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#### Top Goal, Student Book 2

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UNIT		VOCABULARY		GRAMMAR	SAMPLE LANGUAGE
Welcome!	REVISION OF: comic book, lion, mountain, prepare, rainbow, snail, tall, time, tired, year	TEACHING OF: ago, calendar, date, early, how long, late, month; months of the year; numbers 101–1000	festival, have no fear	TEACHING OF:  How many/How long with questions  REVISION OF:  Simple Past  Superlatives	
Personal Interests	REVISION OF: clean, little, loud, scary, sad, everywhere, anyone	TEACHING OF:  amazing, enormous, excellent, friendly, frightening, important, interesting, lovely, lucky, noisy, popular, special, wonderful, tidy; enjoy, excited, horrible, messy, ride, unfriendly, unkind, unlucky, untidy, unusual	EXPOSURE TO: believe, carving, fair, hobby, origami, prefer, yarn bombing	TEACHING OF: (Grammar 1) Simple Present vs. Simple Past TEACHING OF: (Grammar 2) State Verbs vs. Action Verbs	Grammar 1:  I go nearly every day.  Yesterday, I didn't go.  Grammar 2:  I want to go to the fair again!  My cousin is playing at the fair right now.
House Designs	REVISION OF: door, floor, stairs	TEACHING OF:  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)	exposure to: also, flashlight, haunted, much, of course, slide, slumber party, spire, wonder	TEACHING OF: (Grammar 1) Future plans with will TEACHING OF: (Grammar 2) Will vs. be going to	Grammar 1:  I will look for the key.  We won't come here again.  Grammar 2:  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.
3 Job Paths	REVISION OF: prefer, work	TEACHING OF:  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	repair, population, sound (v)	RETEACHING OF: (Grammar 1) Future plans with be going to  TEACHING OF: (Grammar 1) Unlikely and impossible future plans with may and might  TEACHING OF: (Grammar 2) Question tags	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.  Grammar 2:     This is a theater, isn't it?     I can come, can't I?
Glorious Food	REVISION OF: buy, cook, chocolate, pancake, sweet	TEACHING OF: 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	EXPOSURE TO: It smells; balanced, dairy, diet, proteins	TEACHING OF: (Grammar 1)  Expressing advice with should and warnings with had better  TEACHING OF: (Grammar 2)  Zero conditional	You should get your ingredients ready first.     You had better not leave the cookies in the oven too long!  Grammar 2:     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
A story about making a new friend (Comparing and contrasting information)     An e-mail describing a special interest	Relationship skills and social awareness: Initiating and engaging in social interactions with peers	An interview with a writer (Listening for specific details)	Talking about a dream youth center	Working with the prefix un-	Writing an     e-mail about     a special     interest	Social Studies:     Unusual     interests around     the world	Creating a community-interests poster
(Identifying and ordering events)  • A story about moving house (Identifying setting)  • A magazine article about redesigning a bedroom (Reading for detail)	Responsible decision-making:     Selecting the appropriate supplies and tools needed to complete a task	A conversation about animal houses (Listening to make inferences)	Describing an ideal house	Working with words that can be used as verbs and nouns	Writing an e-mail about plans to redesign a bedroom	Social Studies:     Buildings of     the future	Creating a plan for a house of the future
A story about applying for college (Identifying characters' feelings)     Article about jobs of the future (Reading for detail)	Social awareness:     Solving problems in various situations	A conversation about moving abroad (Listening for specific details)	Talking about different professions and professional plans for the future	Working with the suffix -ist	Writing about professional plans for the future	Social Studies:     Numbers about     future jobs	Creating     a poster     showing the     most common     jobs in your     community     now and in     the future
A story about an experiment in cooking class (Reading for specific information)     An article about dos and don'ts for sports and food (Identifying specific information)	Self-     management:     Accepting     mistakes;     working     independently     and showing     initiative	A conversation between a doctor and a patient about healthy eating habits (Listening for specific information)	Talking about different types of food and eating habits	Working with words that can be used as verbs and nouns	Writing an article about food advice	Natural     Science:     Healthy eating	Creating a pancake recipe



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Unit		VOCABULARY		GRAMMAR	SAMPLE LANGUAGE
Storylines	REVISION OF: end, movie	TEACHING OF:  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	exposure to: act (v), begin, beginning, climax, meet, middle, study	TEACHING OF: (Grammar 1)  Past Progressive  RETEACHING OF: (Grammar 2)  Making suggestions with Why don't/How about/What about	Grammar 1:  • Were you studying last night?  • He wasn't watching the movie. We were studying!  Grammar 2:  • Why don't we draw a storyboard?  • How about making a comedy?  • What about writing a story?
Outdoor Activities		TEACHING OF:  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	EXPOSURE TO: until	TEACHING OF: (Grammar 1) Simple Past vs. Past Progressive TEACHING OF: (Grammar 2) When and while with Simple Past and Past Progressive	I was lying in my tent, and I heard a bear!  Grammar 2:      We were eating hot dogs while we were rafting.  I was looking at the water when my sandwich fell in.
Styles	REVISION OF: hotel, plane, ticket, train, trip	TEACHING OF: 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	EXPOSURE TO: follow	TEACHING OF: (Grammar 1) Present Perfect Simple TEACHING OF: (Grammar 2) Present Perfect with already, just, and yet	Evelyn has traveled on the subway before, but she has not been on the railroad.      Grammar 2:     Mom has already printed the tickets.     The taxi has just arrived.     We haven't checked the weather yet!
Outfits		TEACHING OF:  comb, belt, bracelet, brush, costume, crown, earrings, necklace, purse, ring, striped, tie, umbrella, uniform; cotton, gold, leather, metal, plastic, silk, silver, spotted, wood, wool	exposure to:  decision, design, fashion, functional, outfits	TEACHING OF: (Grammar 1) Present Perfect questions and short answers TEACHING OF: (Grammar 2) be made of	Grammar 1:  Have you tried the new uniform? Yes, I have/No, I haven't.  Grammar 2:  The necklace is made of silver.  The earrings are not made of gold.
G Goodbye!	REVISION OF: backpack, camping, climbing, cookies, flashlight, helmets, hiking, hiking boots, horror, hot dog, hurry, platform, station, subway, taxi			REVISION OF: Simple Past, Past Progressive, Present Perfect, future forms, advice and warnings with should and had better	

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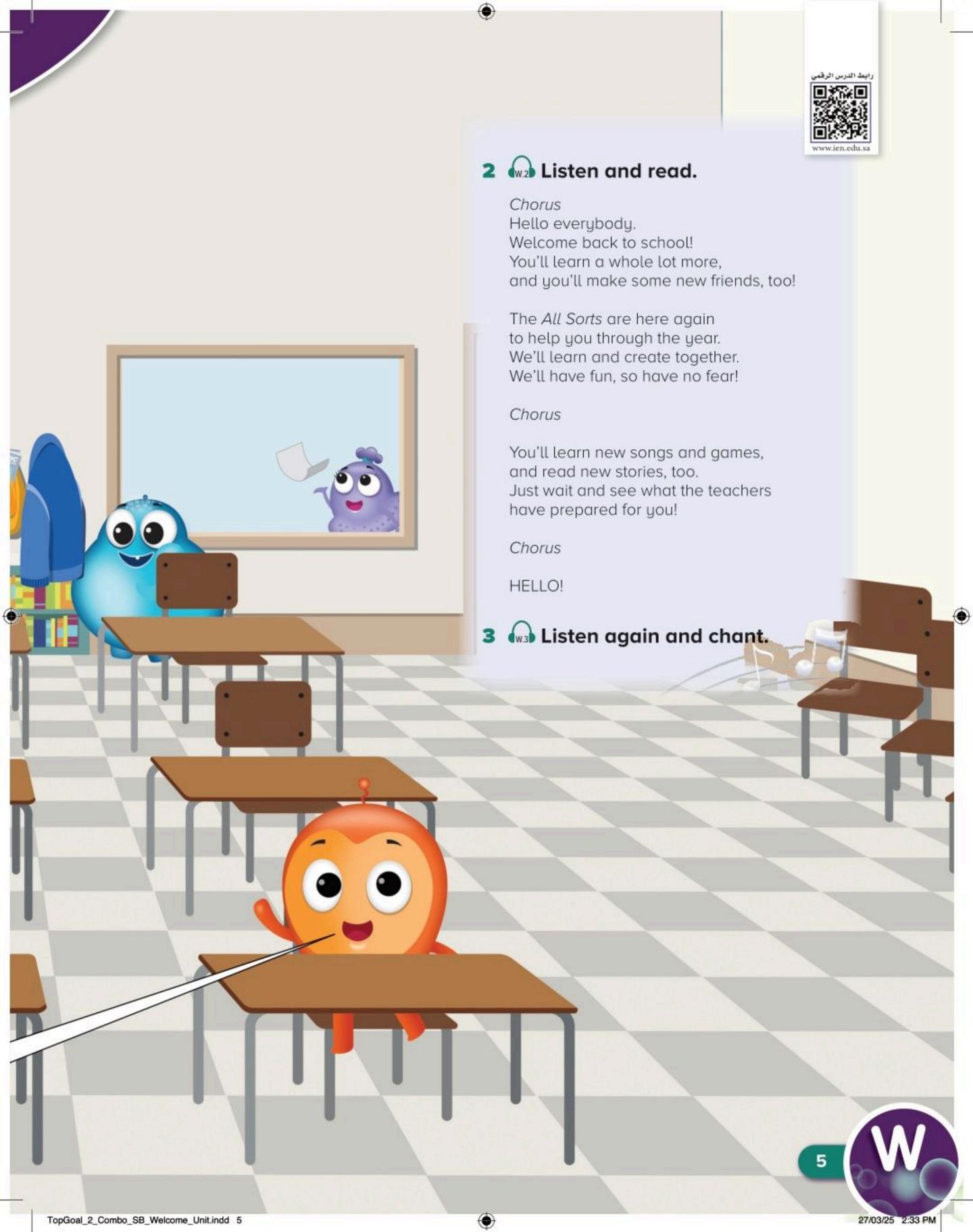


# Scope and Sequence

READING	SEL	LISTENING	SPEAKING	WORD WORK	WRITING	INTEGRATED LEARNING	PROJECT
A story about a school project (Identifying characters' feelings)     A blog post about movie scenes (Identifying positive and negative information)	Social     awareness:     Demonstrating     collaborative     skills;     acknowledging     others'     strengths and     contributions to     a group effort	The plot of a story     (Listening for similarities and differences)	Talking about favorite kinds of stories; telling stories	Working with word families	Writing a blog post about a favorite movie scene	Language Arts:     Understanding     parts of a story	Creating     a movie     poster
A story about a camping experience (Sequencing events)  A blog post about an outdoor adventure (Identifying facts and opinions)	Self-awareness and self-management: Identifying and demonstrating self-regulating strategies to manage emotions and reframe thoughts and behaviors	A conversation about an outdoor experience (Listening for note-taking)	Talking about outdoor activities, trips, and landscape features	Forming new words with -ing	Writing a blog post about outdoor safety	Social Studies: Landscapes	Creating     a travel     brochure
A story about a trip to the airport (Identifying mood)     A website describing different school field trips (Identifying fact and opinion)	Responsible decision-making: Identifying new thinking as the result of the problem-solving process	Directions to grandma's house (Listening for specific information)	Talking about different ways to travel and school field trips	Working with phrasal verbs	Writing a     post about a     field trip	Math:     Using basic     calculations	Creating     a model     plane or     train
<ul> <li>A story about making a belt (Understanding literal and figurative language)</li> <li>An article about how fashion has changed (Reading for gist and inferring)</li> </ul>	Self- and social awareness: Understanding how personal identity influences choices and outcomes	A presentation about homemade accessories (Listening for specific information)	Talking about preferred clothing styles	Working with the suffixes -sion and -tion	Writing a blog post about changes in fashion	Design: Art and design	Designing an outfit that reflects your personality
A story about a camping trip		A journey on the subway	Talking about activities, vacations, and fears		Writing a story using sequencers		





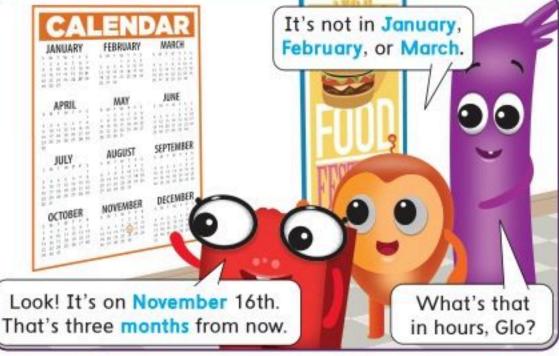




#### 1 Listen, read, and answer.

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







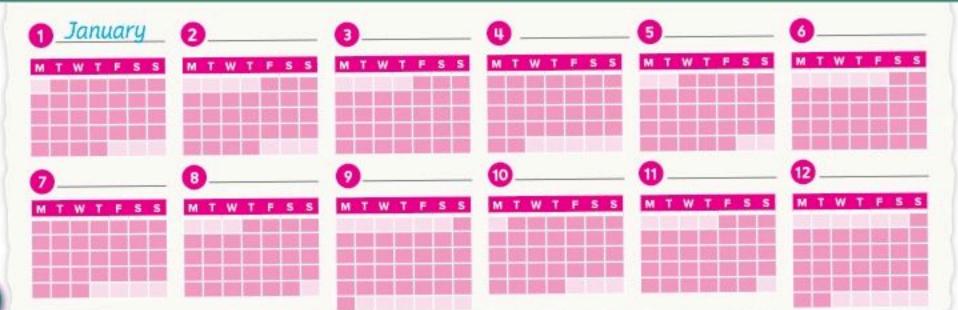


#### 2 Look, read, and match. Then listen and say.

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 Look and complete. Then listen, check, and say.

April August December February <del>January</del> July June March May November October September



#### 4 Read and complete.

Ago calendar early Howlong late months one time

#### Some Time 1\_\_\_\_ Ago \_\_\_\_, at School

I asked my classmate, Sebastian, how much

2\_\_\_\_\_\_ we had until the bell rang. He
checked the 3\_\_\_\_\_ on the wall. He said we
needed to hurry up or we would be 4\_\_\_\_\_
for class again! Just then, the bell rang. "Oh, no! It's

5\_\_\_\_\_ o'clock already." We really needed to
arrive 6\_\_\_\_\_ this time. A few 7\_\_\_\_
ago, we weren't on time and the teacher got mad."

8\_\_\_\_\_ 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= <u>one hundred fifty-six</u>
- **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?





#### 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?

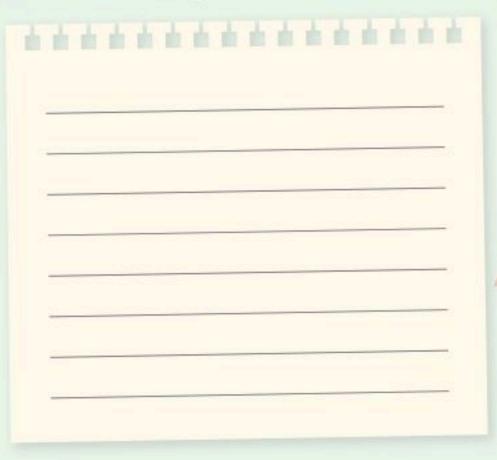
4
students are in your class?

5
is your journey to school?

was your vacation?



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





How many classes do you have on Wednesdays?

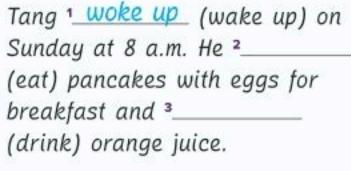
This year, I have five classes on Wednesdays!

How long is the English lesson?



#### 3 Look, read, and complete.







He 4	$_{-}$ (go) for a
walk with Cha-C	ha in the park.
They 5	(see) a
butterfly and 6	(meet
Hob and Bud.	



Later, he 7\_\_\_\_\_\_ (relax)
at home. He 8\_\_\_\_\_ (read)
his favorite book and then
9\_\_\_\_\_ (go) to bed.
He 10\_\_\_\_\_ (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.

What did you eat?

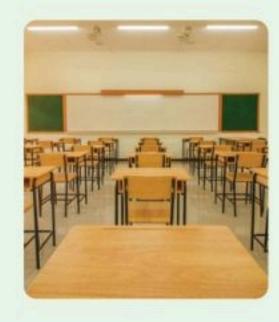


I ate fruit with yogurt, and I drank apple juice. Then ...

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



He is the <u>tallest</u> (tall) student.



2 This is the (big) classroom.



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



class for me.



4 This is the \_\_\_\_\_ (easy) 5 This is the \_\_\_\_ (difficult) 6 She is my \_\_\_\_ (funny) class for me.



friend.

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



Who is the tallest student in our class?

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



The science lab is the biggest classroom in the school.

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# ersonal Interests Join an activity at the youth center!

- Listen, point, and write the names.
- 2 (12) Listen, point, and say.

Abi

Noah

Kinsley

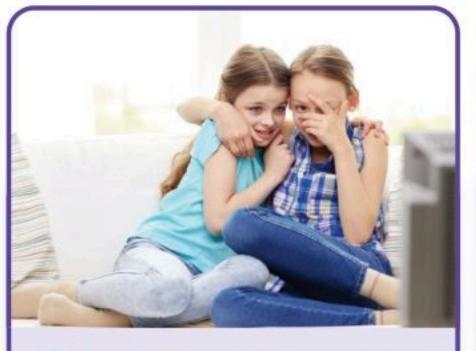
Jack





# Join the Most Popular Youth Center Around!

Click here to find out about all our interesting events.



Frightening Fridays—our horror movie nights! 奏



Join our Saturday game night. You might be lucky 🦝 and win a special 🌟 prize!



You'll have a wonderful 🥶 time!

#### Comments:

- . The game night was great! The games were amazing! 🥶
- Yes, everyone is friendly 😃 and the place is excellent! 🤘 2
- It's so important 📭 to have a lovely 😂 place to meet people. 3
- 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.

ITER		e <sup>1</sup> e <u>normous</u> activities! \		
		ind you can mee		referit events
		The most *p		activity is
the horror m	novie night whe	•		movies!
		s days. We usua	llu hold cor	
you can wir		prize if y		petitions, 30
when every	one brings thei	ery month, we h		ıll of
	one brings thei			Ţ
when every	one brings thei people!	r family, and the	space is fu	ull of when
when every	one brings thei people! talking and lai	r family, and the It can get <sup>9</sup> n ughing, and it's <sup>1</sup>	space is fu	ull of when
when every  * L  everyone is	one brings thei people! talking and lai	r family, and the It can get <sup>9</sup> n ughing, and it's <sup>1</sup> when	space is fu	ull of when to mak

#### 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





#### 1 Read the chart.

	Simple Present	Simple Past
love	I <i>love</i> playing hockey.	I <i>loved</i> the game on Saturday.
win	I win a lot of football games.	My team won last Saturday.
paint	She <i>paints</i> wonderful pictures.	She <i>painted</i> an amazing landscap yesterday.
not watch	I don't watch movies on Mondays.	I didn't watch the movie because I was busy.
go	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 100/ 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 \*teach / taught us how to cook!

Last week I <sup>9</sup>cook / cooked my favorite dishes!

Friday 10 is / was movie night.

We "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 I went to
an adventure park.



Last week / go / 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.







### رابط الدرس الرقمي المرابط الدرس الرقمي المرابط المر

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

- 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.

What kind of relationship do Lia and Chloe have? They have a very special friend	masma	riti	r
--	-------	------	---

- 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.





4

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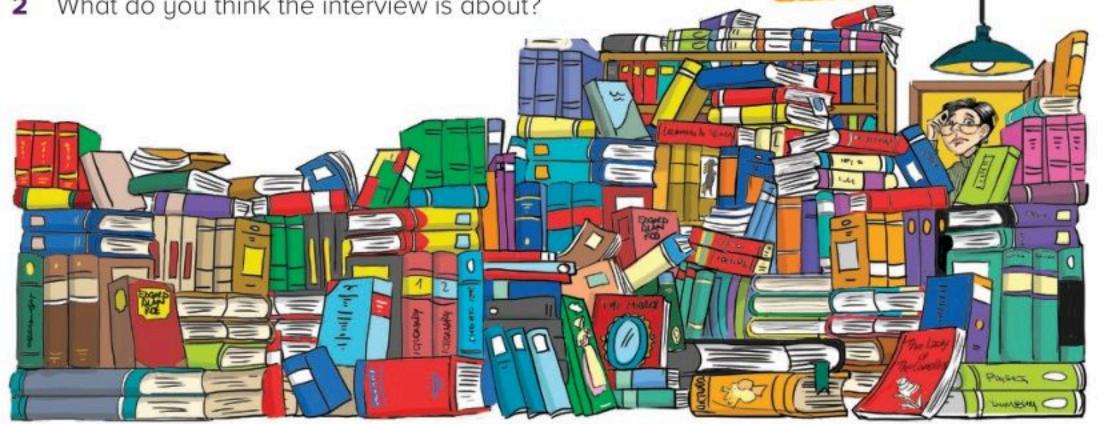


**A** Conversation

1 Look at the picture. Discuss the questions.

What do you think Autumn Smith does?





2 (16) Listen and check ( $\checkmark$ ) or cross ( $\times$ ). Correct the false sentences.

1	Autumn Smith is a musician.	X
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.	

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

She listens to all kinds of music and sings.

#### 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?

I'm a ...

Oh, wonderful! And when did you start? Student B

You are a famous person.

Think about:

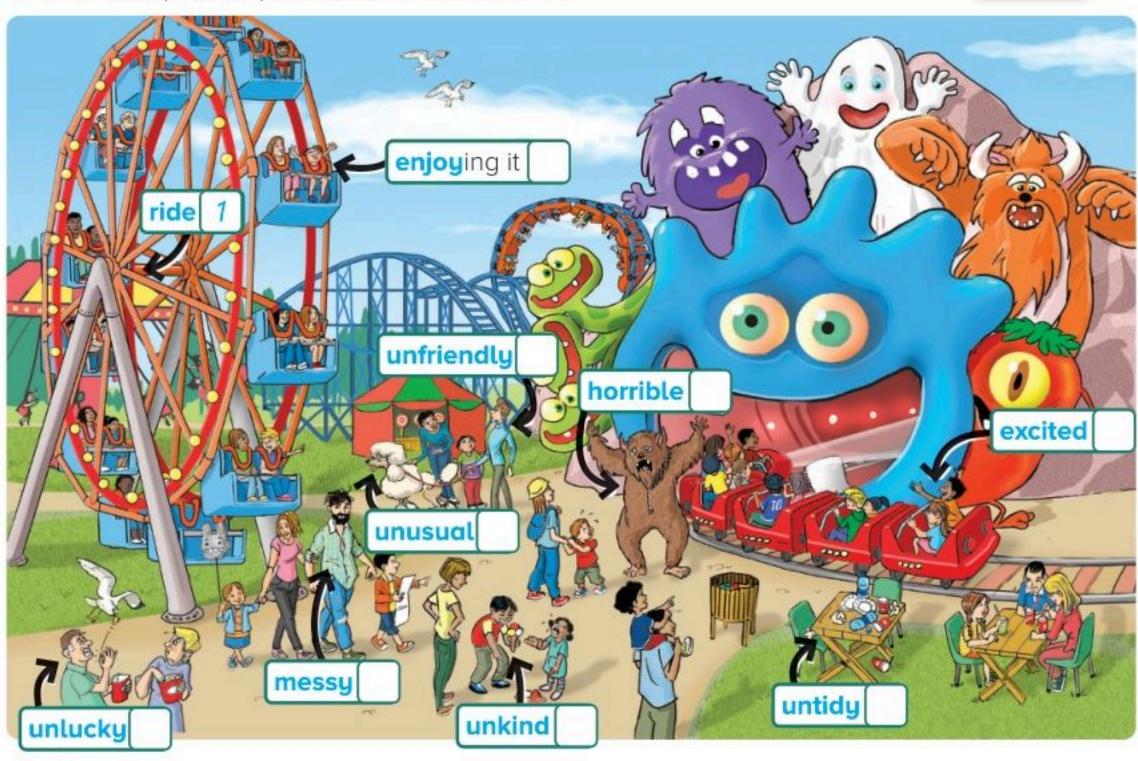
- what your profession is.
- when and why you started.
- what you are working on now.
- what other interests you have.



