_\_\_\_\_ (show) you my new purse?

**Madison:** Not yet. Wow! It's so cute! <sup>6</sup> \_\_\_\_\_ your mom \_\_\_\_\_ (give) it to you?

**Abigail:** No, she <sup>7</sup> \_\_\_\_\_ (not / do). I <sup>8</sup> \_\_\_\_\_ (make) it myself.

**Madison:** That's awesome! I <sup>9</sup> \_\_\_\_\_ (have) mine for a long time. Can you make one for me?

**Abigail:** Of course! I <sup>10</sup> \_\_\_\_\_ just \_\_\_\_\_ (buy) new materials. Come and look!



#### 6 Read and write sentences about what you have and haven't done today.

- 1 How long have you had your favorite accessory or jewelry? \_\_\_\_\_
- 2 How long have you used the same backpack? \_\_\_\_\_
- 3 How long have you lived in your house or apartment? \_\_\_\_\_
- 4 How long have you been at your school? \_\_\_\_\_
- 5 How long have you known your best friend? \_\_\_\_\_





## 1 Look at the pictures and write Mia's story.



Later that day, Mia's brother Nathan sees Mia's belt. He asks her, "Did you make this belt?" Mia gets a little anxious and answers, "Yes, I did. Why?" Nathan says he loves it.

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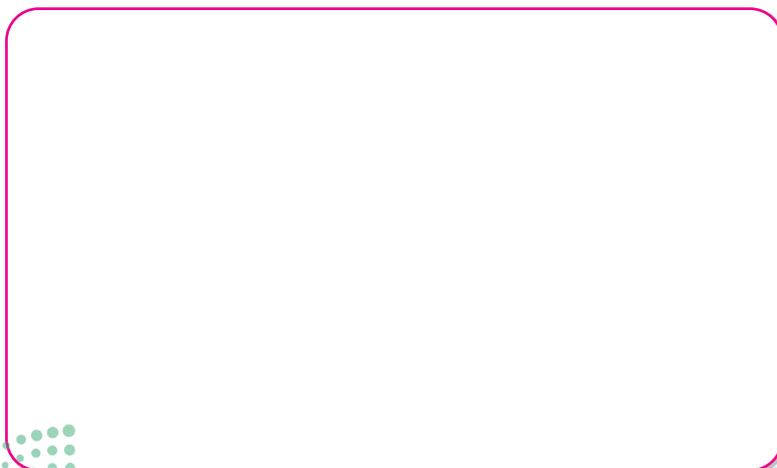
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## 2 Draw the end of the story and write about it.



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1 Listen and write the correct number in the box.

1



Camila

a



2



Julian

b



3



Keiko

c



4



Laila

d



5



Jayden

e





## 1 Look and find. Circle. Then complete the chart.

C	O	T	T	O	N	E	R	S	J	T	Q
Q	R	F	G	Q	C	V	B	I	K	G	L
W	F	M	E	T	A	L	Y	L	L	H	E
O	G	S	D	F	V	B	T	V	Y	J	A
O	H	S	Q	W	A	D	O	E	U	K	T
L	J	I	A	P	L	M	S	R	W	L	H
K	I	L	S	W	O	O	D	V	B	W	E
L	X	K	Z	X	C	Q	R	W	G	S	R
O	C	U	P	L	K	H	S	S	O	R	E
R	S	P	O	T	T	E	D	F	L	I	F
F	T	G	H	U	K	L	A	T	D	Q	G
P	L	A	S	T	I	C	C	Y	W	U	P

Materials	Pattern
<i>silver</i>	

## 2 Look and complete with the words from Exercise 1.

①



I've bought metal bracelets.

②



I've bought a \_\_\_\_\_ comb.

③



I've bought a \_\_\_\_\_ ring.

④



I've bought a \_\_\_\_\_ tie.

⑤



I've bought \_\_\_\_\_ earrings.

⑥



I've bought a \_\_\_\_\_ scarf.

⑦



I've bought a \_\_\_\_\_ belt.

⑧



I've bought a \_\_\_\_\_ hat.



## 1 Order the words to make sentences.

1 beautiful / made / This / silver / bracelet / isn't / of / .  
*This beautiful bracelet isn't made of silver.*

2 is / tie / striped / wool / made / Dad's / of / .