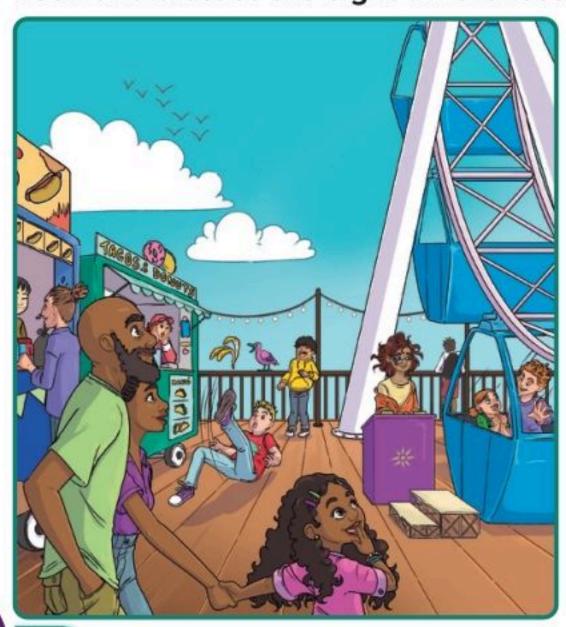


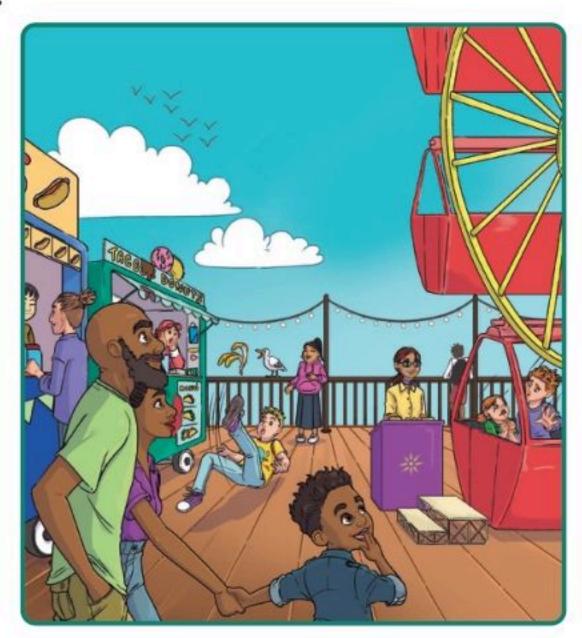


1 Look, listen, and order the events.



- 2 Listen, point, and say.
- 3 Look and discuss the eight differences.









#### Read and match.



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

#### 2 Read and circle or underline.



#### 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.



TopGoal\_2\_Combo\_SB\_Unit\_1.indd 17





#### 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?

• E - < >	Ф ф	
New Message		
To: special.interests@kidzmedia.com		
From: rose.brook@email.com		
Subject: My Special Interest		MARKET
Hello!		1995
My special interest is origami. It is an amazing ar	rt form. You can make wonderful models just with paper!	
I started origami three years ago. Some kids wer After a horrible day, I found a book about origan I found a new interest that made me very happy	re unkind to me at school and I didn't have many friends. mi on the sidewalk. So in the end, I was very lucky that day! v. I think it is very relaxing.	-
Here is an unusual result of doing origami. Norr it. But origami helped me to be tidy because I h	mally I have a very <b>untidy</b> room because I don't like cleaning ave to focus and be organized!	
I go to an origami club every Thursday. Last mor make different shapes and watch videos about o	nth, I met a lovely group of friends there! We help each other origami.	
I think everyone should have a special interest b	pecause it makes life better.	
Bye! Rose		
	Send ►	
Read the text and order the t	opics.	
A result of doing origami	When the interest started	

A recommendation

#### Read again and answer the auestions.

Introducing the interest

A place to practice with others

110	ad again and answer the questions.
1	What is Rose's special interest? <u>Rose's special interest is origami.</u>
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?



TopGoal\_2\_Combo\_SB\_Unit\_1.indd 18



#### 1 Read and write.

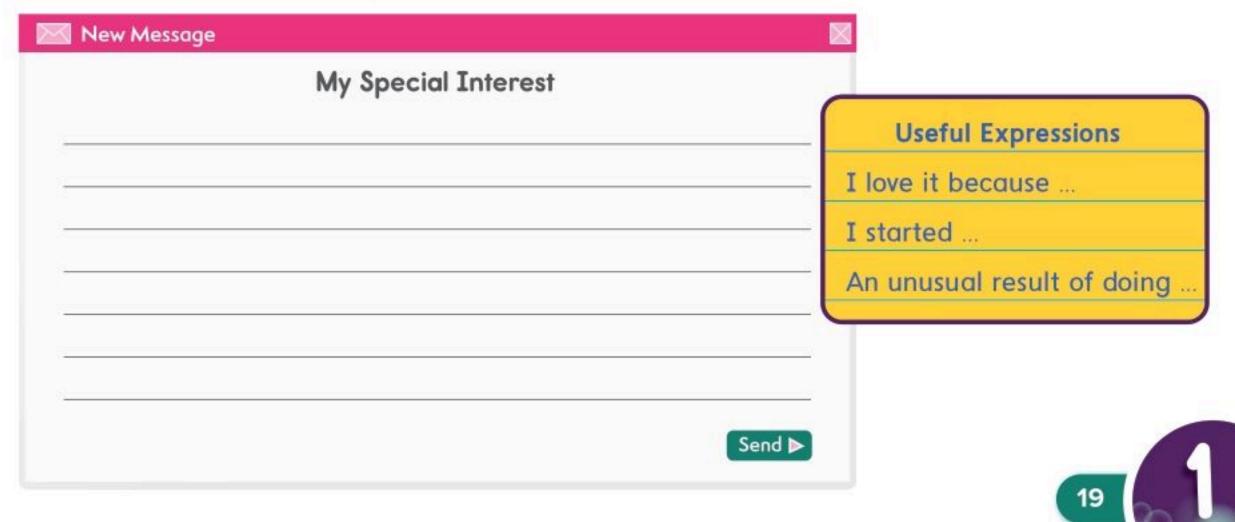
- 1 kind
- 2 friendly
- 3 tidy
- 4 usual
- 5 lucky
- 6 clean
- 7 happy



2 Fill out the graphic organizer for your interest.



3 Write an email about your special interest.



### **Integrated Learning: Social Studies**





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?



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!



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.



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 <u>all over the world</u>	
--	--

- 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 \_\_\_\_\_

#### 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?

#### Research and present.

What it is		
Where/Whit started	nen	-11
Who does	it	
Why peop do it	le	
going to tal activity sta		







#### Play and answer.



Write the opposite of these words: tidy, kind, friendly, lucky.

- Say a state verb and use it in a sentence.
- Say what you did last Friday.

- Write about an interest you have.
- Say what time you wake up every morning.
- Answer.

  What is another word for "very big"?
- Say a sentence using an active verb.

- 8 Make sentences with three words beginning with *un-*.
- Answer.
  Why was Lia
  unhappy?
- 10 Answer.

When does Rose go to an origami club? Mhat word
describes a loud
place?

Return

- Say what you ate for dinner yesterday.
- Where can you make art from soap?
- Say what you do on Saturdays.



#### 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. www.ien.edu.sa

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



TopGoal\_2\_Combo\_SB\_Unit\_2.indd 22



#### 3 Look and write.



The key is under the mat.







5







7





9

12



10

13



14

4 (23) 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

Listen again and chant.

Discuss the questions with your partner.

- Is this house like yours?
- What is similar? What is different?
- 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.



27/03/25 12:36 PM





#### Read the chart.



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

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



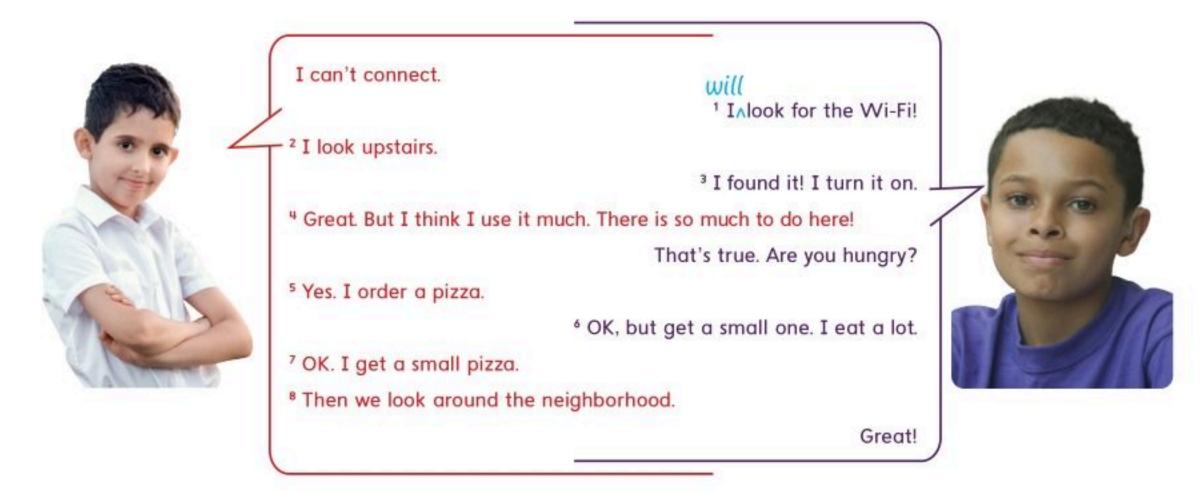
- 1 The sentences are about ...
- 2 We use will for ...
- 3 We use won't for ...



- 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.



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

1	This pizza was awful! (buy / again) <u>I won't buy it again!</u>
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.

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





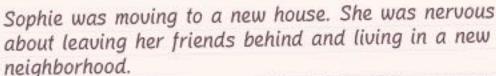


#### 1 Look at the picture and choose a title.

Sophie's First Day at School

Sophie's Singing

Sophie's New House



"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.

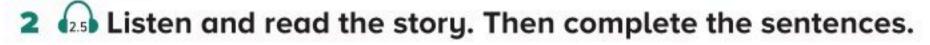
Later, Sophie was moving boxes into the house. Suddenly, she heard some voices coming from the basement. Was there someone else there? She walked down slowly and saw three racoons painting the walls! "Hello?" she said, but they screamed and hid! "I didn't know racoons were so unfriendly," Sophie thought,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







1	At the beginning,	Sophie felt	nervous
	3 3,	2.0	

- 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.

20 26



### **Listening and Speaking**

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











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

- What is Emily's job?
  - a an astronaut
- **b** a zookeeper
- c an architect

- 2 Who does she need to design houses for?
  - a astronauts
- **b** animals going to Mars
- c pets
- 3 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
- 7 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.
  - 1 Put that old chair <u>cushion</u> in the box.
  - 2 I'm waiting at the \_\_\_\_\_ door. It's the white house on the \_\_\_\_\_.
  - 3 Hurry up! It'll \_\_\_\_\_\_ two hours to get home. See you \_\_\_\_\_ when you arrive there.
  - **4** Do you want me to put anything \_\_\_\_\_ on the top bookcase \_\_\_\_\_?
  - **5** \_\_\_\_\_ of science we \_\_\_\_\_ have geography now.
- 4 Talk and make a dialogue with words from Exercise 1.

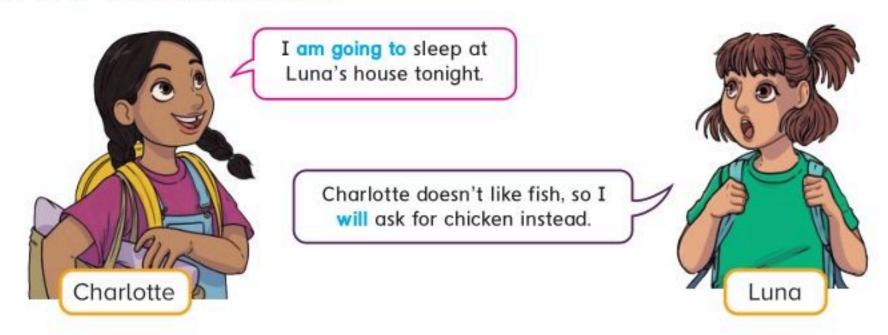




#### 1 Read the chart.

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

#### 2 Read and write the names.



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

#### 3 Read and complete.

am be going to will won't

- 1 We use \_\_\_\_\_\_ to talk about plans and arrangements.
- **2** We use \_\_\_\_\_ and \_\_\_\_ to talk about decisions made in the moment.
- 3 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?

a an email

**b** a magazine

c a website

What do you think the page is about?

a selling a houseb moving to a new house

c 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!

#### 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?
- 3 What features create an ideal home?

30

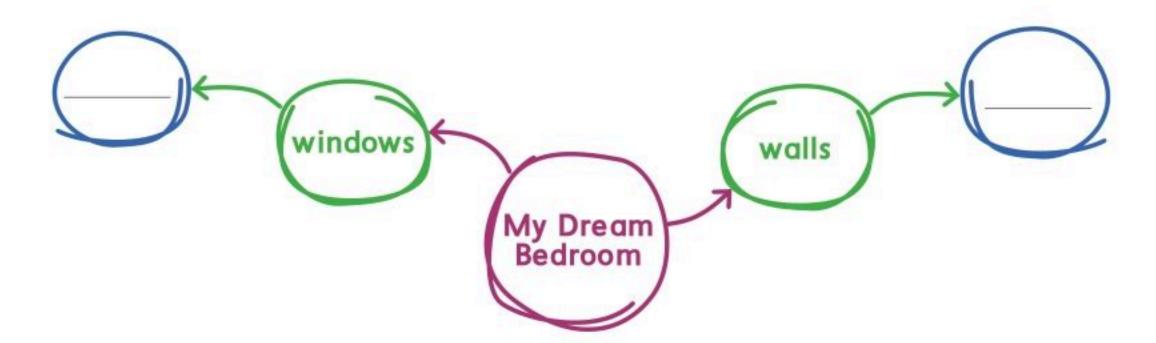


## **Word Work and Writing**

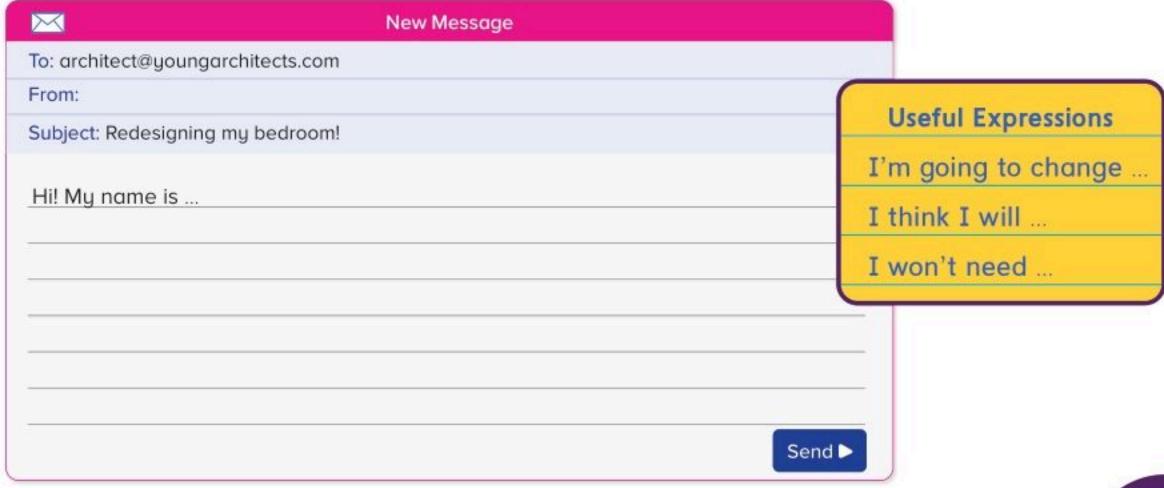
1 Read the sentences. Write V for verbs and N for nouns. Then write two more.

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

2 Complete the mind map about your dream bedroom.



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





## **Integrated Learning: Social Studies**





#### 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!



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 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.

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

1	Building designs will be the same in the future as they are now.	X
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.



Name four parts of a house.

- Decide what you will do after class and tell your partner.
- Tell your partner what plans you have for the weekend.

- 7 Think of three words that are the same as verbs or nouns.
- 6 Look at the weather and decide what you won't do today.
- Mho designs houses?
- Ask your partner to make a decision on the spot.

8 Answer.

What might you find in a kitchen?

Answer.

What did Sophie find in her basement?

- Write a description of a house you like in your neighborhood or town/city.
- 11 Answer.

  What do you need to get into a house?



- Tell your partner a pre-arranged plan.
  Then change the plan.
- 13 Answer.

What building will be more than 1,000 meters tall? Ask your partner
what they are
going to do on the
weekend.



#### 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.

# Job Paths Jobs in the community



Look, listen, and complete.

2 (3.2) Listen, point, and say.

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

## Meet Your Community!



1 Mrs. Taylor

Learn how to take professional photos with this photographer.



Mr. Brown

Drive through the streets with a driver.







Do business with

a businesswoman.

Come to the

community fair.

Meet your neighbors

and learn about

their jobs!



Sing your favorite songs with a famous singer.



Mrs. Newman

Meet a journalist and hear about local news.



with an engineer.



Mrs. Garcia

Practice teamwork with a manager.



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



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



Meet a mechanic and learn how to repair a car.



You could learn to draw



Sam Robinson

Watch an artist paint a picture before your very eyes.



with a fashion designer.



### Saturday, 10 a.m. - 5 p.m. City Park

What jobs do people in your community do?

34





#### 3 Look and write.



A mechanic fixes cars.











d











4 (3.3) 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!

43.4 Listen again and chant.

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.





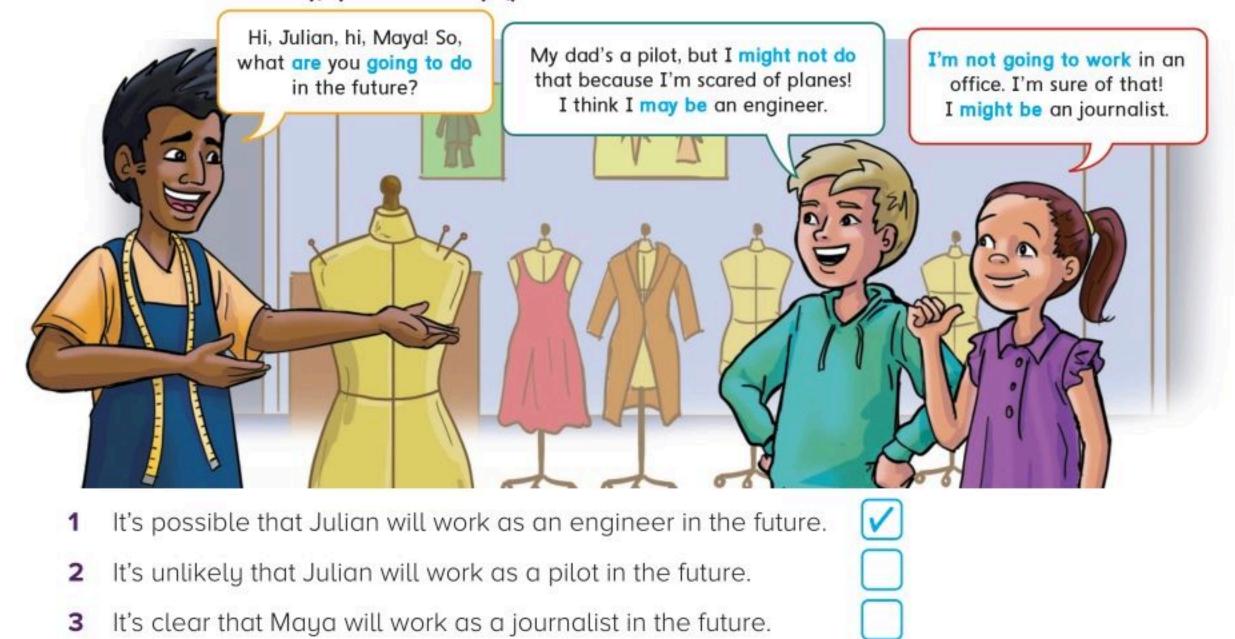




#### Read the chart.

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

#### 2 Read and check (√) or cross (X).



#### 3 Read and match.

(be) going to	may	might
, , , ,	9	9

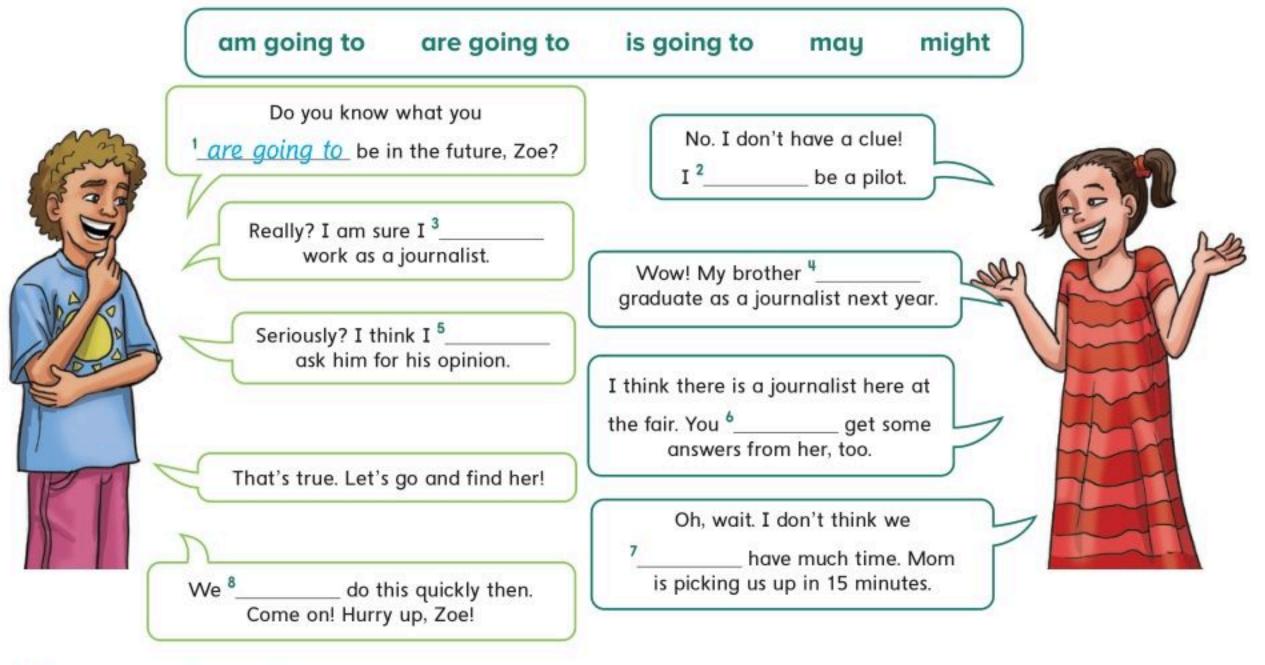
- 1 We use <u>(be) going to</u> when we are completely sure of a future plan.
- 2 We use \_\_\_\_\_ when a future plan is likely to happen.

It's impossible that Maya will work in an office.

**3** We use \_\_\_\_\_ when a future plan is very unlikely to happen.



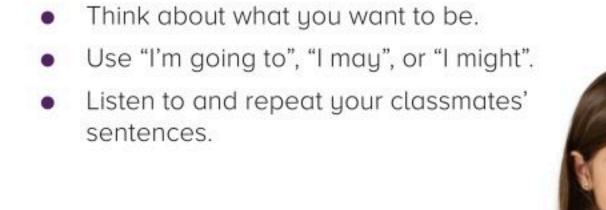
4 Read and complete. You can use the options more than once.











I'm going to be a photographer!

Ann is going to be a photographer.

I might be a pilot.

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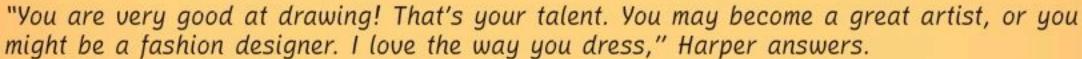
#### Look and discuss.

- 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'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!"

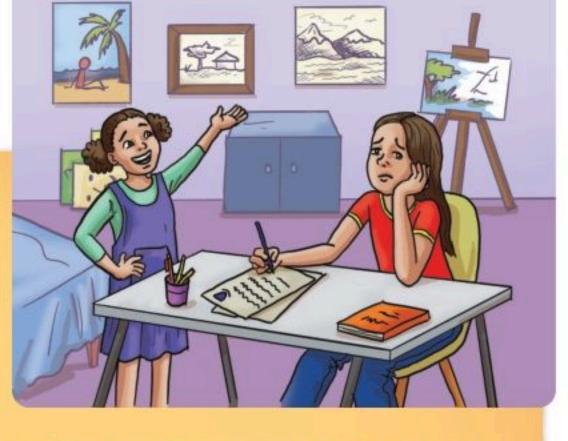
#### Read and check (\(\sigma\)) or cross (\(\times\)).

- 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?
- 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  $\bigcirc$  Listen and write T (true) or F (false). Correct the false sentences.
  - Ben is going to go to Canada on vacation.

    Ben's mom is going to have a baby.

    Bill may visit Ben.

    Ben might not speak French in Canada.

    Bill is a good friend.
- 3 Use the information to role play a conversation.

#### Student A Hi, ... I'm going to move! Student B You're going to live in another Your friend is going to move to another country. country. Where are you Greet your friend and say you are going to move to? Use the clues below to going to move. Think about: ask questions. Where / going to move to? where you are going to move to. I'm going ... When / might / travel? when you might travel. Why / going to / move? why you are going to move. what you may do there. What / may / do?

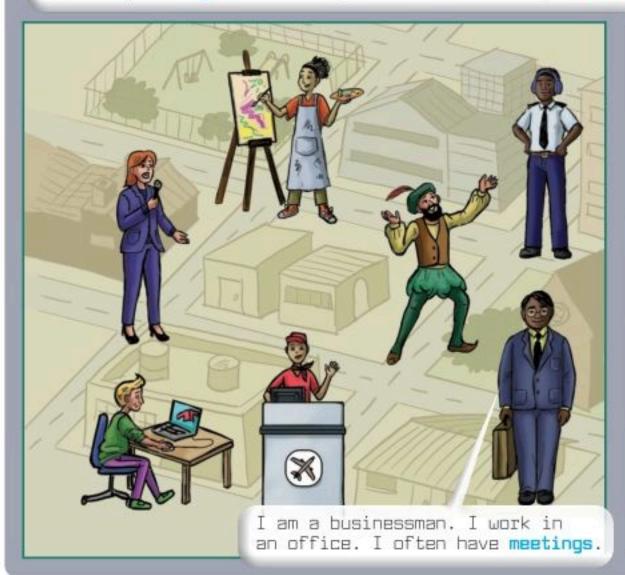


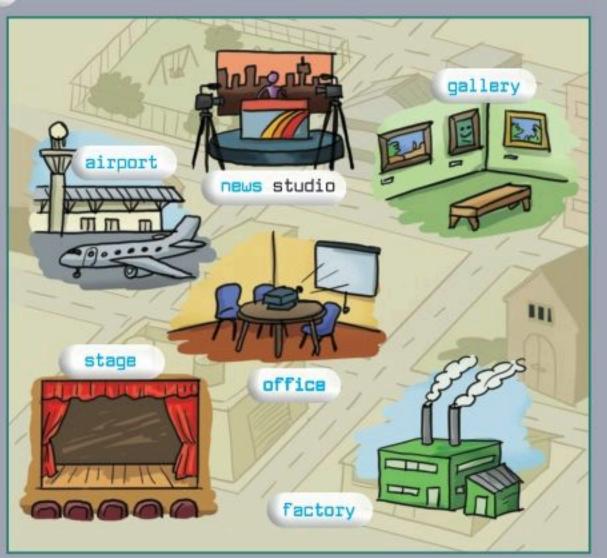


1 Listen and match the people to the places.

## Where do they work?

@Drag the job to the place where they work.





- 2 🔝 Listen, point, and say.
- 3 Read, look, and write.

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

  - d My parents are flight attendants. They 7 \_\_\_\_\_\_ long hours. They also wait at the
    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, <u>wasn't it</u>?
- 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.









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



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

#### 3 Read and discuss.

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



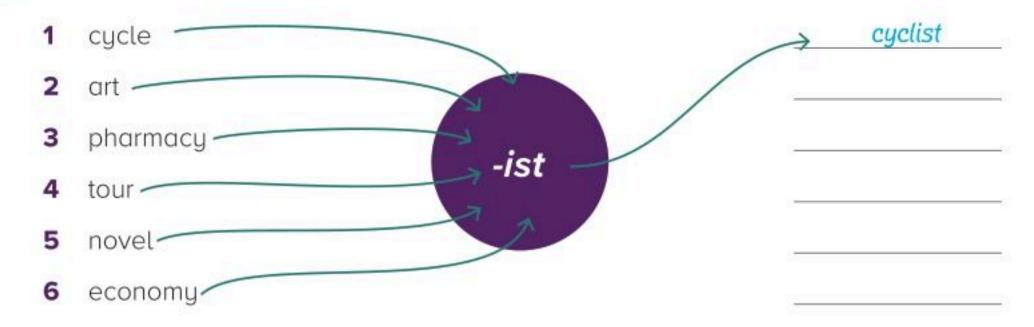
## **Word Work and Writing**

#### 1 Match the word to the definition.

- specialist
   receptionist
   journalist
   scientist
   Someone who is trained in science.
   Someone who is an expert.
   journalist
   Someone who helps people mentally or physically.
   scientist
   Someone who studies people's minds and behaviors.
  - therapist **e** Someone who reports the news.
    - f Someone who works in the reception at a hotel or office.

#### 2 Read and write.

psychologist



#### 3 Look and write sentences about your future.



#### 4 Write about your plans for the future.



#### **Useful Expressions**

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

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

I might (not) ...

## **Integrated Learning: Social Studies**





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.





- How many people work for private companies in Saudi Arabia? \_\_
- How many months will it take for most university graduates to start working?\_
- What percentage (%) of workers are younger than 34 years old? \_

#### Listen and complete.

	future <del>job</del>	factory	need	managers	technology
1	The workforce refers to e	everyone wh	no has a _	job	or is looking for work
2	Jobs can change becaus	se of new te	chnology	and what busi	nesses
3	In Saudi Arabia, more pe	ople are wo	rking as c	loctors, engine	ers, and
4	There will be more jobs	n		, like artificial	intelligence.
5	People who work in a		mo	y need to learn	new skills.
5	Workers need to keep le	arning to be	ready fo	r the	<b>.</b>

#### 3 Research and present.







#### 1 Play and answer.



1 Answer.

What do you call someone who flies planes?

- Say this sentence to check information. 
  "Your mom is an engineer, isn't she?"
- Answer.

  What professions are going to be popular in 2040?

- Write two future plans for a classmate.
- 6 Use the future to say what you think about being a flight attendant in 20 years.
- Mho works at an airport?
- 4 Say this sentence to confirm the information. "You're new here, aren't you?"

- 8 Answer.
  What do you
  call someone who
  takes professional
  photos?
- Answer.

  Why is Harper's sister sad?
- Write a very
  unlikely future
  plan for yourself.
- Complete.

  A person who is taking a tour is a



- Say it's not probable that you will live in a different country in 20 years.
- Answer.

  How many people work at private companies in

Saudi Arabia?

Say that you are sure about moving in 20 years.



#### 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.







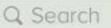
## Glorious Food



Make your favorite snack.

- Listen and point. Circle what you need to make the food.
- 2 (4.2) Listen, point, and say.











Bake Cookies with Noah Brookes.



00











## Next week ...

Pancakes with a banana and yogurt topping



topping









What's in your favorite food?



46





## Vocabulary

#### Look and write instructions.







Melt the butter in a pan.









5



6



10

13



11



12







#### 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 ¹f<u>lour</u>, salt, and some ²s\_\_\_\_\_. You also need 3 b\_\_\_\_\_ and water to help the \_\_\_\_ combine. There are different fillings. The common ones are meat, chicken, or cheese. Mutabbaq \_\_\_\_ delicious. I can eat them taste and 5s\_ every day.



#### Discuss the questions with your partner.

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



My favorite dish is ...

I think you mix flour and eggs ...





#### Read the chart.

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

#### 2 Read and choose the correct option.



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



You had better wash your hands before you begin.



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



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

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

#### 3 Read and write full sentences.

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



#### 4 43 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 4.4 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



















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

Verbs buy fetch add bake make put smell wash

**Nouns** chocolate butter flour honey yogurt snack sugar sweet



You'd better wash your hands before you start!







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

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



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.

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

### Social and Emotional Learning

#### Discuss the questions with your partner.

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





## **Listening and Speaking**

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

What does Gabriel need help with?

- his homework
- his eating habits
- cleaning his room



#### 2 (46) Listen and choose the correct answers.

- Who is the conversation between?
  - a a boy and a teacher
- **b** a girl and a parent
- c (a boy and a doctor)

- How is Gabriel feeling?
  - **a** hungry and excited
- **b** tired and his teeth hurt
- c nervous about an exam

- What doesn't Gabriel eat?
  - breakfast
- **b** chocolate

c cake

- Why is breakfast important?
  - a It tastes great.
- **b** It helps you sleep.
- c It gives you energy.

- What does Dr. Diaz say about pizza?

  - You should never eat it.
     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

#### 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?

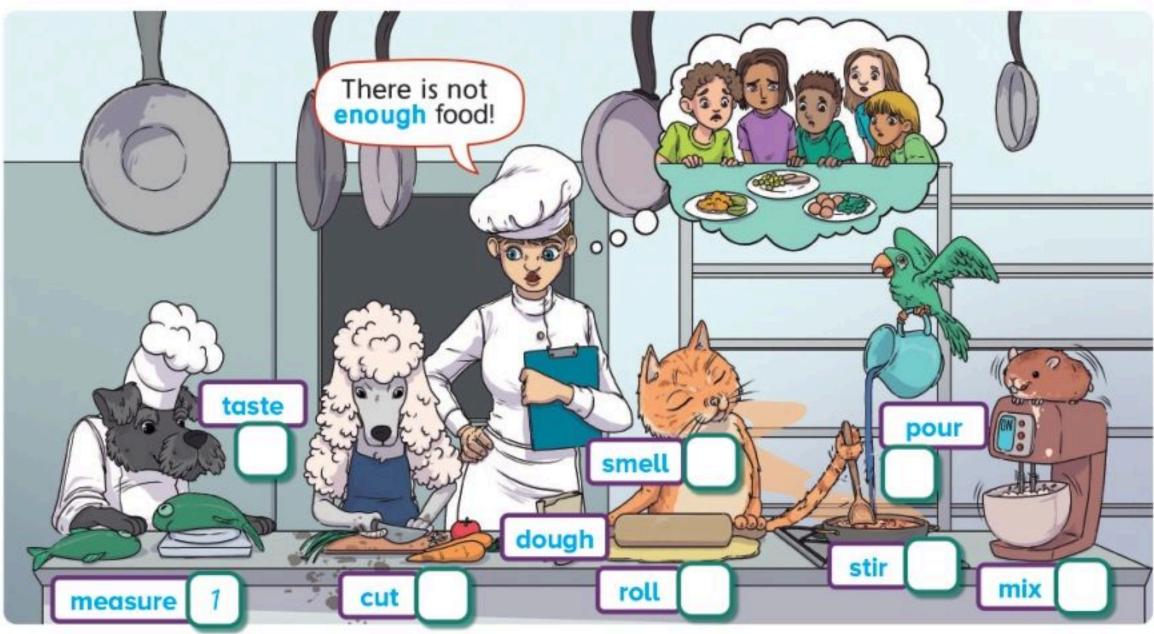








1 4.7 Look, listen, and order the steps.



- 2 🕰 Listen, point, and say.
- 3 Look and write possible sentences.



1 Keep stirring while I pour the sauce.



2



3 \_\_\_\_\_





4



#### Read the chart.

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

#### 2 Read and check (\( \seta \)) or cross (\( \times \)).





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

#### 3 Order the words to make sentences.

- 1 bake / If / cookies / , / like / cake / . / you don't / a

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







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

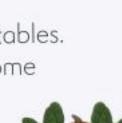
- 1 What kind of text is it? It is an article found in a magazine.
- 2 Who do you think it is written for? \_\_\_\_\_
- 3 What is the main idea?

## 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:

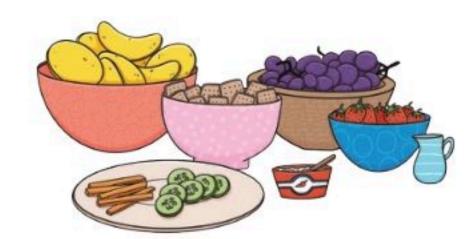
- 1 You shouldn't skip meals. If you can't eat a full meal, make a small snack.
- 2 You'd better not eat after 7 p.m. because you won't sleep well. Plan your eating well. If you are still hungry after 7 p.m., eat some fruit or bread and honey.
- 3 You shouldn't eat meat that smells bad. Old meat can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



4.

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## **Word Work and Writing**

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 If you don't like the smell, throw it away!	Ni li
taste	3	4
	5	6

2 Fill out the graphic organizer.

Advice for:

Dos: What should they do/eat?

Drink lots of water.

Drink lots of water.

3 Write and draw your article.

Food Advice for

**Useful Expressions** 

He/She should/shouldn't ...

He/She had better (not) ...

Don't forget ...

## Integrated Learning: Natural Science





Starches

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!



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



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.

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.

#### **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!

1	What does a	"balanced diet"	mean? A	balanced	diet	means	eating	the	right	amount	of	every	ything	
			A U.O. GOODS A MODEL Too.											7

- 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.



- Mention three DON'Ts of a balanced diet.
- Give your partner advice on how to make your favorite snack.
- Tell your partner what foods to eat if they don't eat meat.

- Write your top five tips for making snacks.
- Tell your partner something they shouldn't do when cooking.
- Name two senses we use with food.
- Give your partner five healthy eating tips.

- 8 Say four actions you do while cooking.
- Answer.

  Which ingredient
  did everyone love
  in Layla's cookies?
- Mention three DOs of a balanced diet.
- Answer.

  Where in the kitchen can you prepare food and mix ingredients?

Return

- Explain why breakfast is important.
- Answer.
  - What are the three most important food groups?
- Tell your partner
  what they can
  make if they want
  a healthy snack.



#### 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.





PART

- Listen, point, and check (/) or cross (X) the types of stories the speakers like or dislike.
- 2 6.2 Listen, point, and say.



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## Vocabulary

#### 3 Look and write.



People sing in musicals. 2









6



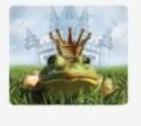
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8

5





10



11



14

12

## 13

#### 4 653 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 6.4 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 + Was/Were (Not) + Verb +ing						
~	They were screaming (scream) during the horror movie.						
×	We were not singing (not sing) in the musical.	She was not watching (not watch) a play.					
	Was/Were + Su	bject + <b>V</b> erb + <i>ing</i>					
?	Were you enjoying (enjoy) the cartoon?	Why was he acting (act) in a western?					
Yes/No, + Subject + Was/Were(n't)							
Short	Yes, I was.	No, they weren't.					

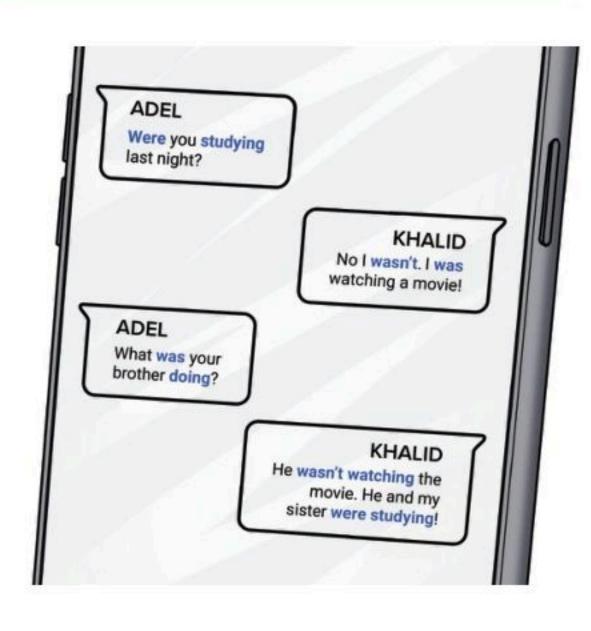
#### 2 Read and circle.

- 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		ıse	for <i>I</i> , he	e, she, it.
2	We u	ıse	for you	ı, they, we.
3	We add action.		to the	end of the

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 <u>called</u> (call) yesterday?

<sup>2</sup> I'm sorry! I \_\_\_\_\_ (watch) a movie!

<sup>3</sup> Oh great! What \_\_\_\_\_ you \_\_\_\_ (watch)?

" 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)?

9 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
- She / walk / path
- He / read / fairy tale
- 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.





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#### 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?
- 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.

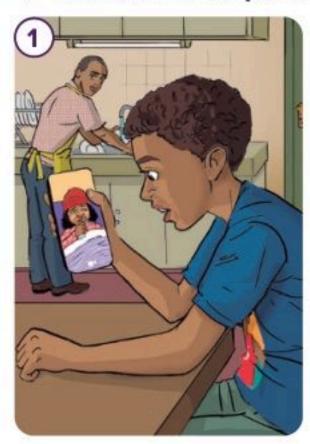
- 1 How well do you work with others?
- 2 What are you good at?
- 3 What do you still need to learn?
- 4 How can you help others succeed?

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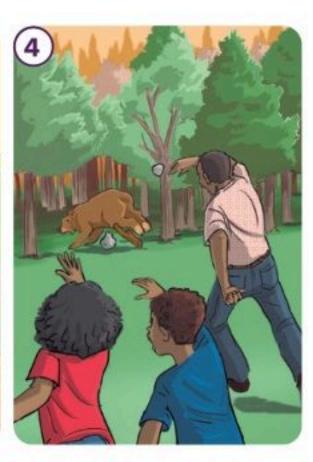
## **Listening and Speaking**

#### 1 6.6 Look and predict the story. Then listen and check.









## 2 $\bullet$ Listen again and write T (true) or F (false). Correct the false sentences.

1	Liliana was telling a fairy tale.	F
2		
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 6.8 Listen, look, and number the tips.



- 2 659 Listen, point, and say.
- 3 Read and complete with words from Exercise 1.

I 1 well now, but the story and its 2					
are sca	ry. The worst 3	is the one with kids			
4	in the park. First, the	ey <sup>5</sup> to sleep			
there, b	out when the animals 6	, they <sup>7</sup>			
they we	ere 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.

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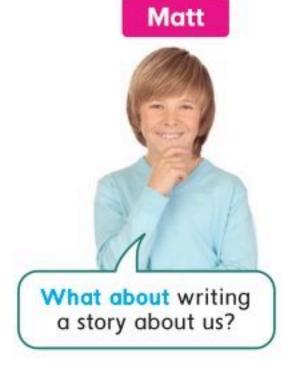


#### 1 Read and discuss the chart.

Making Suggestions						
Why don't + Subject + Verb (Base Form)	How about + Verb (+ing)	What about + Verb (+ing)				
Why don't you <b>tell</b> me about your characters?	How about <b>ending</b> 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.







- 1 Ian, Jon, and Matt are ...
- 2 We use Why don't we before ...
- 3 We use How/What about before ...
- a an action in the base form.
- **b** an action with -ing.
- c making suggestions.

#### 3 Order the words to make sentences.

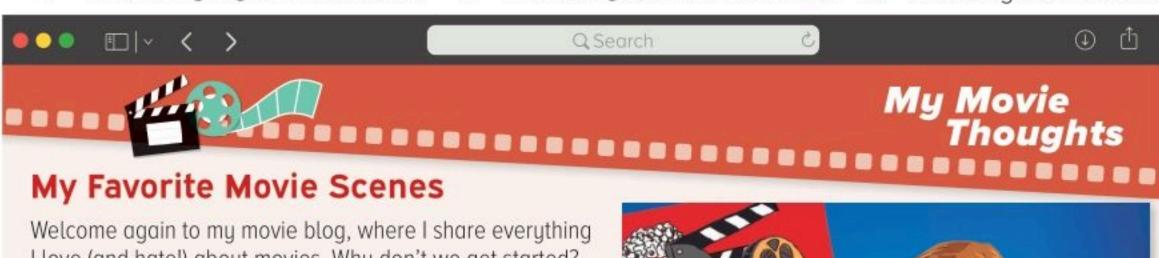
- don't / work / Why / ? / our / storyboard / on / we Why don't we work on our storyboard?
- 3 inviting / my / sister / ? / about / What
- 5 the / about / ending / ? / How / song / with / a / musical / beautiful
- 2 meeting / ? / house / How / at / my / about
- 4 house / come / I / ? / Why / your / don't / 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?



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 like was the other actors. They were acting hadly. But



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.

|--|

- 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 \_\_\_\_\_\_.
- 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?

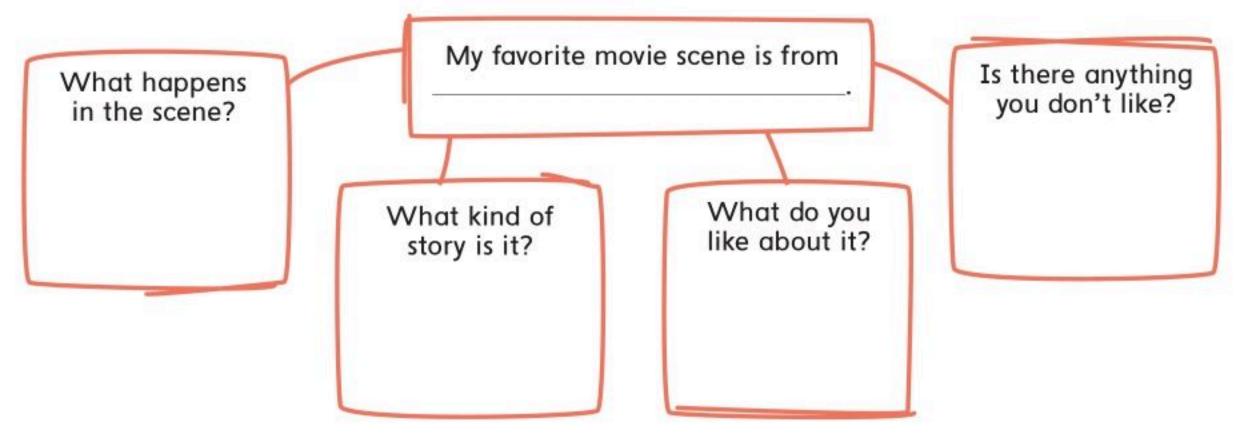




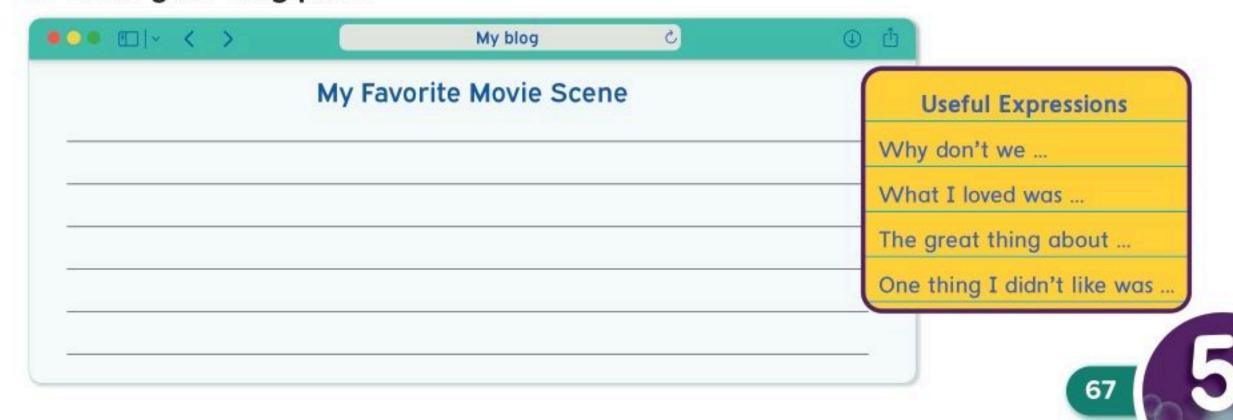
1 Find the words in the text on page 66. Complete the chart using a dictionary.

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

#### 2 Write and draw.



#### 3 Write your blog post.



### **Integrated Learning: Language Arts**



1 Look, read, and complete the graphic organizer.



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.

Context and the start of the journey

Rising tension

Resolution

Climax

Act III

#### 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.

Type of story

Characters

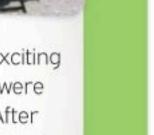
Act I What happens?

Act II What happens?

Act III What happens?

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







#### 1 Play and answer.



Name four kinds of stories.

- Tell your partner what you were doing at 5p.m. yesterday.
- Give your partner a suggestion on how to study for an exam.

- Write three sentences about a movie scene you love.
- Ask your partner what they were doing last Saturday afternoon.
- Complete the actions characters can do:

Ask three people what they were doing at 8 p.m. last night and then tell your partner.

- Answer. What can you draw to plan a story?
- Answer. Who called Jayden on his phone?
- 10 Write three sentences about a book you dislike.
- Answer. What are the people in stories called?

Return

- Ask your partner: What's your favorite type of story? Suggest a movie for them to watch.
- Answer.

What two events happen in the third act of a story?

In the movie blog, what is the blogger's favorite scene?



#### 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.











#### Vocabulary

#### 3 Look and write sentences.

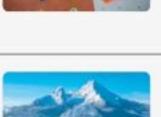


I wear hiking boots.



3





5



6





8



9





11





10

13

helmet





12



#### 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.

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

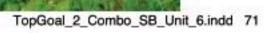
I like to go fishing by the river so I take my fishing rod. Or I go surfing on the waves and try out my new surfboard!

Chorus

6.4 Listen again and chant.

- Discuss the questions with your partner.
  - Which activities do you want to try? Why?
  - Which activities can make you tired, scared, or bored?
  - Do you prefer activities you do outdoors or at home? Why?





tent





#### 1 Read the chart.

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

#### 2 Read and choose the correct option.



- 1 The actions of sleeping and lying are short / long actions.
- 2 The actions of seeing and hearing a bear are short / long actions.
- 3 The actions happened at different times / the same time.
- 4 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!

Short Actions
heard
E

#### 4 Read and complete.



#### 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
- I / learn / how / to climb / yesterday. \_\_\_\_\_
- 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.



It was walking toward me, so I screamed.





- 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 65 Listen and read the story. Correct the sent	tences and number them 1–7.
--	-----------------------------

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.