3 made / princess crown / My / of / is / . / little sister's / plastic

4 spotted / silk / umbrella / isn't / Grandma's / of / . / made

5 new earrings / made / aren't / gold / Mom's / . / of

6 leather / made / . / my / belts / favorite / of / are / All

## 2 Look and describe the objects using the words in parentheses.

1



(beautiful / leather)

*This beautiful coin purse is made of leather.*

2



(striped / silk)

3



(old / silver)

4



(nice / wood)

5



(spotted / nylon)

6



(wonderful / metal)

## 3 Describe your favorite items. Use the words from the box.

backpack belt bracelet cap earrings hat necklace purse ring watch

1

2

3





## 1 Look at the picture and text and choose the best option.

- 1 This text is a a story. b a presentation. c an interview.
- 2 The text is about a fashion. b jewelry. c new materials.

**Teacher:** We have a special guest today. Let's welcome Beatrice!

**Beatrice:** <sup>1</sup> *Hi, everyone! You can call me Triss, OK?*

**Students:** Hi, Triss!

**Teacher:** Great! Triss, can you tell us what you do?

**Beatrice:** <sup>2</sup>

**Teacher:** That's fantastic! How long have you done it?

**Beatrice:** <sup>3</sup>

**Teacher:** Why have you decided to do it professionally?

**Beatrice:** <sup>4</sup>

**Teacher:** That's a good reason! What kind of jewelry do you like making the most?

**Beatrice:** <sup>5</sup>

**Teacher:** What materials do you use for your jewelry?

**Beatrice:** <sup>6</sup>

**Teacher:** Have you tried using any other materials?

**Beatrice:** <sup>7</sup>

**Teacher:** That's amazing. Thanks for sharing your talent with us.



## 2 Read the text and complete Beatrice's missing lines.

- a I feel happy when I see people wearing my jewelry.
- b Bracelets and earrings. They're my favorites.
- c I'm a fashion designer. I make jewelry.
- d Yes, I've brought some of my favorite creations.
- e All sorts, like metal, wood and even plastic.
- f Yes, I've used plastic bottles.
- g ~~Hi, everyone! You can call me Triss, OK?~~
- h I think that making rings is very difficult.
- i For about a year now. It started as a hobby.



## 1 Match and write the words.

- 1 act
- 2 confuse
- 3 create
- 4 decide
- 5 discuss
- 6 divide
- 7 expand
- 8 instruct
- 9 invent
- 10 promote
- 11 tense

**-tion**

**-sion**

*action*

*confusion*

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## 2 Think about your favorite item and complete the graphic organizer.

<p><b>What item it is?</b></p> <hr/> <hr/> <hr/>	<p><b>How long have you had it?</b></p> <hr/> <hr/> <hr/>	<p><b>How did you get it? (bought it, got it as a gift, etc.)</b></p> <hr/> <hr/> <hr/>	<p><b>How would you describe it? (color, material, pattern, etc.)</b></p> <hr/> <hr/> <hr/>	<p><b>Why do you like it?</b></p> <hr/> <hr/> <hr/>
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## 3 Use your notes to write a blog post about the item.

My Favorite \_\_\_\_\_

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## 1 Read, cross out the wrong words, and correct them.

Some days I wear a necklace  
 round my ~~ankle~~, <sup>1</sup> neck  
 and I take out a brush  
 to keep my hair in check.  
 Some days I wear a crown <sup>2</sup> \_\_\_\_\_  
 round my wrist,  
 or rings and umbrellas— <sup>3</sup> \_\_\_\_\_  
 you get the gist!

If I want to wear a costume,  
 I can wear a crown.  
 And I wear a tie, <sup>4</sup> \_\_\_\_\_  
 so my pants don't fall down!  
 I might take an umbrella,  
 striped or plain,  
 Add a purse to my uniform— <sup>5</sup> \_\_\_\_\_  
 I never dress the same!

## 2 Read the text and complete with one word.

**Noura:**

Hey, Sarah! Have you bought new clothes for the party?

**Sarah:**

No. I've only bought a white purse.

**Noura:**

What will you wear?

**Sarah:**

My blue and white spotted dress.

**Noura:**

That dress is so cute! I don't have anything to wear.

**Sarah:**

Have you worn your purple dress before?

**Noura:**

Yes, twice. It's old now.

**Sarah:**

Old? How long have you had it?

**Noura:**

For two months!

**Sarah:**

Oh, come on! It's not old, and our friends haven't seen it yet!

**Noura:**

That's true!

**Sarah:**

You can wear it with the pink earrings you've made. They're pretty!

**Noura:**

The ones made of wood? Yeah, they'll match perfectly!