#### Social and Emotional Learning

#### Discuss the questions with your partner.

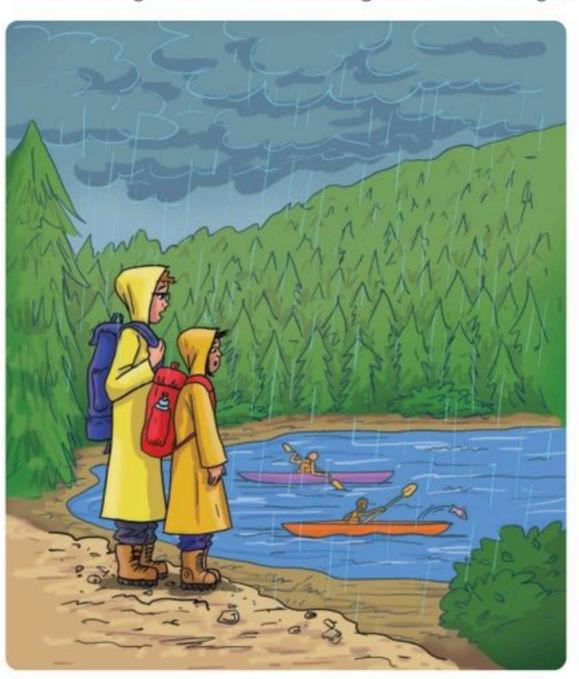
- 1 What is your worst fear?
- What do you do when you feel scared or nervous?
- 3 How can you manage your feelings when you are scared, nervous, or angry?

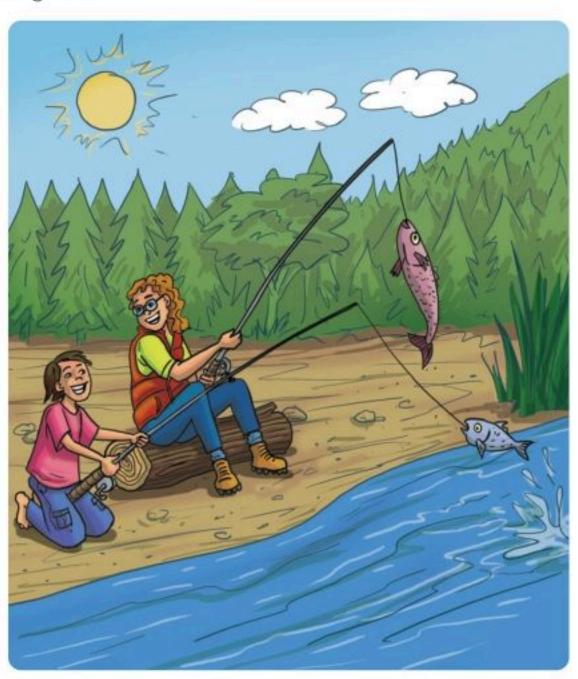




#### 1 Look and discuss the questions.

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





#### 2 6.6 Listen and write notes.

	What was the weather like?	What happened?
Friday	1 It was raining.	2 He went hiking.
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?



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1 65 Look, listen, and circle the picture that isn't of Olivia.



- 2 6.3 Listen, point, and say.
- 3 Look and write.





We were sitting in the raft and eating hot dogs.







2











3 \_

4

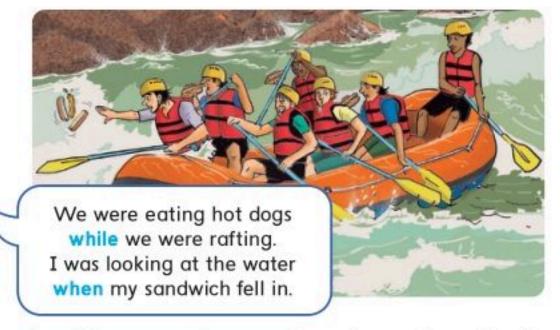




#### 1 Read the chart.

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

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





- 1 These sentences describe actions that happen at different times.
- 2 We normally use while before short actions. \_\_\_\_\_
- **3** We use when before <u>long actions</u>.
- 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/.





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





## Adventures in the Outdoors!

Q Search



#### **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!





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

1	The topic of the blog post is important.	0
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.	

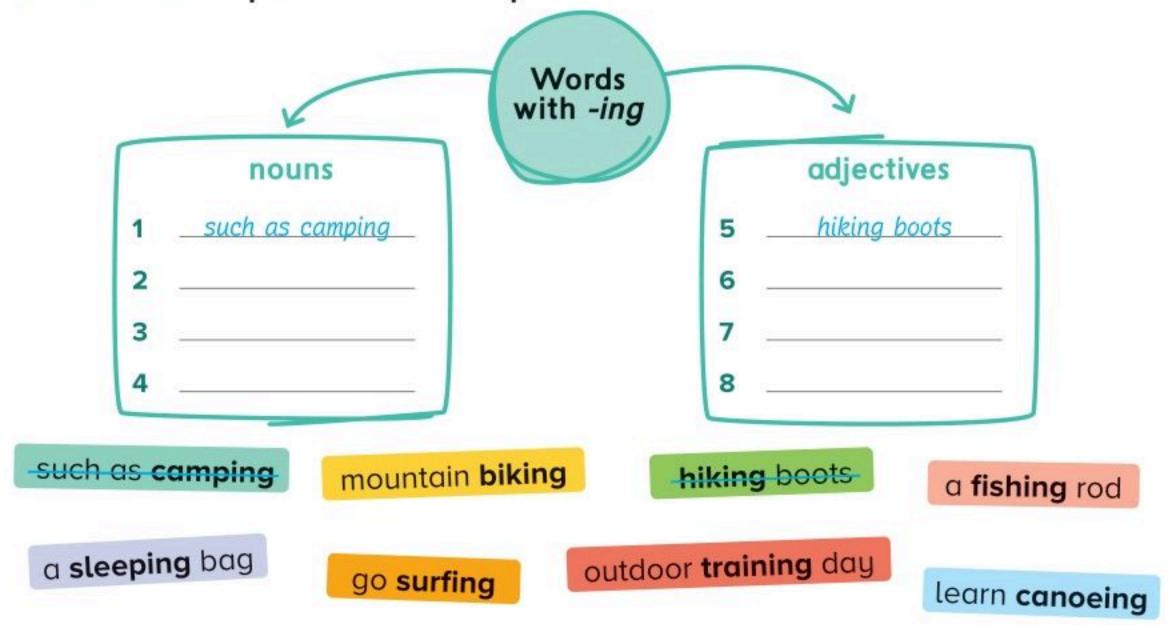
#### Discuss the questions with your partner.

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



#### **Word Work and Writing**

1 Look and complete the mind map.



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

Drawing	

3 Write a blog post about outdoor safety.



#### **Integrated Learning: Social Studies**

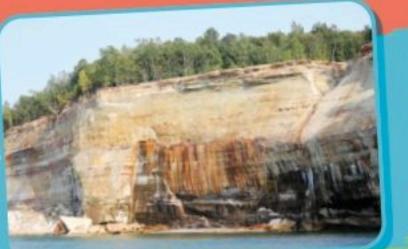
1 Look at the pictures and answer the question.

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!

1	Cliffs are where the land stops	
	and there is a drop	

- 2 Cliffs can be \_\_\_\_\_\_.
- 3 At a cliff, you can \_\_\_\_\_\_.
- 4 A forest is \_\_\_\_\_\_.
- 5 In a forest, you can find \_\_\_\_\_
- 6 Deserts are \_\_\_\_\_\_.
- 7 A desert at night can be \_\_\_\_\_

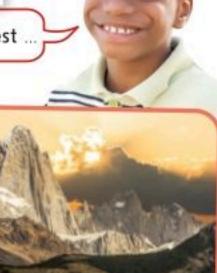
3 Research and present.

	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.)	

6 80











27/03/25 11:58 AM

#### 1 Play and answer.



- Write six different outdoor activities.
- Tell your partner what you were doing on the weekend.
- Use the word "when" to describe what happened on an outdoor trip.

- Write about an outdoor trip you went on.
- 6 Use the word "while" to describe two long actions that happened at the same time.
- Answer.

  What items do you need for camping, climbing, and fishing?
- Say three short
  actions you did this
  morning and one long
  action you were
  doing this morning.

8 Answer.

What problem did Sebastian have when biking? Answer.

Why was Riley worried about the trip?

- Name three landscapes and describe them.
- Name three outdoor activities you want to try and three you don't want to try.

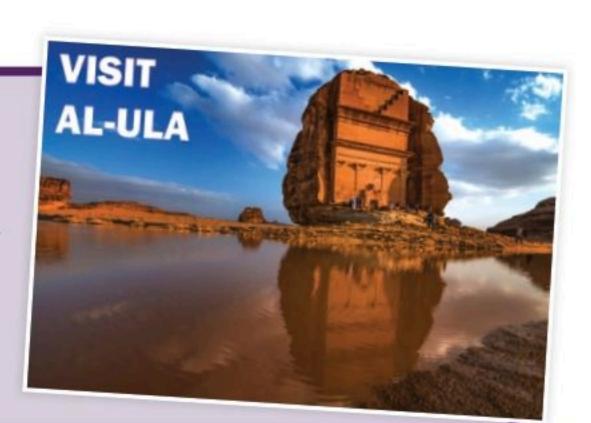
Return

- Say what you ate for dinner yesterday.
- Use these words
  in a sentence as
  adjectives:
  hiking, fishing,
  and sleeping.
- Ask your partner
  what they were
  doing at a specific
  time, using "while."

## Project (Control of the Control of t

#### 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.





# Trips James goes on a trip!



1 Listen, point, and order the steps.

2 Listen, point, and say.



82



#### 3 Look and write full sentences.



Put everything in a suitcase, 2



3



4



5



6



-



8



9



10



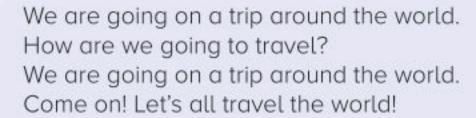
11



12

13





Let's take a taxi/ terminal.

I hope we don't hit traffic!

We might have to hurry / tour.

Let's go, go, go!

Get to the <sup>3</sup>station / security, For the subway or the railroad. Hurry to the 4depart / 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?



depart



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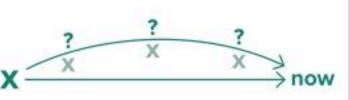




#### 1 Read the chart.

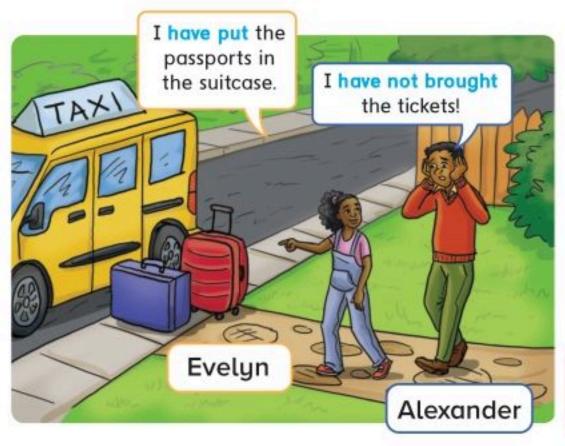
#### **Present Perfect Simple**

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 have visited the beach.	He has called the taxi.	We have bought the tickets.	
×	You have not traveled on an airplane.	We have not taken a tour before.	He has not packed his suitcase.	

#### 2 Read and check (\( \seta \)) or cross (\( \times \)).





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

- 1 The sentences describe actions that started in the past and have results now.

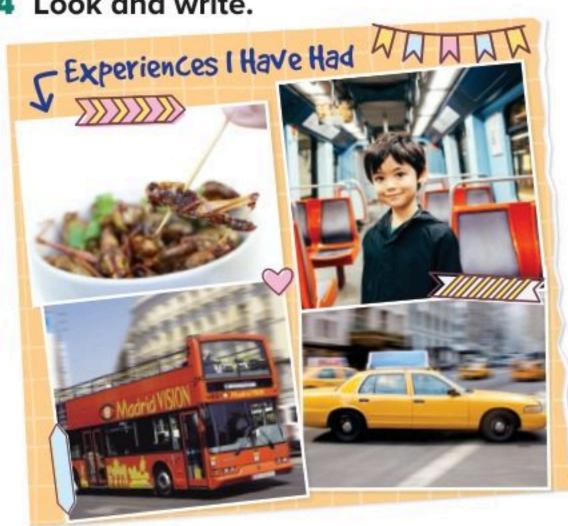
- 2 They say when the actions happened.
- **3** Evelyn may travel on the subway again in the future.
- **4** It is impossible for Evelyn to go on the railroad.



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

I'm so excited about the trip! I 1	have visited (visit) the beach	before, but	Con Control of the Co
	vel) with my friends. We 3	(book)	
subway tickets to the terminal, an airplane. My friend <sup>5</sup>	d we 4 (prin (not buy) a swimsuit, so		
when we get there. I <sup>6</sup> to go. My mom <sup>7</sup>	(pack) everything in a (call) a taxi, so I should hurr		

#### 4 Look and write.



- eat / insects He has eaten insects. travel / train / railroad
- ride / taxi

take / tour / city



- be / not / airport / security
- not / take / tour / boat
- not / fly / plane

#### 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.





27/03/25 12:42 PM



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

- 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

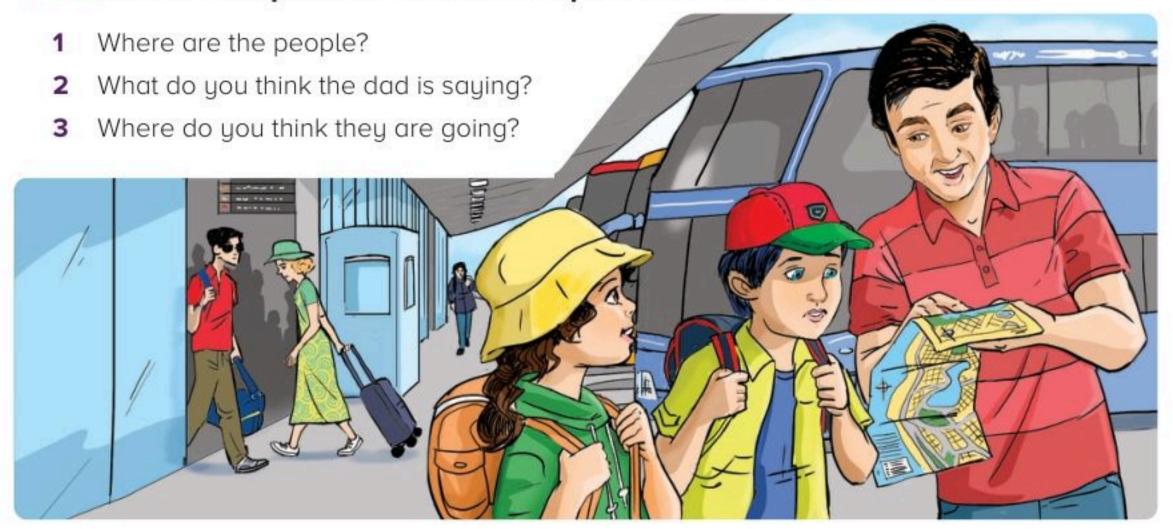
#### Discuss the questions with your partner.

- 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?

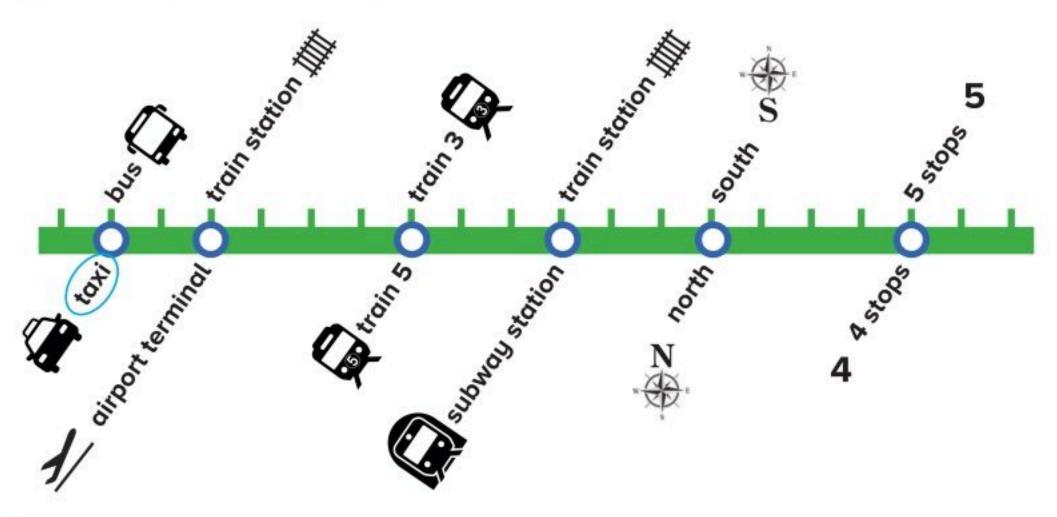




1  $\bullet_{160}$  Look at the picture. Discuss the questions. Then listen and check.



2 177 Listen again and circle the correct options.



- 3 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?



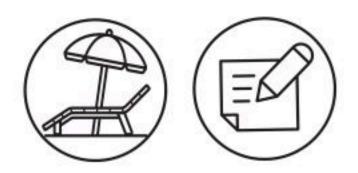




1 (7.9) Listen, point, and complete.



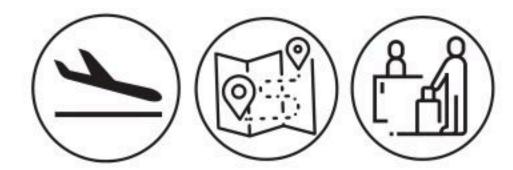
- Listen, point, and say.
- Look and write. Use the pictures to help you.



I need to get away—I have prepared a trip!











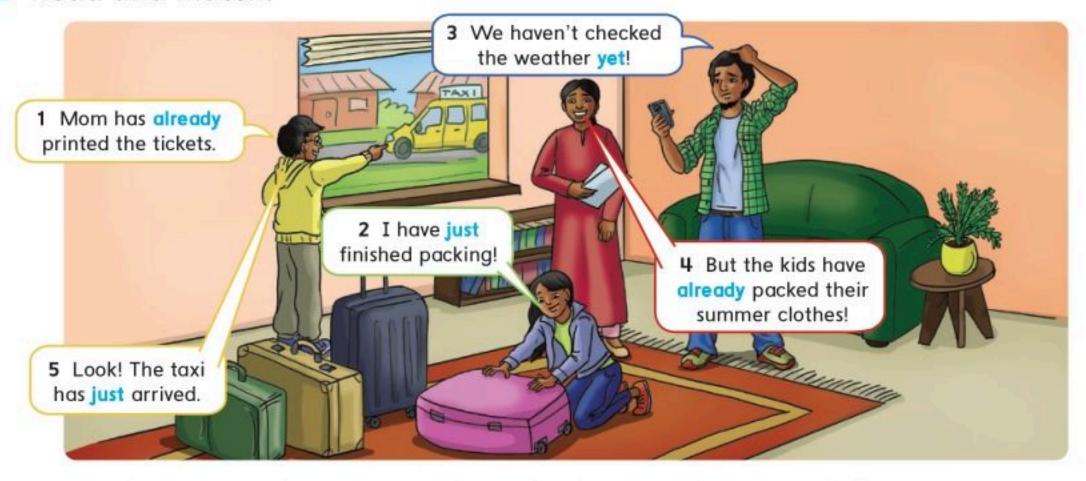




#### Read the chart.

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

#### 2 Read and match.



- **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.







#### 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



## 2 Read the text and check (\( \seta \)) or cross (\( \times \)). Correct the false sentences.

- 1 The museum has made this website about field trips.

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

#### 3 Discuss the questions with your partner.

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

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90

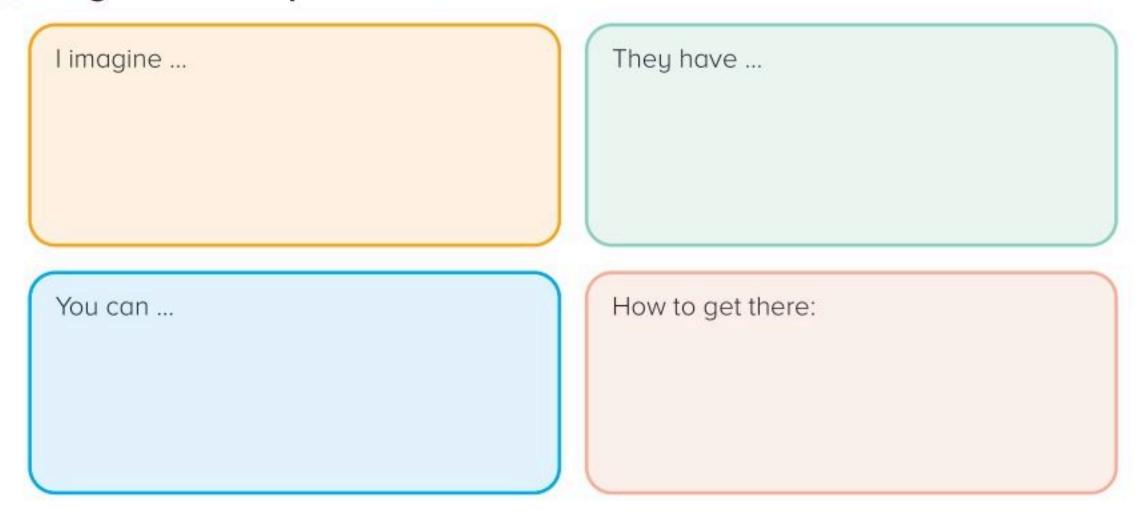


#### **Word Work and Writing**

#### Read and match.

1	take	а	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	С	in	iii	to go up in the sky
4	get	d	off	iv	to do an activity outside a building
5	find	е	out	v	to leave a place or routine for something different

#### 2 Imagine a field trip. Write notes.



#### 3 Write your post about a field trip.



#### **Integrated Learning: Math**





1 Read, look, and match.

1 multip	ly C	2 add	3	divide	4	calculate		5	subtract	
----------	------	-------	---	--------	---	-----------	--	---	----------	--

**a** 9+3=12 **b** 50÷10=5 **c** 20x5=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 z: 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.



- Name three means of transportation.
- Tell your partner about an experience you have had.
- Tell your partner about a movie you have seen very recently.

- Write a description of a plan you have made.
- 6 Make sentences using "check in" and "find out".
- Name four places related to travel.
- Tell your partner about an experience you haven't had yet.

- 8 Write four actions that a plane can do.
- Answer.

When James got to the hotel, what did he find out? 10 Answer.

What do you need to do when you arrive at the planetarium? 11 Answer.

What do you do when you arrive at and leave a hotel?



- Tell your partner about a piece of homework you haven't done yet, but plan on doing.
- Add, subtract, multiply, and divide people and objects in your class.
- Tell your partner something you have done that you normally do later in the day.



#### 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.

## Young Fashion Designers'



• • | < >



Q Search











What clothes do you like to wear?

94



#### Vocabulary

#### 3 Look and write sentences about you.







1 I've never worn a ring.







4

1

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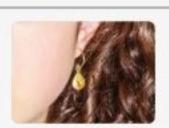


5

2



6



7



8



9

12



10



11



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.



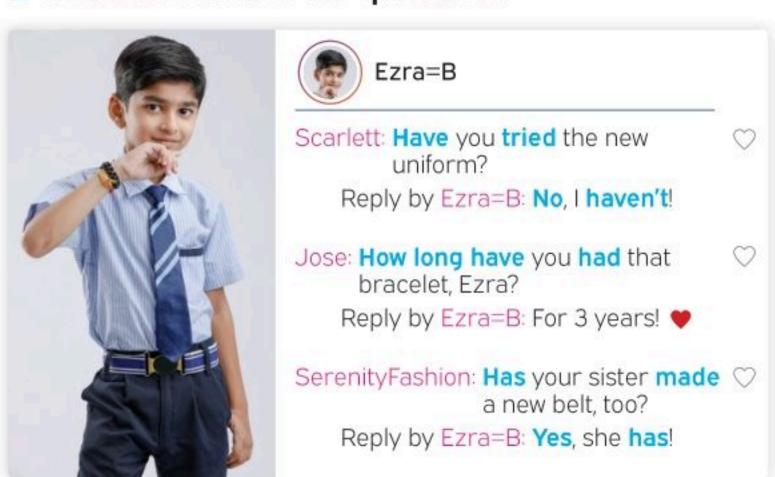




#### Read the chart.

Present Perfect – Questions and Short Answers							
Asking about a single e	event with a result now.	Asking about the length action or state.	of time of an unfinished				
Have/Has + Subject +	Verb (Past Participle)	How long have/has + Subject + Verb (Past Participle					
Have you bought a new umbrella?			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 worn a tie?  How long have we needed an umbrella?					
Short Answers							
Yes,	I have.	No, he	e hasn't.				

#### 2 Read and answer the questions.



- 1 Who is asking a question about length of time?
- 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! 1 How long have you had (you / have) them? Thanks! I've had them for about a month. 2\_\_\_\_\_ (you / see) my other ones? Yes, I 3\_\_\_\_\_! 4\_\_\_\_\_ (you / buy) a new necklace, too?

No, I <sup>5</sup>\_\_\_\_\_. It broke, so I added some new beads. \_\_\_\_\_ (it / have) the new beads on it? Wow! 6\_\_\_\_

> About a week. I like it though! 7\_\_\_\_\_ (you / try) the new school uniform?

No, I <sup>8</sup>\_\_\_\_\_\_ (it / be) on sale?

Two months!



#### 5 Look and write questions.



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



(see / new / ring)



(long / be / broken)



(buy / new / belt)



(long / have / holes)



(you / use / my brush)

#### 6 Make a survey. Ask your classmates.





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Have you bought a new tie?



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



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."

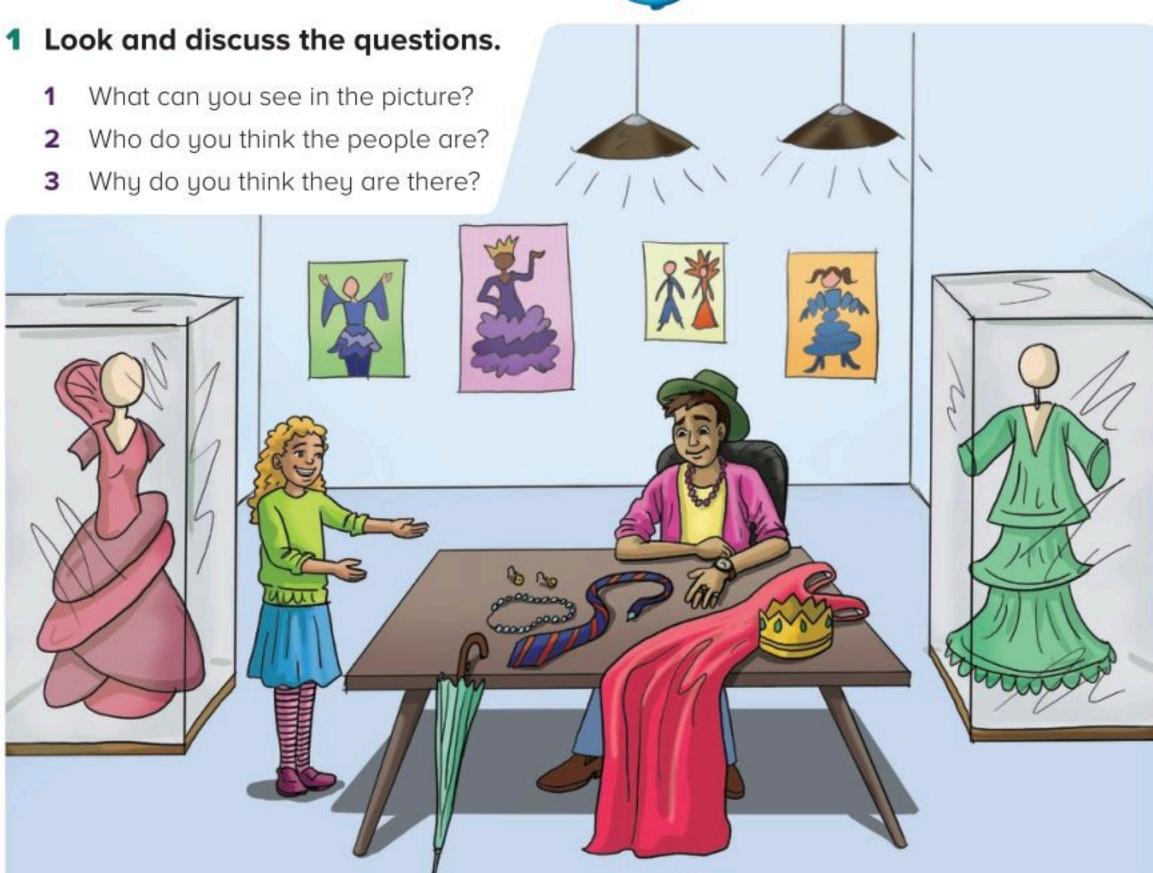
Mia's dad looked surprised. "Haven't you made lots of your own accessories? I bet you could make an even better one!"

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.	F	Social and Emotional Learning
2	It had a striped design at the front.		Discuss the questions with your partner.
3	Mia turned red.		1 Is it true that what you wear defines who you
4	Mia went home, angry.		are? Why or why not?
5	Mia's dad looked surprised.		<ul><li>What do your outfits say about your identity?</li><li>How can you avoid judging others by the</li></ul>
6	Mia made the best costumes ever.		clothes they wear?





#### 2 6.4 Listen and complete the sentences.

- Aria designs accessories and jewelry
- At school, Aria wears \_
- For jewelry, Aria has brought \_\_\_\_\_\_\_ In the last year, Aria has made \_\_\_\_\_\_.
- The costume Aria made is \_\_\_\_\_\_.
- The weather is \_\_\_\_\_

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

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



for two months.

Have you bought shoes recently?

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





- 2 🔝 Listen, point, and say.
- 3 Read and circle.

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

4 Look, discuss, and write sentences.

I can see some leather purses, ...



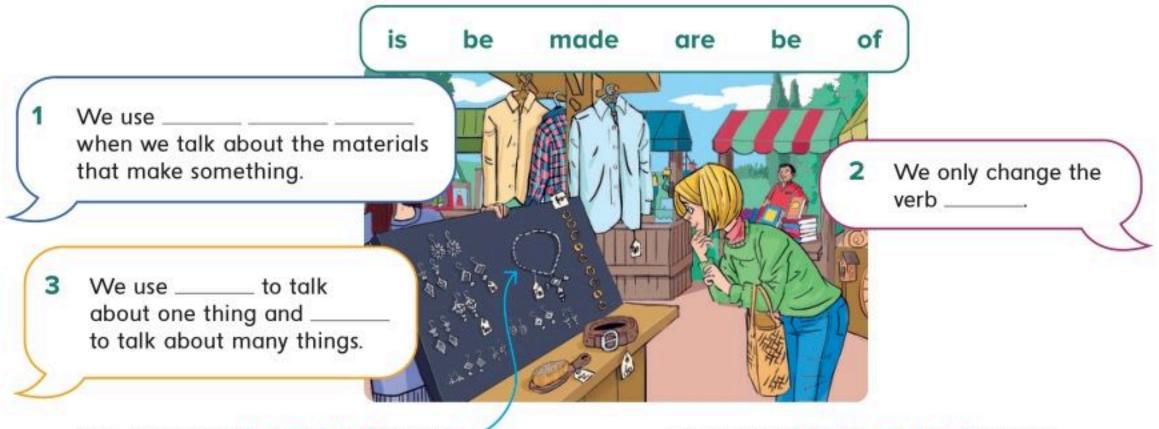




#### Read the chart.

	Be Made of								
. 7		Subject + Be + Made of							
<b>V</b>	The earrings <i>are made of</i> silver.	The brown belt is made of 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</i> made of wood.	The shirts aren't made of wool.						

#### 2 Read and complete. Then match.



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 /	Mu/	plastic./	spotted	/ made /	of	My	spotted	umbrella	is mad	e of	plastic	
							_	C. V. Maria Control Control				The Contract of the Contract o	

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





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

- What do you think the best title is?
  - a The Most Popular Outfits Today
  - Changes in Fashion Over the Years
  - The History of Gold

- Why do you think the author wrote this text?
  - To entertain the reader.
  - To convince the reader to buy more clothes.
  - 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).

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

### with your partner.

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







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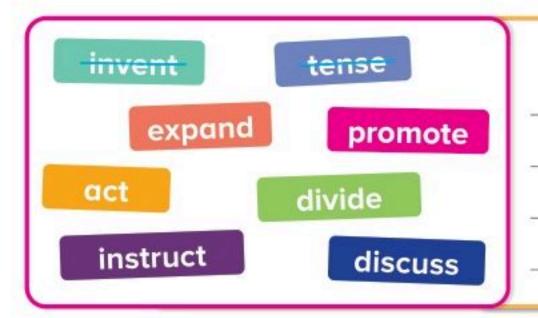
Look and make words.

Example:

**-tion** create creation -sion decide decision confuse confusion

-TION

invention



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.



Useful Expressions
... take good care of ...
My favorite outfit ...
... is/are made of ...



#### **Integrated Learning: Art**





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

1 Expressing identity with clothes.

4 Design to help people.

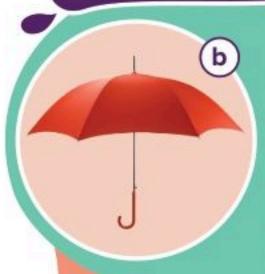
Are art and design different?Working together.

5 The history of art in fashion.



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?





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.

© 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.

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.

#### Read the text again and answer the questions.

- What is a basic definition of design?
  We make designs to help people.
- 2 Why might clothes made of wool be functional?
- 3 What can matching jewelry or a spotted tie express?
- 4 Have clothes always been connected to art?
- **5** Why were the first clothes made?
- 6 How have fashion designers and artists worked together?

#### 3 Research and present.

- Fashion designer or brand:
- How long have they been popular?
- What do they make?
- What materials do they use?
- Artistic traits in their designs:

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

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#### 1 Play and answer.



- Name six different fashion accessories.
- Ask your partner a question starting with "Have".
- 3 Choose three accessories and say what they are made of.

- Write about your favorite outfit.
- 6 Say four items in the room that are made of the same material.
- Name six different materials.
- Ask your partner a question starting with "How long".

- 8 Name two things some people must wear at school.
- Answer.

  How did Mia solve
  her problem?
- Answer.
  What jewelry did people wear in

**Ancient Greece?** 

Say two words ending in -sion and -tion.

Return

- Order the words to make a question.
  long / you / How / had / have / tie / that / ?
- Answer.

What do kings and queens wear that is made of gold?

12 Name your favorite material for clothes and say why you like it. Start with "I like clothes made of ... because ..."

# Project (Control of the Control of t

#### 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.

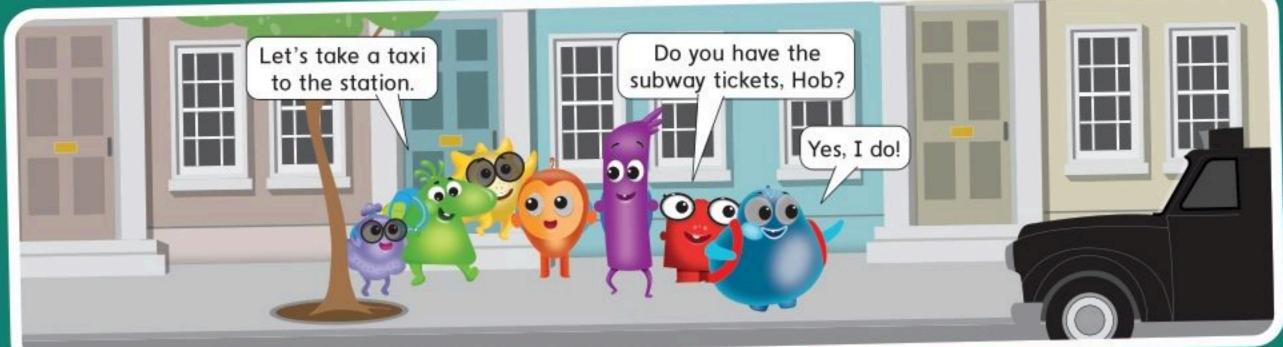




# Goodbye.

#### 1 Read and listen.





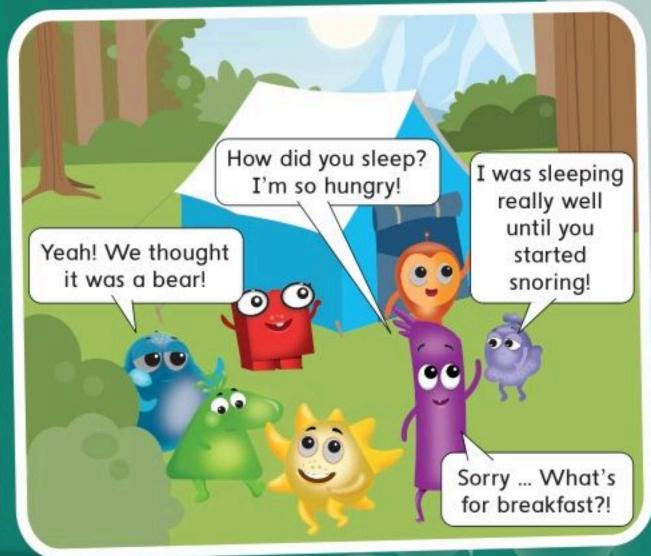












#### 2 Read and answer.

- 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 6.2 Listen and choose the correct pictures.









### **5** Look and tell the rest of the story.





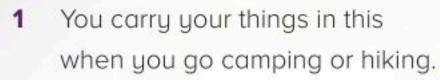






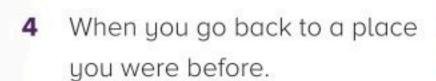
#### 6 Look, read, and complete.

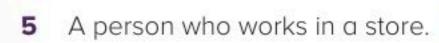
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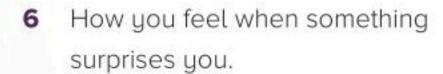




- 2 The past tense of leave.
- What you do when you look for something.







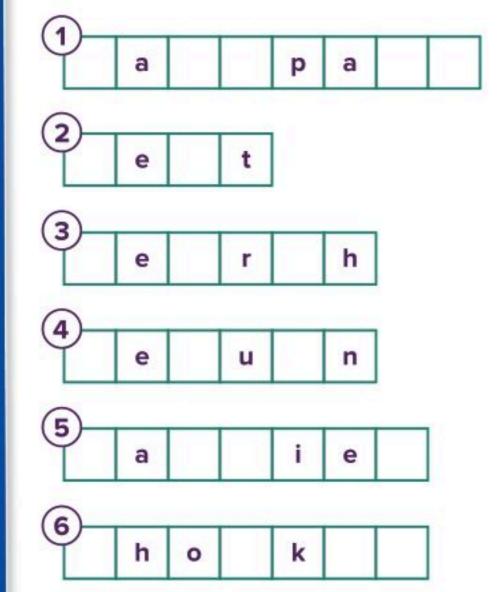












## 7 Look and write the story in Exercise 5.

First, the All Sorts ...

After that ...

But ...

In the end, ...



# Do you remember?

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

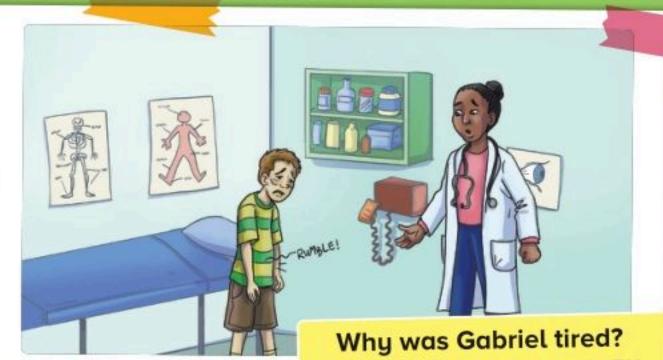


When did Rose start origami? (Check your answer on page 18.)





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



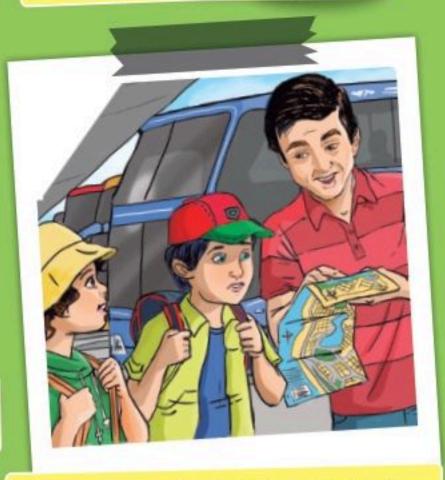
(Check your answer on page 51.)



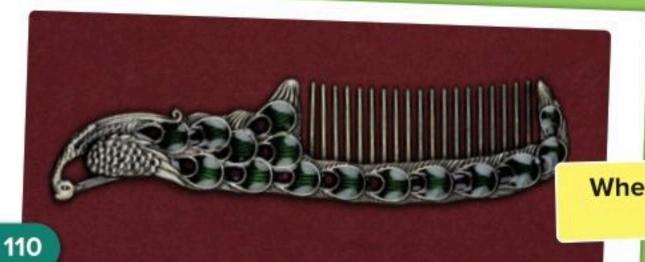
Which movies did the author of the blog talk about?
(Check your answer on page 66.)



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!



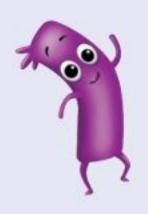


Hope you had some fun, and learned a lot, too! So thank your teachers for everything they taught you.



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



# Welcome!

Ago p6 April p6 August p6 Calendar p 6 Date p6 December p 6 Early p6 February p 6 How long p 6 January p 6 July p6 June p6 Late p6 March p 6 May p6 Month p 6 November p 6 September p 6 Time p6 Year p6

# Unit 1

Amazing p 10 Enjoy p 16 Enormous p 10 Excellent p 10 Excited p 16 Friendly p 10 Frightening p 10 Horrible p 16 Important p 10 Interesting p 10 Lovely p 10 Lucky p 10 Messy p 16 Noisy p 10 Popular p 10 Ride p 16 Special p 10

Tidy p 10
Unfriendly p 16
Unkind p 16
Unlucky p 16
Untidy p 16
Unusual p 16
Wonderful p 10

# Unit 2

Actually p 28 Architect p 22 Basement p 22 Corner p 28 Cushion p 28 Design p 22 Else p 28 Empty p 28 Entrance p 22 Fridge p 22 Front p 28 Gate p 22 Instead p 28 Key p 22 Later p 28 Layout p 22 Materials p 22 Measurements p 22 Oven p 22 Phone p 22 Screen p 22 Shelf p 28 **Take** *p* 28 Wi-Fi p 22

# Unit 3

Actor p 34
Actress p 36
Airport p 40
Artist p 34
Businessman p 40
Businesswoman p 34
Driver p 34
Engineer p 34

Factory p 40 Fashion designer p 34 Flight attendant p 34 Gallery p 40 Job p 40 Journalist p 34 Manager p 34 Mechanic p 34 Meeting p 40 News p 40 Office p 40 Photographer p 34 Pilot p 34 Singer p 34 Stage p 40 Waiter p 34 Work p 40

# Unit 4

Bake p 46 Butter p 46 Cookies p 46 Countertop p 46 Cut p 52 Dough p 52 Enough p 52 Fetch p 46 Flour p 46 Honey p 46 Ingredients p 46 Measure p 52 Mix p 52 Pour p 52 Recipe p 46 Roll p 52 **Smell (n)** p 46 Smell (v) p 52 Snack p 46 **Stir** *p* 52 Sugar p 46 Taste p 52 Topping p 46 Yogurt p 46



# **Unit 5**

Act (n) p 64 Alone p 64 Animation p 58 Appear p 64 Cartoon p 58 Character p 64 Comedy p 58 Decide p 64 Documentary p 58 Drama p 58 End (v) p 64 Fairy Tale p 58 Feel p 64 Horror p 58 Musical p 58 Mystery p 58 Play p 58 Plot p 58 Sci-fi p 58 Storyboard p 64 Thriller p 58 Western p 58 Whisper p 64 Wish p 64

# **Unit 6**

Backpack p 76
Backpacking p 76
Campfire p 76
Camping p 70

Canoe p 70 Canoeing p 70 Climbing p 70 Fishing p 70 Fishing rod p 70 Flashlight p 76 Helmet p 71 Hiking p 70 Hiking boots p 70 Horseback riding p 76 Hot dog p 76 Life jacket p 76 Mountain biking p 76 Outdoors p 70 Raft p 76 Rafting p 76 Sleeping bag p 70 Surfboard p 70 Surfing p 70 Tent p 71

1

# Unit 7

Arrive p 88
Check in p 88
Check out p 88
Depart p 83
Directions p 88
Find out p 88
Get away p 88
Go out p 88
Hurry p 82
Land p 88
Passenger p 82
Passport p 82
Platform p 82
Prepare p 88

Railroad p 82
Security p 82
Station p 82
Subway p 82
Suitcase p 82
Take off p 88
Taxi p 82
Terminal p 82
Tour p 82
Traffic p 82

# **Unit 8**

Comb p 94 Cotton p 100 Belt p 94 Bracelet p 94 Brush p 94 Costume p 94 Crown p 94 Earrings p 94 Gold p 100 Leather p 100 Metal p 100 Necklace p 94 Plastic p 100 Purse p 94 **Ring** *p* 94 Silk p 100 Silver p 100 Spotted p 100 Striped p 94 Tie p 94 Umbrella p 94 Uniform p 94 Wood p 100 Wool p 100



# 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.

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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.

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- 3		•	8	
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<b>Frack</b>	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





Nico Dantaz Rachel Finnie







#### Top Goal, Workbook 2

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#### Listen and order.

#### Chorus

Hello everybody.

- You'll learn a whole lot more,
- Welcome back to school!
- 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

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

#### Chorus

HELLO!

#### **2** Look and check $(\checkmark)$ or cross $(\times)$ .









- The food festival is in September.
- There are 720 hours in a month.
- They arrive on time for class.
- November is three months from now.
- The mascots should get to class.
- The class started at twenty past one.



120

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

М	А	R	С	Н	W	Q	Z	S	K	L	0	Р
S	D	Е	R	Т	Υ	U	X	Е	Υ	М	Α	Υ
D	Х	J	U	N	Е	1	С	Р	J	K	В	N
Е	С	F	Т	Υ	J	Ν	٧	Т	Н	Ν	L	А
С	В	٧	0	С	Т	0	В	Е	R	М	С	F
Е	Е	А	D	F	G	٧	Ν	М	Т	Υ	Н	Е
М	R	Р	J	T	Н	Е	В	В	L	K	J	В
В	Т	R	K	W	Q	М	С	Е	А	R	0	R
Е	Н	1	S	С	D	В	٧	R	D	F	В	U
R	J	L	Z	С	U	Е	W	X	С	J	Ν	А
Υ	٧	В	Ν	М	С	R	S	V	Т	U	В	R
А	U	G	U	S	Т	D	1	F	В	L	Υ	Υ
V	В	J	Α	N	U	А	R	Y	Р	Υ	W	K

1	January
	January 9
3 _	
4 _	
5 _	
6 _	
7 _	
3 _	
_	
10	
11	
12 _	

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

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

#### 5 Write the numbers in words.

a	219	two hundred nineteen
b	384	
C	652	
d	873	
е	948	
f	1000	



# 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:** 1 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:** 4\_\_\_\_\_\_ 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:** 6\_\_\_\_\_\_ is the lunch break?

Gabriel: 30 minutes.

**Grandpa:** It sounds like a great school to me!

#### 2 Complete the chart.

Irre	gular Verbs	Simp	ole Past
be ······ 3get go	make  4  there be	bought  5  8	took  woke up
9		had	CONSTRUCTION AND

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

Dogr Digru			
Dear Diary,	(he) a very special	day. 1 2	(wake up) early and
3 (1)	_ (be) a verg special	es for breakfast. Mom	4
(not / make) them	for me. My brother d	id! Then I 5	(go) to school.
All my friends and	teachers 6	(treat) me well,	and I felt happy.
After school, Mom	(tak	e) me to the mall, and	we 8
(buy) a few things.	19(	not / get) a phone, bu	it I got a great book.
/ 10	(love) our shopping	trip! When we "	(arrive)
home, there 12	(be) time	to play a game with n	ny brother.
13	(enjoy) it. 1 14	(not / stay i	up) late because I
had school the nex	t day, but before goi ook. It was a great i	ng to bed, I 15	(read) a few

#### •

#### 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 <u>the largest</u> (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 <u>the youngest</u> (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 Complete the words.

- 1 w <u>o</u> nd <u>e</u> rf <u>u</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 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 <u>popular</u> 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 <u>wonderful</u> time on my vacation. The hotel is <u></u> ! There are three swimming pools, a big garden, and lots of rooms. Everyone is <u></u> ; they are very polite, and they smile all the time. All the food is <u></u> , 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 place. There were lots of people. My brother and I went on a ride on the banana boat.
It was 6 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

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

> might amazing excellent friendly enormous may -frighteninginteresting important lucky noisy lovely wonderful popular tidy special

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 don't / didn't see you on the bus this morning.

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

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

Jimmy: I 5go / went to the movie theater. I 6watch / watched the

new spaceship movie!

Tom: That's cool! 7Do / Did you like it?

Jimmy: Yes, I \*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! 11 Do / Did you win the game?

Tom: No, my dad always 12 wins / won!

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

1	We	love	(love) v	vatchina	football	on Sunday:
	vve	1006	(LOVE) V	ruttimig	TOOLDGIL	OII Suriu

- 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.

- 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, 11_	video aa	mes with my best friend in	the afternoon. She 2	over for th
night, and we 3	an ama	zing movie about pirates. I	to watch a scary w	novie, but my
friend 5 li	ike them. She	thinks they are horrible. W	-	_ to bed
very late.				0
In the morning, w	mom 8	pancakes for breakfast.	on Saturdays, my family a	and I

1	a	play
---	---	------

a stayed

a watch

a want

a didn't

a eat

**a** went

a make

a rode

10 a went

**b** plays

**b** stay

**b** didn't watch

**b** wants

**b** doesn't

**b** ate

b didn't go

**b** makes

ride

**b** go

c played

c didn't stay

c watched

c wanted

c don't

c didn't eat

c go

c made

c don't ride

c goes

#### 5 Order the words to make questions using the correct form of the verbs in parentheses.

- sports / you / What / (play) /? What sports do you play?
- last / Where / (go) / your / on / you / vacation /?
- 3 (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/?