**Sarah:**

See? You'll look amazing, Noura!

**Noura:**

Thanks, Sarah! You're the best!

- 1 Noura and Sarah have been invited to a party.
- 2 Sarah has bought a white \_\_\_\_\_.
- 3 Sarah's dress is blue and white and \_\_\_\_\_.
- 4 Noura has worn her \_\_\_\_\_ dress twice.
- 5 Their \_\_\_\_\_ haven't seen the dress yet.
- 6 Noura has made pretty pink \_\_\_\_\_.
- 7 The earrings are made of \_\_\_\_\_.
- 8 Noura will wear the \_\_\_\_\_ she already has.



**3** **8.2** Listen and write about their favorite items.



**Clare**



**Gianna**

Favorite item	1 <u>necklace</u>	6 _____
How long they have had it	2 _____	7 _____
How they got it	3 _____	8 _____
Material	4 _____	9 _____
Color/pattern	5 _____	10 _____

**4** Read and complete with the correct form of the verb in parentheses.

**Miles:** 1 Have you seen (see) my cool prince costume?

**Sadie:** No, I 2 \_\_\_\_\_ (not / have).

**Miles:** Here it is! I 3 \_\_\_\_\_ just \_\_\_\_\_ (buy) it!

**Sadie:** That's cute! 4 \_\_\_\_\_ you \_\_\_\_\_ (buy) the crown, too?

**Miles:** No, I 5 \_\_\_\_\_ (not / have). My sister 6 \_\_\_\_\_ (make) it.

**Sadie:** Wow! She's really talented! What 7 \_\_\_\_\_ it \_\_\_\_\_ (make) of? Metal?

**Miles:** No. It 8 \_\_\_\_\_ (make) of paper. She 9 \_\_\_\_\_ (paint) it all gold.

**Sadie:** That's incredible! 10 \_\_\_\_\_ she \_\_\_\_\_ (made) the necklace, too?

**Miles:** Yes, she 11 \_\_\_\_\_ (have).

**Sadie:** How long 12 \_\_\_\_\_ she \_\_\_\_\_ (make) jewelry?

**Miles:** For a few years now. Do you want to see her other creations?

**Sadie:** Sure!

**6** Read and color for you.

I can use all sorts of words to talk about outfits and accessories.			
I can use <i>be made of</i> to talk about all sorts of materials.			
I can read all sorts of texts about outfits and accessories.			
I can write about outfits and accessories.			
I can listen to all sorts of people talking about outfits and accessories.			
I can speak about all sorts of outfits and accessories.			

# Goodbye!

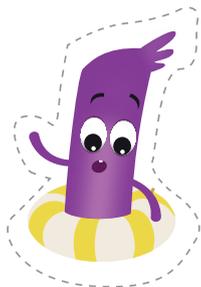
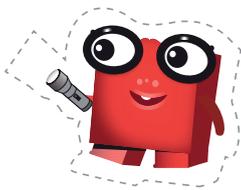
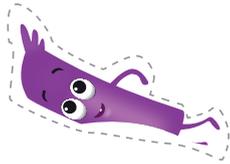
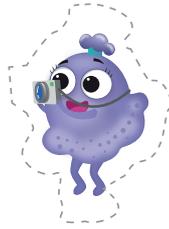
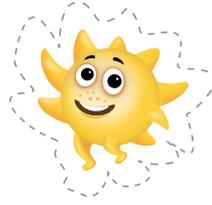


## Creating Your *All Sorts* Vacation Photo:

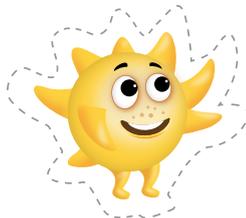
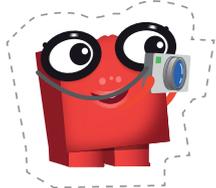
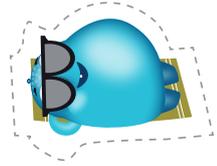
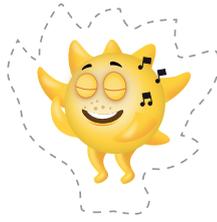
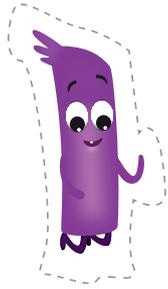
- Choose one action for each *All Sorts* character on pages 223 and 225.
- Cut it out and glue it onto the vacation scene.
- Write a description of the *All Sorts* vacation photo.
- Present your vacation photo to the class, and display it in the classroom.













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