# 6 Answer the questions in Exercise 5 with information that is true for you

•	in into induction that is true for g	jou.
١	rite complete sentences.	

- 5
- 6
- 7
- - 8



#### 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.

\_\_\_\_\_ 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.







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

1			
2			
3			
4			



# **Listening and Speaking**

# 1 Listen and choose what Mila is talking about.

a a party

- **b** her vacation
- c her daily routine

## 2 Listen again and check (V).

1 Who did Mila visit on her vacation?







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.

0	n	io	1.1
C	11	JU	9

excited

ride

horrible

messy

unusual

unkind

untidy

unlucky

unfriendly

1	U	U	F	K	В	L	Н	Х	М	U	S
F	E	N	J	0	Y	Х	0	U	N	K	U
R	Α	F	0	Р	Н	Р	R	T	D	E	N
D	S	R	U	Т	G	L	R	S	D	U	K
н	U	1	N	E	Х	С	1	Т	E	D	1
Υ	L	E	L	Υ	L	0	В	D	М	J	N
ı	U	N	U	s	U	Α	L	F	G	Н	D
J	N	D	С	D	R	М	Е	S	S	Υ	Υ
N	М	L	K	E	F	1			М	E	S
М	E	Υ	Υ	М	U	N	Т	L	D	Υ	Р

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

- 1 I was <u>unlucky</u> 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.

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

1



- 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 <del>want</del>

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

Jack: | 2\_\_\_\_\_\_ pizza more than burgers.

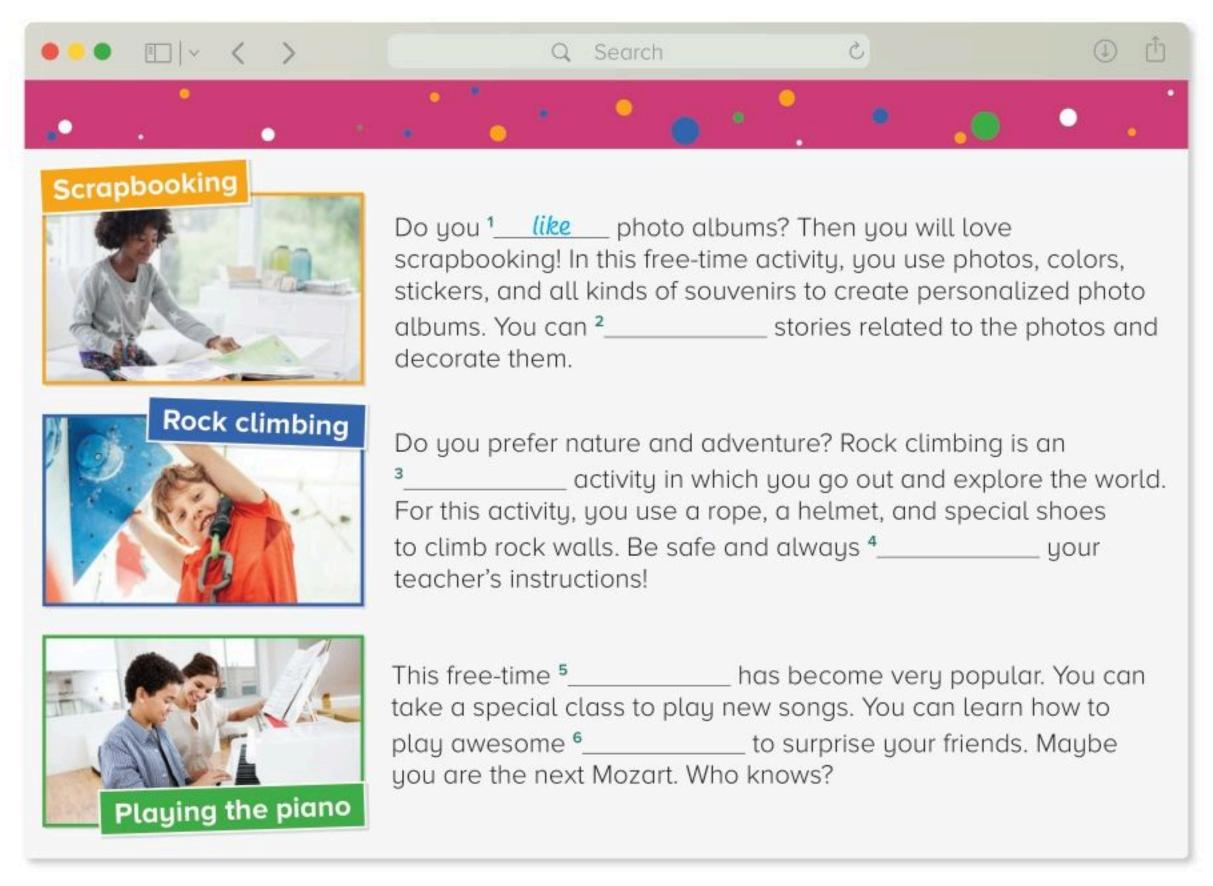
Mom: OK. Pizza it is!

Jack: Can we 3\_\_\_\_\_\_ 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.



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





# **Word Work and Writing**

- 1 Rewrite the sentences with a new word.
  - 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 \_\_\_\_\_

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## **Integrated Skills Review**



#### 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 1\_\_\_won\_\_!

On Tuesdays, we dance to music.

Last Tuesday we had lots of fun!

On Wednesdays, we 2\_\_\_\_\_ how

to have debates.

This Wednesday we debated the issues.

On Thursdays, they 3\_\_\_\_\_ us how

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

#### 2 Read and answer the questions.

Dear Diary.

to cook!

10

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?

TopGoal\_2\_Combo\_WB\_Unit\_1.indd 134 27/03/25 12:47 PM



#### 3 Complete with words from this unit.

My classroom is very <u>tidy</u>. 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 \_\_\_\_\_\_.

I am very \_\_\_\_\_ because we are going to the beach.

5 The monster train is my favorite \_\_\_\_\_\_.

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

Cindy: What do /did your mom do last night?

George: She cooks / cooked pasta last night.

We watch / watched that movie last week. Mom:

No, we don't / didn't. Dad:

Michelle: What do / did you do on Fridays?

My friends and I love / loved having pizza on Fridays. Leo:

Mandy: Hi, Jackie!

**Jackie:** Why are you wearing a blue shirt? On Wednesdays we wear / wore pink.

What do / did you usually feed your cat? Vet:

**Morgan:** My cat eats / ate cat food every day.

#### **5** Listen and complete.

1 I didn't know you <u>enjoy</u> camping. 2 We are \_\_\_\_\_ hiking.

Wow, that sounds \_\_\_\_\_!

4 My mom \_\_\_\_\_ them last week.

These boots are \_

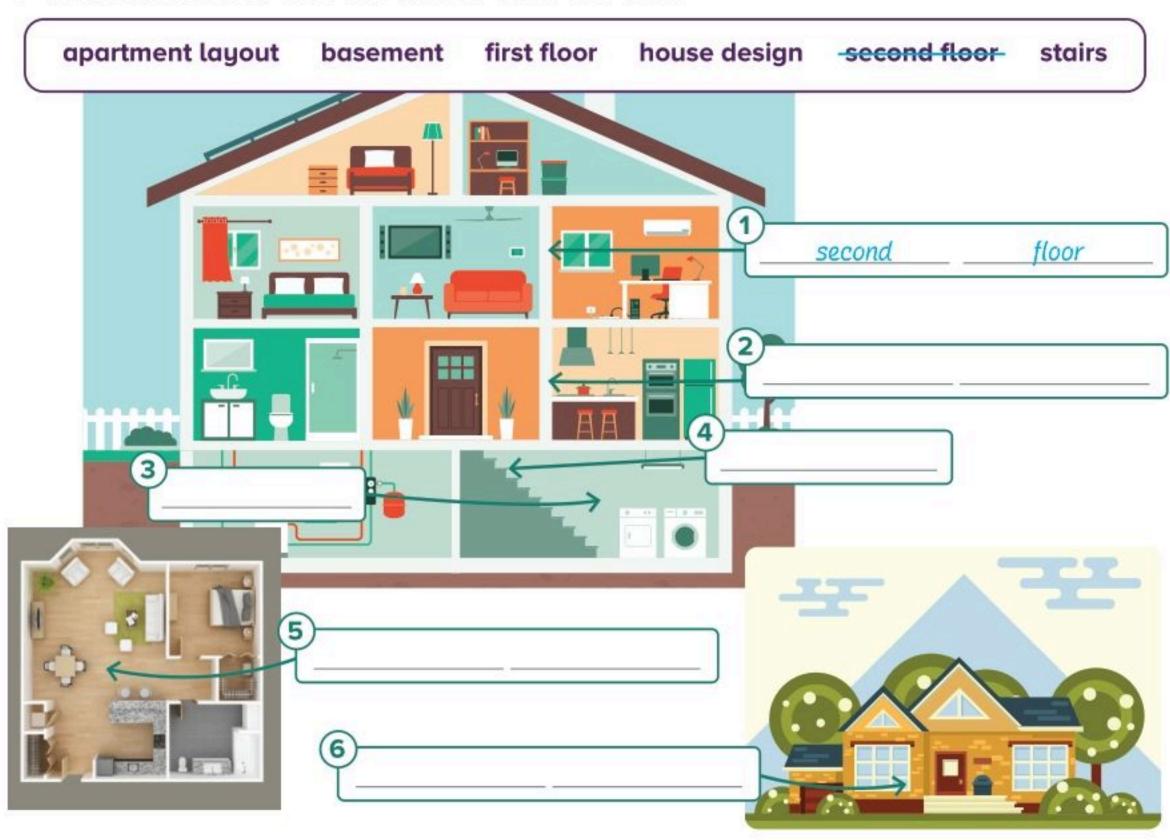
6 That sounds \_\_\_\_\_!

#### 6 Read and color for you.

I can use all sorts of words to talk about personal interests.	<b>(</b>	<u></u>	(e)
I can use all sorts of verbs in their present and past forms.	<b>(a)</b>	<u></u>	<u>(;)</u>
I can identify and use all sorts of action and state verbs.	(4)	<u></u>	<u>(;)</u>
I can read all sorts of stories and e-mails about interests.	<b>(a)</b>	<u></u>	
I can write about all sorts of special interests.	<b>(a)</b>	<u></u>	(e)
I can listen to all sorts of people talking about interesting things they do.	<b>(a)</b>	<u> </u>	8
I can speak about all sorts of interests.	<b>(a)</b>	<u></u>	(2)

# 2 House Designs Sophie moves to a new house.

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



### 2 Read. Then find, circle, and copy.

- 1 You need this to unlock the door to your house. 🔌 😃 😃

- 5 You use them to build houses. \_\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_\_

WSETTARCHITECTVBHJUENTRANCEVBYENKEYKLPIMATERIALSQGHMEASUREMENTSBNH .

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3 Label the things in a house.







Wi-Fi









4 Look and complete. Use words from the box.

materials Wi-Fi entrance fridge basement key

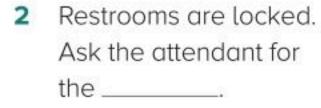








No parking! Do not block the entrance.



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







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

Danger!	
Toxic	

6 apartment for rent.

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

# Grammar

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



The front door lock doesn't open.

Don't worry! I <u>will</u> call for help.



keep this old wooden gate, right? We

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



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

> need to replace it! Great! We\_



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

> No problem! I repaint it.



Mom, the Wi-Fi is very slow!

replace it.



These steps are too steep!

help you get down the stairs, Grandma.

#### 2 Read and match the sentences.

- I must go home now. Mom's waiting.
- Dave, classes start at 8 a.m.
- I can't find my wallet, Zack!
- I don't feel well, Dad. I have a fever.
- This burger is expensive and not very good.
- The gate is locked!

- Don't worry. I'll buy the tickets.
- I'll take you to the hospital right now. b
- I agree! We won't come back here again! C
- Come on! I'll give you a ride.
- No problem! I'll get the key.
- Sorry, Mr. Adams. I won't be late again.

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

1	<b>Grandpa:</b> The phone isn't working.		
	Michael: No problem, Grandpa.		
	(phone / the / company / . / contact / I)		
	I'll contact the phone company.		

Dad: Look at this! You broke the screen with the football. Ivy: Sorry, Dad!

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

Faiz: You can't park here, Dad. That's the house gate! Dad: You're right. (somewhere / else / I / . / park)

Grandma: Be careful, kids! The oven door is hot. Kids: Don't worry! (it / . / touch / We)

Mrs. Jones: Look! Our fridge is almost empty! Mr. Jones:

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

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.

L -		ala a ala			A 56
be	change	- <del>cneck</del> -	get	qo	turn off

Come on! We're late for the party. Are the doors and the windows closed, Eli? Mom:

The windows are all closed. But I will check the kitchen door. Dad:

Mom: Thanks! Kids, you all went to the bathroom, right?

Enzo and Yes.

Elena:

I didn't, Mom. I 2\_ Theo: now. OK, Theo. What is that noise? It the TV on? Mom:

Yes. 13 Enzo: the TV! Thanks, Enzo! Where's the present? Mom: Elena: it, Mom!

Thanks! Eli, do you like my clothes? Mom:

Well ... Dad:

Hmm ... I think I <sup>5</sup>\_\_\_\_\_ clothes. Don't worry! I <sup>6</sup>\_\_\_\_\_ Mom: long!

Whole Oh, no!

family:

#### 5 Look and write what you would say to help these people.



I'll help you with your homework.



-		
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#### 1 Look and write Sophie's story.



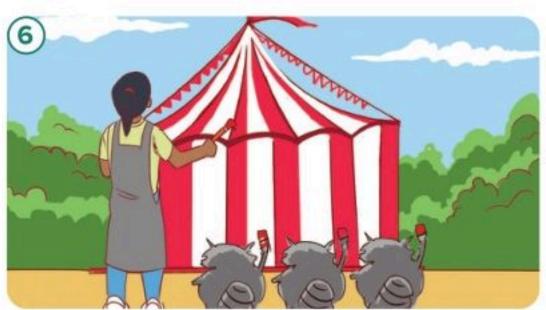


Sophie and her father go to a paint store. They want to buy paint to paint the yard wall in the new house. Sophie's father asks her, "What design will you have on the wall?", but Sophie doesn't know.











## **Listening and Speaking**

## 1 Listen and write T (true) or F (false).

- 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 Listen again and check (V).

1 How many bedrooms will the house have?



















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?











### 1 Read and complete.

#### Down

- 1 Can you check on the children, please? They're in the <u>front</u> 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 cookies bowl. It's completely \_\_\_\_\_.
- 4 I can't do it right now, but I'll do it \_\_\_\_\_\_.

kie		3
4		

### 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: 1\_\_\_\_Actually\_\_\_\_, my favorite dish is pizza.

Dad: But you like pasta, too.

Amy: I do. Is there anything 2\_\_\_\_\_?

**Dad:** Yes. There's green salad.

Amy: Can I have a juice instead?

Dad: Is there any? Check the bottle on the bottom

3\_\_\_\_\_ of the fridge.

Amy: Oh, no! It's 4\_\_\_\_\_\_ Is the food ready yet?

Dad: The pasta is in the oven. It'll 5\_\_\_\_\_about 30 minutes to cook.

Amy: I'm hungry!

Dad: Go and do your homework while it bakes.

Amy: I'll do it 6\_\_\_\_\_\_

Dad: No. Do your homework now!

Amy: OK, Dad.

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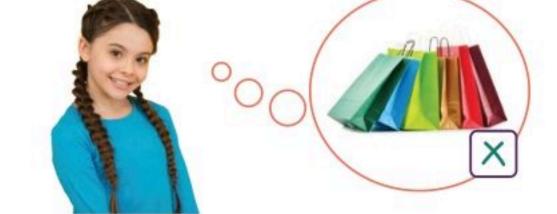
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### Look and complete using going to.





Lucas is going to read a book this evening.

Sarah.

next weekend.







3 They\_ tomorrow.

Henry and Rose \_ on Friday evening.

### Read and choose the correct option.

Mom: Did you call Grandpa?

**Hussein:** Oops! I completely forgot. I am going to do /will doit right now.

Noura: Is your mother coming to the dinner party on Saturday?

I'm afraid not. She is going to work / will work next weekend. Amal:

Oh, no! All my sneakers are too small. I am going to ask / will ask Mom Adel:

to buy me new ones.

There's no bread, Dad. Eva:

> It's OK. I am going to buy / will buy some after work. Have some cereal. Dad:

My family and I are going to travel / will travel to the lake tomorrow. Jacob:

Do you want to join us?

Sure! Thanks for the invitation. Adam:

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?

#### Read and answer.

A friend asks you about your plans tonight. What do you say?

A friend tells you a secret and asks you not to tell anyone. What do you say?

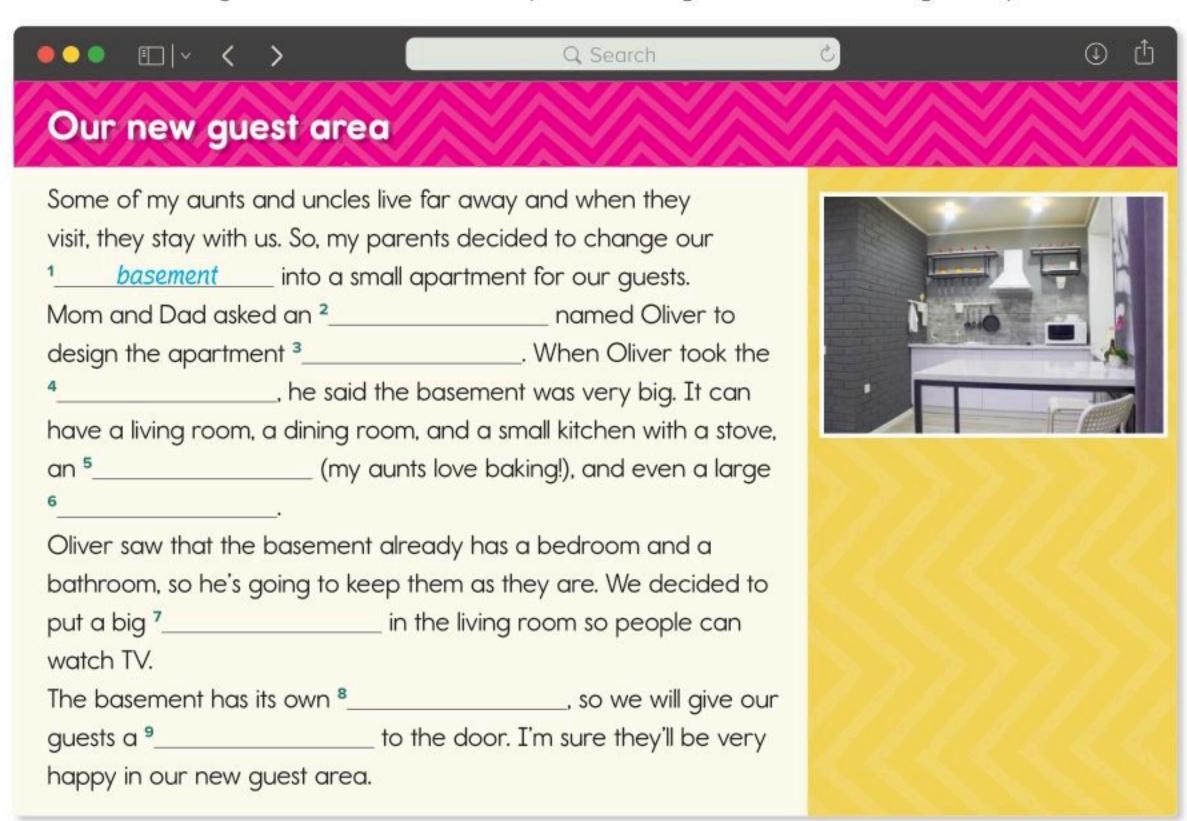


#### 1 Look and choose the best option.

- This text is
  - a an e-mail.

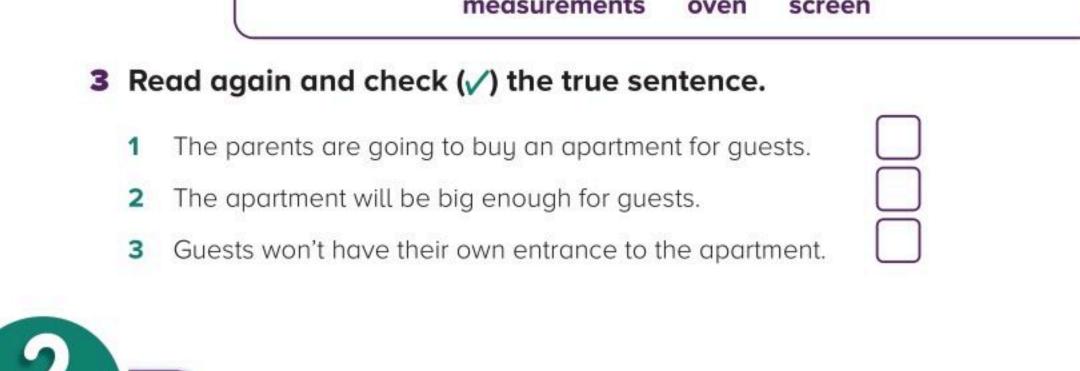
- **b** a blog post.
- **c** a story.

- 2 The text is about
  - **a** the family's new house.
    - **b** an apartment for guests. **c** a design competition.



### 2 Read the text and complete. Use the words from the box.

layout architect fridge -basement entrance key measurements oven screen





## **Word Work and Writing**

- 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.



## **Integrated Skills Review**



### 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

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.

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. Inthefuture, houseswill 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.

Inthefuture, 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, houses 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?

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## 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, Liar	m.	
Liam:	1will_help	_ (help) you. But who	at's the matter?
Jack: T	his is my bedroom.	share it with my bro	other Henry.
Liam: V	Vhat a mess!		
Jack: S	orry about that! I 2_	(c	lean) it later.
Liam:	think you should.		
Jack: H	lenry <sup>3</sup>	(start) college	soon. That means he
4_	(	live) there.	
Liam: G	Good for you!		
			(redesign) the room. They asked me
	hat I want, but I hav		
			you some ideas. I love design,
а	ınd I <b>7</b> _	(be) an archite	ct in the future.
Jack: H	low lucky am I?		
	<mark>8vhat you like. Then v</mark>		igazines. Take a look at them and see
ν,	vilde god tike. Their v	ve can tatk.	

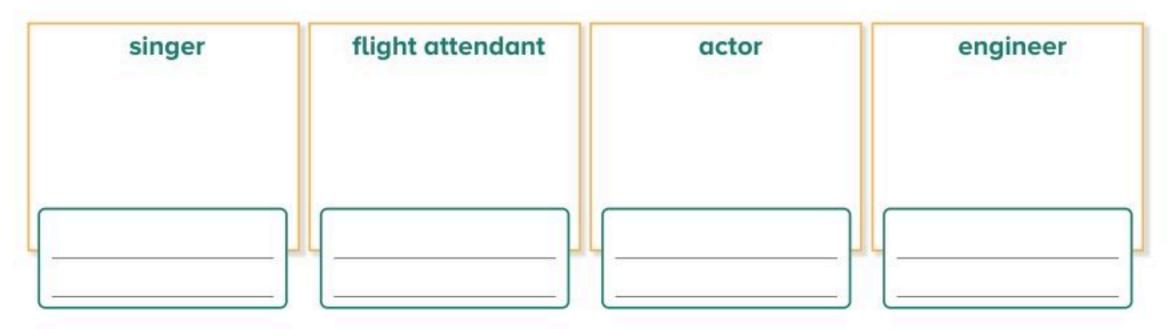
## **5** Read and color for you.

Jack: Thanks a lot!

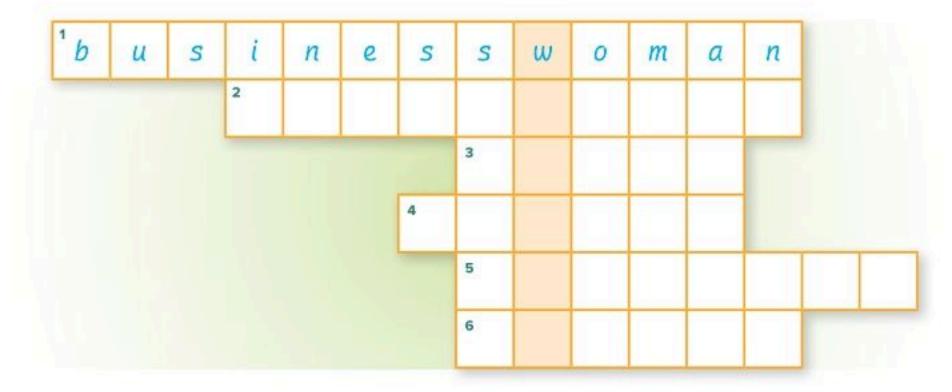
I can use all sorts of words to talk about house designs.	(3)	<u></u>	$\odot$
I can use all sorts of future forms to express future plans.	<b>©</b>	<u></u>	( <del>:</del>
I can read all sorts of texts about different house designs.	<b>(a)</b>	<u></u>	<u>(;)</u>
I can write about my future plans using all sorts of forms.	(4)	<u></u>	( <del>(</del> )
I can listen to all sorts of people talking about house designs.	(3)	<u></u>	(3)
I can speak about all sorts of future plans and house designs.	(4)	<u></u>	(3)

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1 Read, draw, and write sentences that are true for you.



2 Read the clues and complete. Find the secret word.



- 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>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 \_\_\_\_\_









5 \_\_\_\_\_







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.

	dre going	to <del>Isn t going to</del>	illug	may	mignt
1	Layla is sure she	isn't going to	_ be an artist	. She ha	tes painting
2	I think Justin	be	a singer. His	voice is	very nice.
3	David	work as a	waiter, but he	e is reall	y not sure.
4	Kim and Paul	be	pilots. They	love flyi	ing.
5	It's possible that we _		study ac	ting in th	ne future.

### 4 Rewrite the sentences using the word in parentheses.

- 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)
- Willow knows she doesn't want to work as a fashion designer. (going to)
- It's unlikely they will act in movies when they grow up. (might)
- 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.



(going to)

I'm going to be a driver. / I'm not going to be a driver.



(may)



(might)



(going to)

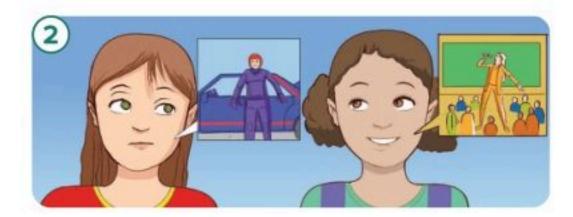




### 1 Look and write Harper's story.

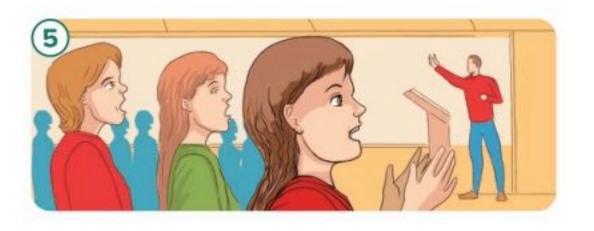


Harper is with her friend, Sofia. She is thinking about college. She doesn't know what she might study in college. Her friend Sofia asks her, "What's the matter, Harper?"











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## **Listening and Speaking**

1 Listen and number the professions as the children mention them.

(a)



**b** 



(c)



d



2 63.2 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 \_\_\_\_\_\_.



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### 1 Look and find. Circle.

-office-

meeting

airport

stage

factory

news

gallery

job

work

R	G	Т	D	N	E	G	s	М	0
J	М	Α	F	0	F	F	1_	С	E
0	E	S	L	K	Α	F	Н	N	Р
В	Е	М	Α	L	L	R	R	E	N
s	Т	Α	G	E	E	N	E	w	s
Α	1	D	Р	L	J	R	Α	s	R
s	N	w	R	s	Р	Е	Т	Υ	R
N	G	Р	F	Α	С	Т	0	R	Υ
E	0	I	G	Α	L	L	E	R	Υ
А	1	R	Р	0	R	Т	N	E	Т
w	0	Т	F	М	J	w	0	R	K

### 2 63.3 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 / ?

<u>He's a flight attendant, isn't he?</u>

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, <u>isn't she</u>?
- 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.

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: 1 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: 2

Kevin: I know. Scientists also study all the time. My

mom is a scientist. She is always reading.

Olly: 3

Kevin: Ha, ha. Yes, you talk a lot, especially on your

phone.

Olly: 4

Kevin: She might be right. Would you like it?

Olly: 5

Kevin: My dad says that about offices. He's a

businessman.

Olly: 6

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.
- 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.
- My mom is a psychologist. She studies all the time.



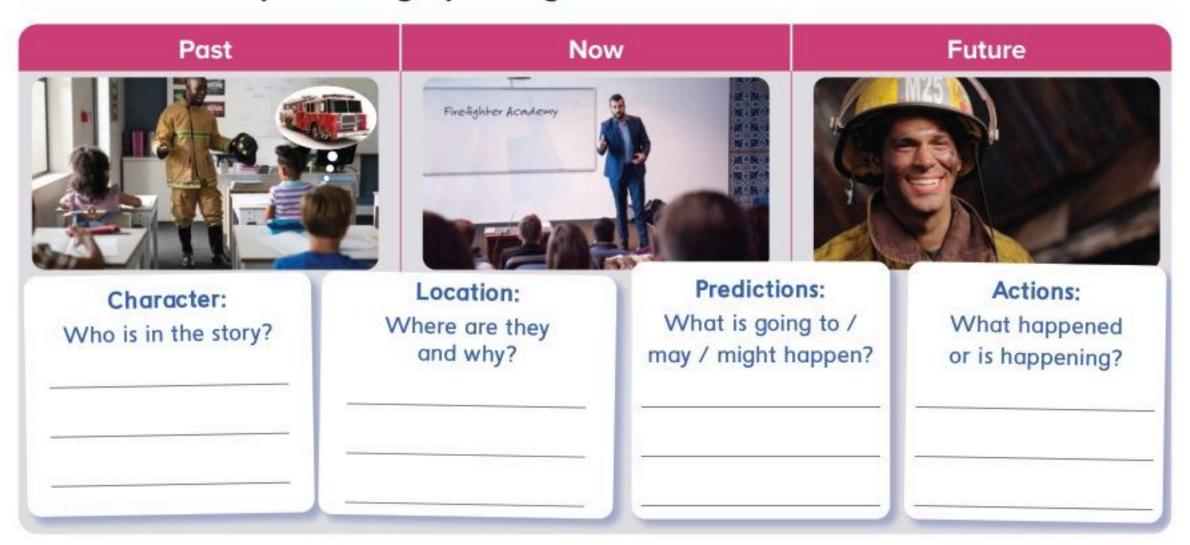


## **Word Work and Writing**

### 1 Complete the chart.

Base Word	Noun with -ist
special	specialist
	journalist
- <del> </del>	therapist
psychology	
	scientist
reception	
	artist

### 2 Look and complete the graphic organizer.



### 3 Use your notes to write the story.

## **Integrated Skills Review**







## 1 63.4 Listen and complete. Use the words from the box.

businesswoman engineer flight attendant actor mechanic waiter manager

Hi. I'm an 1\_\_\_\_\_ 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 3\_\_\_\_\_. Hello. I'm a journalist. I talk about the news. I'm a 4\_\_\_\_\_ of business people – don't good mood. be confused! We live in your community, in your community!

Hey! I'm a 5\_\_\_\_\_\_. 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 7\_\_\_\_\_ and I bring you food. If you like what you eat, then you'll be in a 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

- Lara may be a manager
- Mike
- Jess \_\_\_\_\_\_.
- Amy \_\_\_\_\_\_.
- Amy \_\_\_\_\_\_.
- Amy \_\_
- Amy's sister \_\_\_\_\_\_.

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### 3 63.5 Listen and match.

1 An actor

2 A manager

3 A pilot

4 A businessman/businesswoman

5 An artist

6 A flight attendant

- a has knowledge of colors.
- **b** has experience with teamwork.
- communicates well.
- **d** is able to stay calm.
- e needs years of training.
- f has leadership skills.

### 4 Read and choose the correct option.

Lucas: Let's talk about our future plans. What 'are you going to/

may do in the future?

Daniel: I'm not sure. I think I 2may / am going to be a waiter.

You know I like helping people.

Lucas: Yes, but you like painting too, 3do / don't you?

You 4may / are going to be a good artist too.

Daniel: Right! Artists are very famous too, 5don't / aren't they?

Lucas: Well, not always. Some 6 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.

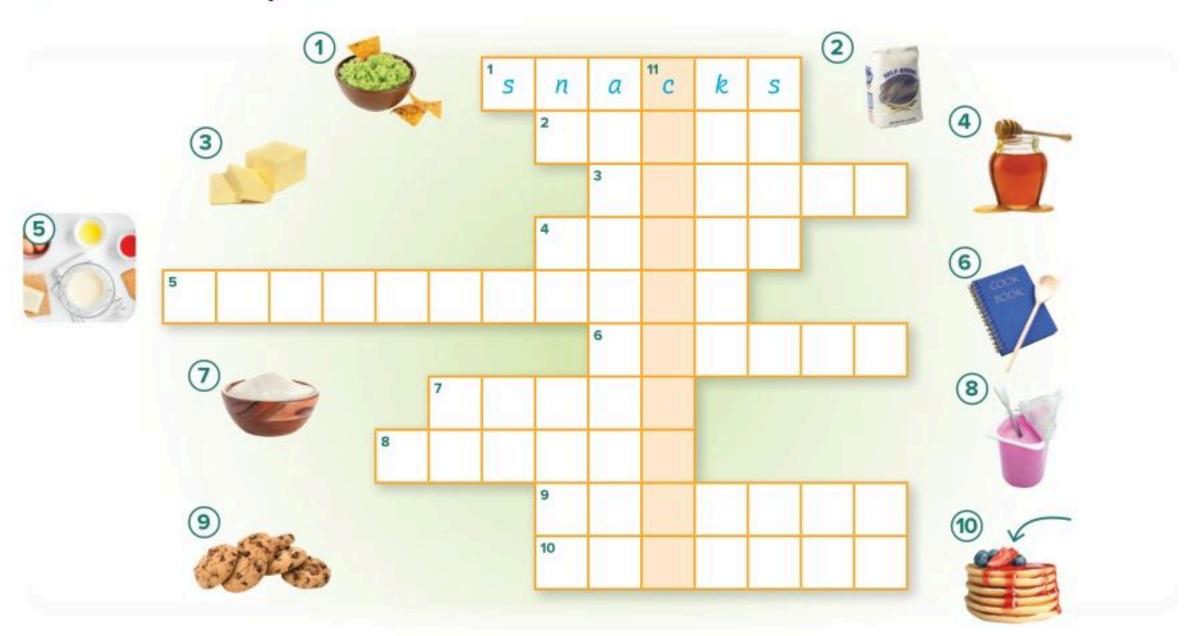


### 5 Read and color for you.

I can use all sorts of words to talk about jobs.	<b>(3)</b>	<u></u>	( <del>:</del>
I can use all sorts of future forms to express future plans.	<b>(3)</b>	<u></u>	(:)
I can read all sorts of texts about different communities.	<b></b>	<b>⊕</b>	(3)
I can write about my future plans using all sorts of future forms.	<b>(a)</b>	<u></u>	(3)
I can listen to all sorts of people talking about jobs and communities.	<b>(</b>	<u></u>	(:)
I can speak about all sorts of future plans and my community.	⊜ *	<u></u>	(3)



Look and complete. Find the secret word.



- 2 Write a sentence using the secret word in Exercise 1.
- 3 Complete. Use the words from the box.

honey <del>recipe</del> smell snack sugar cookie flour topping bake butter yogurt

- It gives instructions to prepare food. \_\_\_\_\_recipe
- You can put it on toast. \_\_\_\_\_
- It is a small meal between regular meals. \_\_\_\_\_
- You use your nose to do this. \_\_\_\_\_
- You put it on top of pizza and other foods. \_\_\_\_\_
- You can have it as a snack. \_\_\_\_\_\_
- To do this, you cook something in a hot oven. \_\_\_\_\_

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### 4 Read and choose the word that doesn't belong in each group.

1 butter /countertop/ honey

3 topping / recipe / ingredients

5 bake / smell / countertop

2 honey / yogurt / sugar

4 cookies / yogurt / flour

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 <sup>2</sup>topping / countertop.

Luca: All right. Done!

Mom: Great job, Luca! Now, let's get the <sup>3</sup>snacks / ingredients.

Luca: OK. What do we need?

Mom: Let me check the 4oven / recipe.

Luca: OK.

Mom: We need flour, sugar, eggs, butter, and milk.

Can you please 5fetch / 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 <sup>6</sup>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?
- 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.





•

### 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.
- 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.

- 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.
- 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.



I cook very badly.

You had better take cooking classes.



My cookies always burn.



My cake is too sweet.



Mom and Dad don't let me cook.



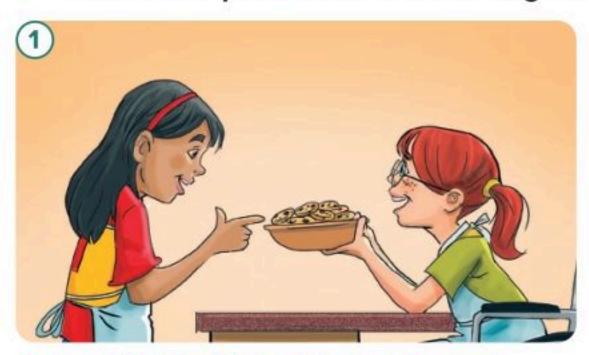
I'm afraid of cutting my finger



I never remember the recipes.



### 1 Look at the pictures and write Layla's story.



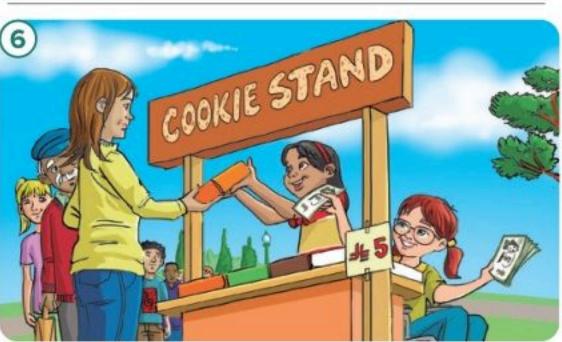
Layla and her friend Thelma talk about her carrot
cookies, and Thelma says, "Let's sell your carrot
cookies!" Layla says, "That's a good idea! We can make
different kinds of vegetable cookies!"













## **Listening and Speaking**

## 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.



breakfast



morning snack



lunch



afternoon snack



dinner



evening snack











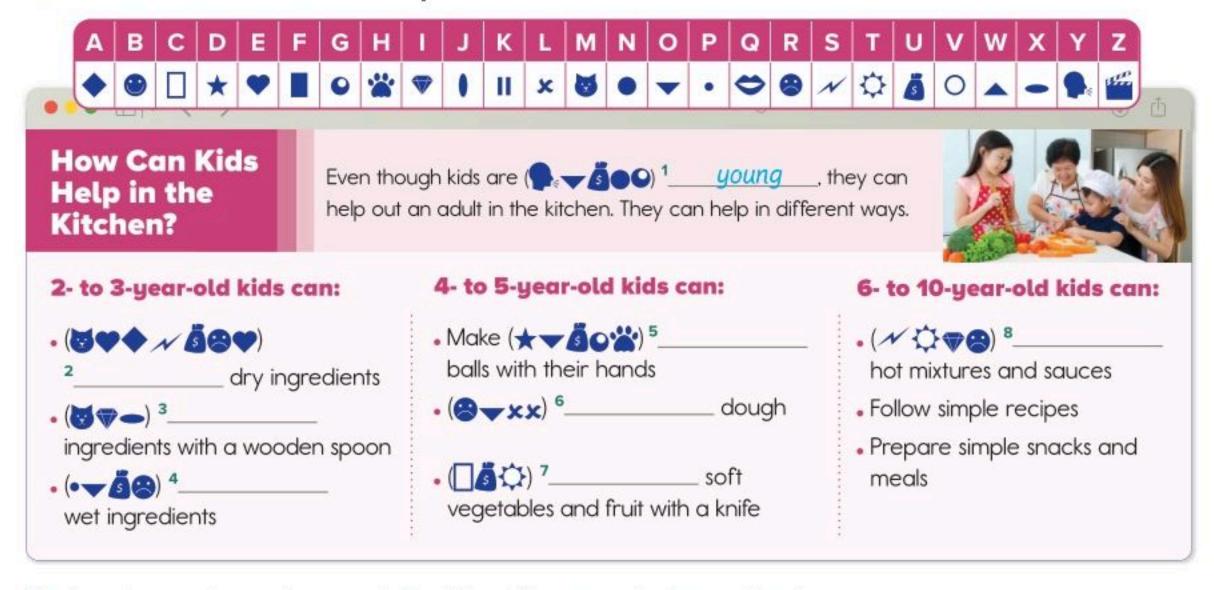








1 Break the code and complete the article.



2 Look, read, and complete. Use the words from the box.



### 3 Write sentences about what you can and can't do in the kitchen using the words in parentheses.

(measure / ingredients)
(mix / ingredients)
(roll / dough)
(cut / fruit)

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### 1 Match the columns to make sentences.

1	If the oven is too hot,—	а	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	е	if you eat too much.
6	If the meat smells bad.	f	theu have more energu.

### 2 Complete the sentences with the correct form of the verbs in parentheses.

1	If you <u>eat</u>	_ (eat) a good breakfast, you <del>have</del>	_ (have) lots of energy.
2	If you	(not beat) the eggs, the pancakes	(get) flat.
3	Dad	(get) sleepy if he	$_{-}$ (eat) too much for lunch.
4	( <del>1)</del>	_ (not eat) the food if it	(smell) bad.
5	If the dough	(not rise), the bread	(get) heavy.
6	If you	(not measure) the ingredients, the	recipe
	(not work).		
7	The sauce	(get) too hot if you	(not stir) it.
8	If the ingredients.	(be) old,	(not use) them.

## 3 Complete the sentences to make sentences that are true for you.

1	If I get hungry late at night,
2	My teacher gets angry if
3	If I don't do my homework,
4	My best friend gets happy if
5	If I want to relax,
6	My teacher gets happy if
7	I get bored if
8	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 4\_\_\_\_\_ (ropu) in the honey and 5\_\_\_\_\_ (xim) it well.
- 4 Add the flour to the mixture and 6\_\_\_\_\_ (tris) slowly.
- 5 Add the yogurt to the 7\_\_\_\_\_ (goduh) and mix everything.
- 6 Take a small piece of the dough and 8\_\_\_\_\_ (rlol) it into balls.
- 7 Place the dough balls on a baking sheet.
- 8 Press the 9\_\_\_\_\_ (ptoping) on top of the cookies.
- 9 10\_\_\_\_\_ (kabe) the cookies for about 15 minutes.
- 10 Let the cookies cool for a few minutes and enjoy them!

### Ingredients:

½ cup ½ butter (tutber)

½ cup 2\_\_\_\_\_ (gasur)

1/4 cup honey

1 cup <sup>3</sup>\_\_\_\_\_\_ (roflu)

1/4 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.
- 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. \_\_\_\_\_

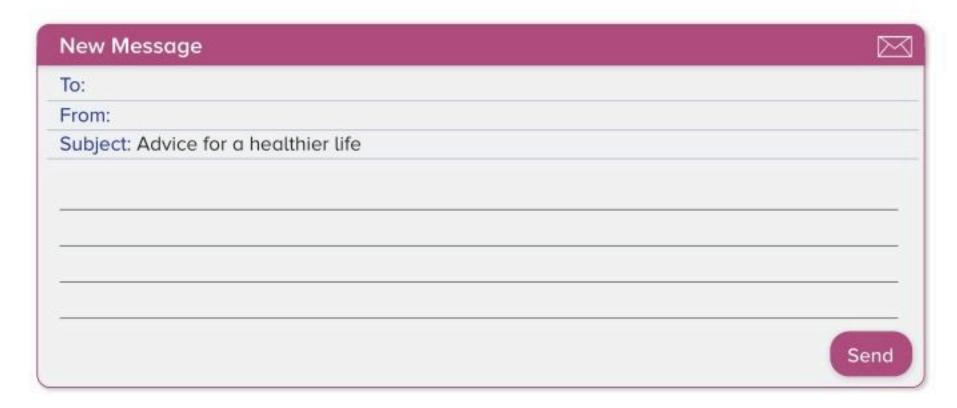


## **Word Work and Writing**

- 1 Read, look at the words in bold, and write verb or noun.
  - 1 I don't like the **taste** of coffee. <u>noun</u>
  - 2 Mmm! The cake **tastes** delicious!
  - I love the smell of baking bread.
     I can smell something burning in the kitchen.
  - 5 People shouldn't **snack** between meals.
  - 6 You should take a **snack** to school.
  - 7 They looked at the cupcakes and smiled.
  - 8 I'll take a **look** at the cookies to see if they're done. \_\_\_\_\_
- 2 Think about what children should and shouldn't do to have a healthy life.
  Complete the graphic organizer.

	Food (vegetables, fruit, candy, fast food, meals, snacks, etc.)	<b>Fluids</b> (water, milk, juice, tea, coffee, etc.)	Habits (exercising, sleeping, playing outside, playing video games, watching TV, etc.)
Dos			
Don'ts			

3 Use your notes from Exercise 2 to write an e-mail to a friend who wants to have a healthier life.





## Integrated Skills Review



## 1 43 Listen, cross out the wrong words, and correct them.

Criorus
Do you <del>have</del> to bake a cake? 1want
Bake a cake, bake a cake?
You won't make any mistakes!
If you follow my advice.
You should get 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 honey 3	
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,	

You'd better watch the clock, or you'll get a big surprise!

and watch the mixture rise.

Chorus

### 2 Read the text and complete the sentences.

#### Help from Faith Dear Julian, I'm happy you want to make healthy changes. I'm here to help you. You love all sorts of food, Dear Faith, I'm a happy 10-year-old, but I feel a little so making small changes in your diet can unhealthy and I can't play all the sports with make a big difference. Stop eating cookies and my friends. I love eating all sorts of food. I sugary snacks. Choose healthy foods like fruit, don't like doing exercise much, but I can try. vegetables, and meat. They give you energy and help you maintain a healthy weight. Try What should I do? to be more active, too. Exercise can be fun! Julian You only need to find activities you enjoy. Ride a bike, roller skate, or dance around. FAITH FAITH FAITH FAITH F. 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

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### 3 4.4 Listen and match.







### 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 1 should ea

Well, I know I 1 <u>should eat healthy food</u> 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 4\_\_\_\_

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 6\_\_\_\_\_

You **7**\_\_\_\_\_\_ 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.	(4)	<u></u>	( <del>-</del> )
I can use all sorts of future forms to give advice and describe results of conditions.	(4)	<u></u>	(:)
I can read all sorts of texts about food, cooking, and healthy lifestyles.	(4)	<u>-</u>	(:)
I can write about food and healthy lifestyles using all sorts of forms to give advice.	<b>(</b>	<u></u>	(3)
I can listen to all sorts of people talking about food and healthy lifestyles.	(3)	<u></u>	( <del>:</del>
I can speak about food and healthy lifestyles using all sorts of forms to give advice.	<b>(3</b> )	<u></u>	(3)

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### 1 Look and find. Then circle and label the pictures.

$\rightarrow$	D	0	С	U	М	E	$\forall$
<b>\</b>	D	Y	R	Α	Т	N	+
$\rightarrow$	R	А	М	А	Н	0	$\forall$
<b>→</b>	А	С	R	0	R	R	+
$\rightarrow$	R	Т	0	0	Ν	S	$\downarrow$
<b>→</b>	0	С	1	F	1	С	+
$\rightarrow$	М	Е	D	Υ	Т	Н	$\downarrow$
<b>V</b>	R	Е	L	Ľ.	1	R	+
$\rightarrow$	W	Е	S	Т	Е	R	$\downarrow$
<b>V</b>	Е	Т	S	Υ	М	Ν	+
$\rightarrow$	R	Υ	М	U	S	1	$\forall$
<b>V</b>	1	А	F	L	А	С	+
$\rightarrow$	R	Υ	Т	А	L	Е	$\downarrow$
<b>V</b>	М	I	Ν	А	D	3	+
$\rightarrow$	А	Т	1	0	Ν	<b>O</b>	







documentary



















### 2 Read and write the words from Exercise 1.

- 1 This kind of story creates a feeling of fear.
- 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.

horror

norror

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### 3 Read and complete. Use the words from the box.

:	3D animation -	cartoons	documentaries	musical	mystery	plays	western
	<u>Cartoons</u> use	animated d	rawings to tell a s	tory.			
2	I prefer watchin	g	to watching	g movies.			
3	Sherlock Holme	es is one of	the most famous	detectives i	n	sto	ories of all time
ļ	<u> </u>	movies tel	l the stories of the	American \	Wild West.		
5	¥	actors hav	ve to act, sing, and	l dance.			
5	My favorite		_ movie is the one	with the ice	e queen.		

### 4 Write the kinds of movies they are watching.

I watch \_\_\_\_\_ because I like to learn about the world.



They are watching a comedy.











### 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 <u>wasn't reading</u> 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)



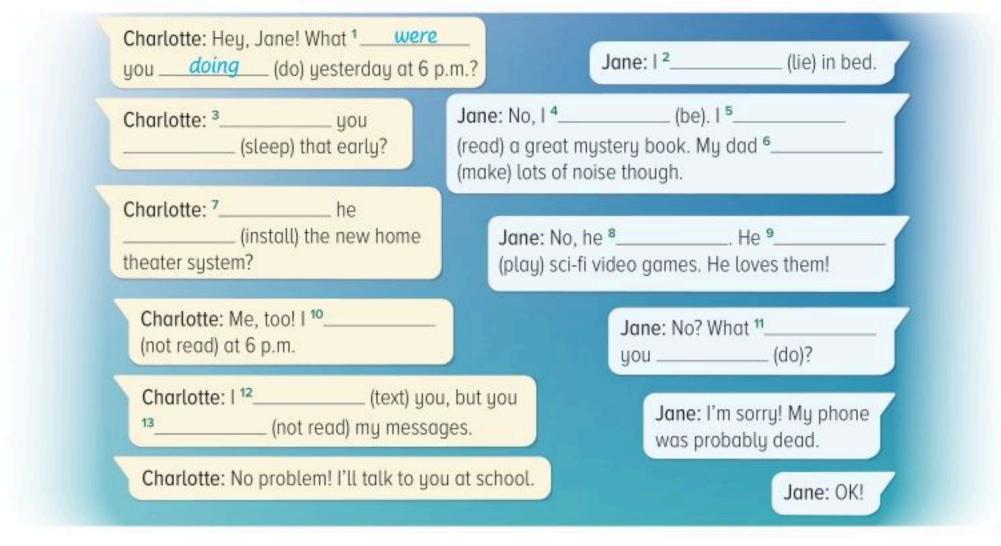
3 Complete the questions with the verbs in parentheses.

1	Was	Bella <del>writing</del> _ a play yesterday at 3 p.m.? (write)
2	Were	your parents <u>working</u> yesterday morning? (work)
3		you a movie yesterday evening? (watch)
4	ie -	it last Saturday morning? (rain)
5		you and your friends together yesterday afternoon? (play
6	<del></del>	the sun yesterday morning? (shine)
7		your friends last night? (study)
8	<del>1</del>	your best friend a story yesterday evening? (read)
9		you at 11 p.m. yesterday? (sleep)
10	What	uou uesterdau at lunchtime? (do)

4 Answer the questions in Exercise 3 so they are true for you. Write complete sentences.

No, Si	ne wasn't. She was writing a horror story.	
<u> </u>		

5 Read and complete with the correct form of the verbs in parentheses.





1 Look at the pictures and write about Connor and Kai's presentation.



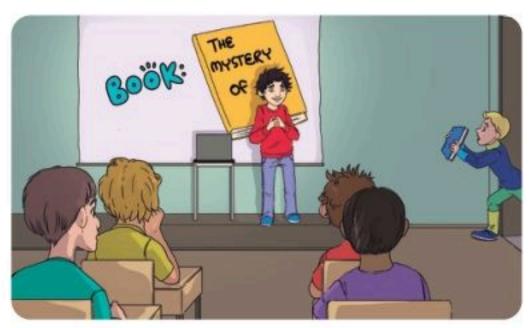


1 Two days later, Connor and his friend Kai were getting 2 ready for the presentation about the book they chose.

Connor looked nervous and asked Kai, "Are we ready?"

Kai said, "I think so!" in a relaxed way.





3 \_\_\_\_\_ 4 \_\_\_\_

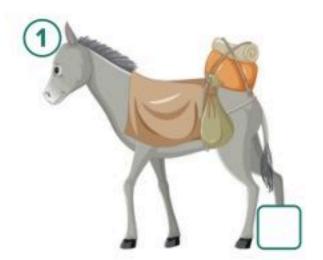
2 How successful do you think Connor and Kai's presentation was?
Draw the end of the story and write about it.

5



## **Listening and Speaking**

1 Listen and choose the parts of the story.







2 6.2 Listen again and complete.

	Storytelling	
	Storyteller's	name:
1	Emma	Brookbank
	Story Ti	tle:
2	an.	d the Donkey
	Kind of s	tory:
	3 folk	
	First book with	story written:
4 More	than	years ago
	Animal in the	he story:
5		
	Main char	acters:
6	an	d

- 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)



\_\_\_\_\_ open the boxes. (wish / could)

## 3 Write answers that are true for you.

- 1 Who is your favorite story character? Why do 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 'watch / (watching) a movie?

Amelia: That's a good idea!

Carter: How about 2see / seeing a horror movie?

Amelia: Hmm, I'm not in the mood for something scary.

Carter: I see. Why don't we 3choose / choosing a musical? It's fun and relaxing.

Amelia: I know, but musicals are a little boring. What about 4go / 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! Whydor	n'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?

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 \*\*decided\*\* to check it out. When they entered the house, they saw that it was dark and full of spider webs. They

\*\*Legistantic snake appeared! The kids were scared, the snake whispered softly, "Liwish to be free."

"I wish to be free."

The children 4\_\_\_\_\_\_ 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 5\_\_\_\_\_\_ 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



chest was there!
The snake was very happy! He thanked the brave kids and said, "Why don't you 7\_\_\_\_\_ 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 a decide
- 2 a was exploring
- 3 a but
- 4 a listen
- 5 a our
- 6 a the

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7 a keeping

- **b** decided
- **b** were exploring
- **b** and
- **b** listened
- **b** their
- b a
- **b** keep

- c were deciding
- c explored
- c or
- c was listening
- c his
- c an
- c kept

## 3 Read the text again and answer the questions.

- 1 Who are the characters in the story?
  - Where did the kids find the treasure chest?
- 5 How does the story end?

- What was the snake's problem?
- 4 What happened when the kids opened the chest?



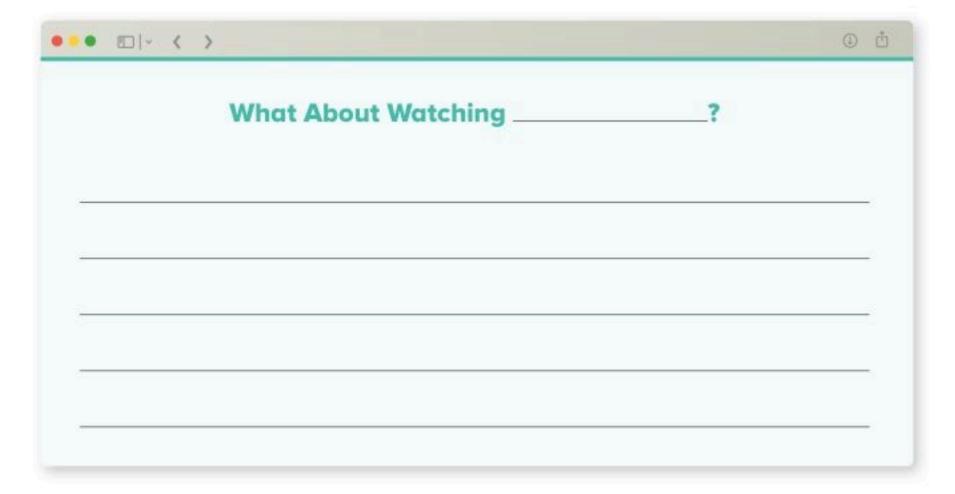
1 Read and choose the correct option. Then write verb, noun, or adjective.

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.	<u> </u>
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.



3 Use your notes to write a blog post explaining why your friends should watch the movie.



## **Integrated Skills Review**



## 1 6.3 Read and complete with words from the box. Then listen and check.

animation comedy norror	musical <del>mystery</del> thriller
Chorus	Chorus
I have a story to tell.  What kind of story? I have a story to tell.  Tell us your story.  Is it a 1_mystery_ with detectives and a twist in the plot? Is it a 2 to make us laugh a lot! Is it a sci-fi with astronauts in space? Is it a 3	Is it a cartoon with pictures drawn by hand? Or a 3D 4 in a computer-made land? Is it a 5 story? Will it make me scream? Or a 6, will I see monsters in my dreams?  Chorus
that puts a smile on your face?	

## 2 Read the text, cross out the mistakes, and correct them.

Another H	appy Ending	
famous auth The movie t and start ta then asks th	went to the movie theater to watch a new must nor. The movie was released at the beginning ells the story of a little girl who got lost in a big king care of her. She loves the animals, but sta ne animals to help her get back home. character is the mother bear because she is led.	of the year and is very popular.  g forest. Some of the animals find her arts to miss her family back home. She
I give this m	usical ****.	
What about Penelope, U	watching it? I recommend it! SA	₫ share

The movie review is about <del>an animation.</del>	a musical
The movie is based on a play.	
It was released last year.	<u>4</u>
The mother bear is a bad mother.	4
The girl's family helps her find her way home.	
Penelope's favorite character is the girl.	
Penelope doesn't recommend the musical.	
	The movie is based on a play.  It was released last year.  The mother bear is a bad mother.  The girl's family helps her find her way home.  Penelope's favorite character is the girl.

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### 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. 1 Were you sleeping ? (sleep)

Finn: No, 12\_\_\_\_\_\_. (be)

Mom: What 3\_\_\_\_\_ you \_\_\_\_\_ then? (do)

Finn: 14\_\_\_\_\_ 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 7\_\_\_\_\_\_ it together? (watch)

Finn: That's a good idea! What about s\_\_\_\_\_ 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.	<b>(</b>	<u></u>	(3)
I can use all sorts of past tenses and forms to make suggestions.	<b></b>	<u>:</u>	<u>(;)</u>
I can read all sorts of texts about different kinds of storylines.	<b>(a)</b>	<u></u>	(3)
I can write about all sorts of storylines.	⊜ *	<u></u>	(3)
I can listen to all sorts of people telling and talking about stories.	<b>(a)</b>	<u></u>	(3)
I can speak about all sorts of storylines.	<b>(</b>	<u>-</u>	(3)

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## 1 Look and find. Circle. Then complete the chart.

Q	С	Z	٧	В	N	М	Τ	Н	J	K	F	S	Q	Н
W	Α	Χ	С	А	Ν	0	Е	1	N	G	Т	U	W	1
R	Ν	С	Χ	Т	Υ	J	L	K	Р	Q	G	R	D	K
Т	0	В	٧	C	S	D	Н	1	G	S	Н	F	С	-1
F	Е	М	В	Α	В	Е	С	Ν	Н	D	U	В	L	Ν
	D	F	G	М	Z	С	Q	G	J	В	J	0	1	G
S	L	Е	Е	Р	1	N	G	В	Α	G	0	Α	М	В
Н	W	Т	Ν	1	Z	Т	Т	0	В	W	В	R	В	Ν
1	٧	Υ	М	N	U	Υ	Р	0	N	Z	Е	D	1	S
N	N	Н	K	G	L	В	1	Т	0	X	Z	В	N	U
G	Q	J	L	N	Н	J	K	S	М	٧	٧	N	G	R
V	Z	K	Р	Χ	S	Z	W	R	Α	U	Α	T	J	F
N	F	1	S	Н	1	Ν	G	R	0	D	Χ	Е	K	L
М	Χ	٧	Т	Н	0	Р	W	Ν	J	Р	М	N	L	Ν
Н	Е	L	М	Е	Т	Q	F	G	Н	J	K	T	Р	G

Outdoor Activities	Things Needed
camping	tent

## 2 Write the outdoor activities and things in Exercise 1.

- 1 Two water activities: <u>canoeing</u> and <u>surfing</u>
- 2 One activity that involves sitting still and waiting: \_\_\_\_\_\_
- 3 One activity that involves long walks: \_\_\_\_\_
- 4 One activity you do on rocks or mountains: \_\_\_\_\_\_
- 5 One activity that involves sleeping outdoors: \_\_\_\_\_\_
- 6 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.



1	Isabella went	camping	She took her	tent	and	sleeping bag
---	---------------	---------	--------------	------	-----	--------------

- 2 Zachary went \_\_\_\_\_\_. He took his \_\_\_\_\_\_.
- 3 Sebastian went \_ \_\_\_\_\_. He took his
- Ava and Ella went \_\_\_\_\_. They took their \_\_\_\_\_.
- Kian and Alex went \_\_\_\_\_. They took their \_\_\_\_\_\_.
- 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 the	what equipment did	d you take with you?
3			





#### 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 <u>was lying</u> (lie) in the tent when he <u>heard</u> (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. 1 Did you go (go) on vacation this summer?

Daniel: Yeah! My family and I 2 (camp) by the river for a week.

We 3 (come) back yesterday.

Camila: 4 you (enjoy) it?

Daniel: Yeah. We kids 5 (swim) and playing in the water all day long.

Camila: That's great! 6 you (go) canoeing, too?

Daniel: No, because we 7 (not take) our canoe.

Camila: That's too bad! 8 (be) there spiders there?

Daniel: Yes, a lot! I 9 (use) lots of insect spray, so they

10\_\_\_\_\_ (not hurt) me.



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



13335555555

3 \_\_\_\_\_

2 Draw the end of Riley's story and write about it.





## **Listening and Speaking**

## 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 62 Listen again and check (V).

1 What was the weather like on Saturday morning?







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?









1 Label the pictures. Use the words from the box.

backpack backpacking campfire flashlight horseback riding life jacket mountain biking rafting raft

1





horseback riding



2





3







2 Write the word that doesn't belong in each group in Exercise 1. Then write a sentence using it.

1	
2	
2	

Read and complete.

My favorite camping activity is cooking 1\_hotdogs\_ over the 2\_\_\_\_\_\_. -I usually go 3\_\_\_\_\_ when I'm camping near a river, but I always wear a 4\_\_\_\_\_ because it's dangerous. I think 5\_\_\_\_\_ is a great way of exploring nature and the outdoors cheaply. 6\_\_\_\_\_ 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.

## 3 Think about yesterday and complete the sentences.

When I arrived home,	000	While I was studying,
When I <sup>3</sup> ,	000	While I 4
When 5,	000	While 6



- 1 Look at the picture and text and choose the best option.
  - This text is a magazine article / story.
  - The text is about fun / terrible camping experiences.

campfir	e -camping-	canoe	flashlight	horseback riding	life jacket	raft
	mmon N			Control of the Contro		
oing outdoor areful and pl	oing Our activities is a l an things befor nistakes they m	ot of fun, e each ac	but you shou tivity. Our re	ıld be aders told		
nce made a mistring a camping ent <sup>1</sup> camping cause I wanted noeing. I didn't me. But they work perience taught ways be preparterything I need arned!	trip. by a lake to go take my because uld have dn't! That me to ed and take	accide movin a rock a <sup>4</sup> cause who c	and turned ov d a problem!. L ould swim save ays wear safety	was e river when it hit er. I wasn't wearing , which almost uckily, a friend d me. Remember	I had a problem camping in the very place was dark, where no lights extended for the second to the s	vild. The and there xcept an animal oked for my , I to take camping,
rio Ev an	ad an accident wi den, but I wanted erything was goir nd ran away with r f, but I didn't get h	l to try bec ng fine, but ne on it! I ti	ause everyone suddenly the h ried to stop it, b	norse got scared ut I couldn't. I fell	taking all the this need.	Salar Marie and Salar and the salar

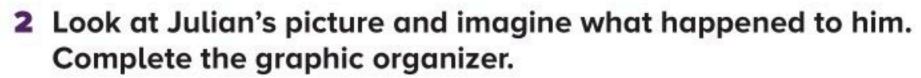
1	You shouldn't do activities you aren't ready for.
2	You should always wear safety equipment.
3	You shouldn't ride scared horses.
4	You should take your own sports equipment.
5	You should check that you're taking everything you need.

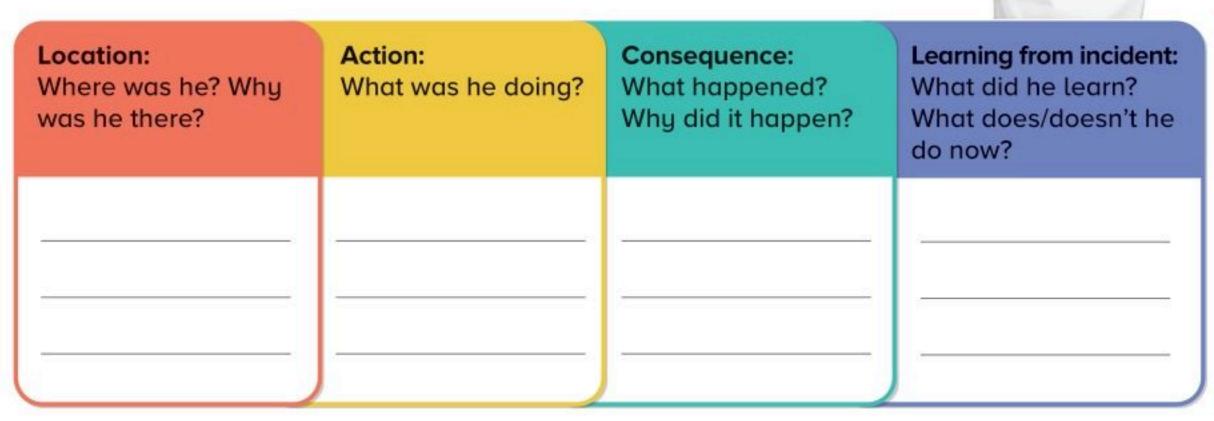
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1	Read	and	write	noun	or ad	jective.
-		4114	*****			,

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.	<u> </u>
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.	





3 Use your notes to write Julian's story.

## **Integrated Skills Review**



## 1 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.

- Don't forget to wear a helmet!
- 1 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!
- Or I go surfing on the waves.
- •\_\_\_\_ so I take my fishing rod.

Chorus

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

2	Read the text and write	T (true)
	or F (false).	

1 Adrian sent this message to his parents. \_\_\_\_\_\_

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 6.4 Listen and complete.

1 Samuel is talking about the best <u>camping</u> 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 '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 4shone / 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.	<b>(</b>	<u></u>	<u> </u>
I can use all sorts of tenses to talk about the past.	<b>(a)</b>	<u></u>	(3)
I can read all sorts of texts about outdoor activities.	<b>(a)</b>	<u></u>	(3)
I can write about outdoor activities using all sorts of past forms.	<b>(a)</b>	<u></u>	(3)
I can listen to all sorts of people talking about their outdoor experiences.	<b>(a)</b>	<u></u>	<u>(;)</u>
I can speak about all sorts of outdoor activities and experiences.	<b>(</b>	<u></u>	(2)



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

airport terminal passenger passport plane departing platform railroad security subway <del>subway station</del> suitcase taxi traffic



subway station























## 2 Read and write the words from Exercise 1.

- 1 Two means of transportation: <u>subway</u> and <u>taxi</u>
- 2 Two places where you can get on and off vehicles: \_\_\_\_\_ and \_\_\_\_ 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 <del>-passengers</del> railroad security tours traffic



1 Do not transport <u>passengers</u> in this elevator.



\_\_\_\_\_ check.



B Danger \_\_\_\_\_\_crossing!



4 High \_\_\_\_\_area!



5 Best city \_\_\_\_\_



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 1 <u>suitcase</u> packed? (caitsuse)

Liam: Yes. Here it is!

Mom: Do you have your ticket and your 2\_\_\_\_\_? (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 3\_\_\_\_\_, and they'll check that. (tecruisy)

Liam: OK. No problem.

Mom: Get your ticket, please. Which 4\_\_\_\_\_ does your flight leave from? (nermilta)

**Liam:** Number two, for international flights.

Mom: Good. And what time does your plane 5\_\_\_\_\_? (petard)

**Liam:** In three hours, at 4 p.m.

Mom: Oh, dear! Let's 6\_\_\_\_\_\_ or you'll be late. (ruryh)

Liam: OK! I'll call a 7\_\_\_\_\_\_ (xati)

Mom: Don't do that! If there's 8\_\_\_\_\_, you'll never get there on time. (frifatc)

Liam: What about taking the 9\_\_\_\_\_? It's much faster. (wubysa)

Mom: Good idea! Let's go!



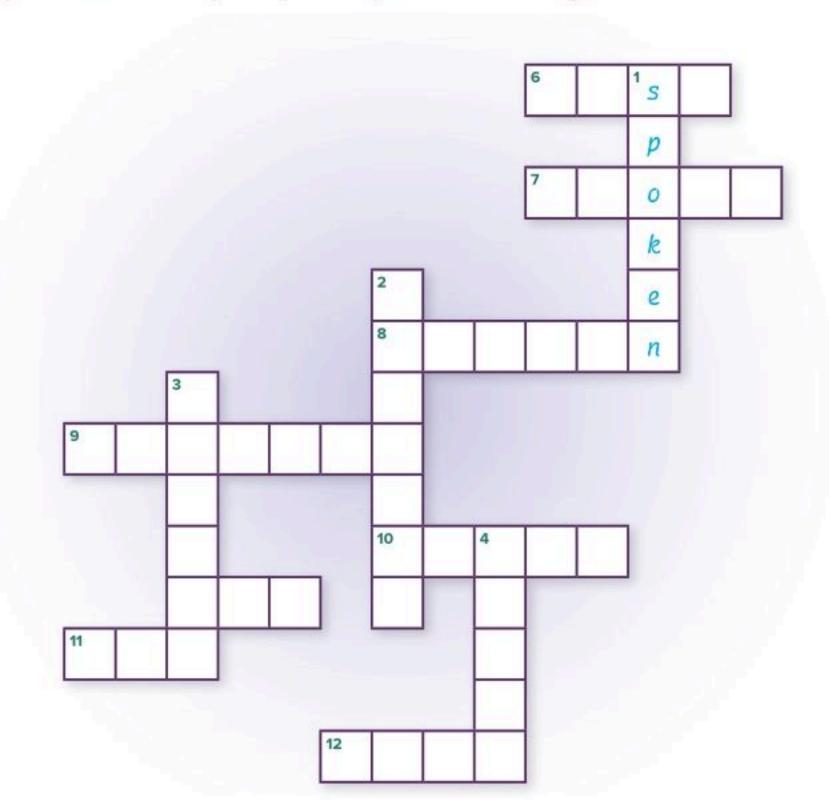
1 Read and complete with the past participle of the irregular verbs.

#### 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 <u>has departed</u> (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 1 haven't written (not write) to you before now, but I'm having Riyadh with Grandpa and Grandma. It's not cold here, so I 2	(not bring) a warm
coat. Grandma and I <sup>3</sup> (buy) long, light skirts, so we are Riyadh is beautiful! We <sup>4</sup> (be) on a bus tour around the company of t	
5 (take) many photos. And guess what? We 6 Bridge at the Kingdom Center! The view from up there is incredible!	(walk) the Sky
We 7 (visit) the National Museum, too, and we 8 famous meteorite. It's huge, and it's amazing! And Grandpa 9	
the Edge of the World for tomorrow. I'm so excited!	(oook) a day ii ip to
We 10 (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) <u>I've had classes today.</u>
2	(use your cell phone)
3	(speak to your best friend)
4	(write an e-mail)
5	(ride a bike)
-	



## 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."













## **Listening and Speaking**

## 1 Listen and write T (true) or F (false).

- Hazel is getting ready to travel.
- Hazel and her mom go to the airport by subway. \_
- Hazel and her mom are in a hurry.
- Hazel notices she has lost something.
- Hazel and her mom go back home.
- Hazel misses her flight to Miami.

## 2 (12) Listen again and check (1/2).

Where are Hazel and her mom?







What terminal does Hazel's flight depart from?







What has Hazel lost?







Where has she found it?



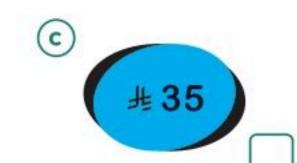




How much is the ride?











### 1 Match the words to their meanings.

- 1 arrive -
- 2 check in
- 3 check out
- 4 directions
- 5 find out
- 6 get away
- 7 go out
- 8 land
- 9 prepare
- 10 take off

- a to discover new information
- **b** to arrive on the ground after flying
- c to leave a place
- d to make something ready for use
- to get to a place after traveling
- f to begin to fly
- g to register at an airport or hotel
- h to leave the house, to go outdoors
- i to pay the bill and leave a hotel
- j instructions on how to get to a place

## 2 Look and complete with words from Exercise 1.



Guests should <u>check out</u> at 12 o'clock.



They should \_\_\_\_\_ and have some fun.



Can planes \_\_\_\_ in bad weather?



What time does the plane \_\_\_\_



They have decided to \_\_\_\_\_ a barbecue.



My parents \_\_\_\_\_\_ home at 5:30.



We love to \_\_\_ to the beach.



Let's \_\_\_\_\_ how to get there by subway!



They are going to

## 3 Complete the questions and write answers that are true for you.

- 1 Where do you go when you \_\_\_\_\_ get away \_\_\_\_ from home?
- 2 Do you like to \_\_\_\_\_\_ with your friends? Why?
- 3 How do you feel when planes \_\_\_\_\_ or \_\_\_\_?
- 4 Can you give me \_\_\_\_\_ from your school to a park?



## 1 Look and complete with already, just, or yet.



My grandparents have <u>just</u> arrived.



They haven't checked



He has \_\_\_\_\_ packed his suitcase.



She has \_\_\_\_\_ found the suitcase she wants.



The plane hasn't taken off \_\_\_\_\_.



She hasn't picked up her suitcase \_\_\_\_\_\_.

## 2 Look and write sentences with already or yet.



	Variable 1	er passport	

#### 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.

• • • • • • • • • • • • • • • • • • •	6	⊕ ₫
Hey! It's me again, Kai! I live in an apartment with my mom, dad, and two big brothers. We live in a big 1, and it's cool because there's so much fun stuff to do here. But we sometimes want to 2 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 3 many weekends at		
the beach. We go 4 in the ocean and play in the		S S S S S
sand. We just can't get enough of the beach!	A A	
We also like going to the mountains. My parents have		

2 Read the text and complete. Use the words from the box.

airplanes been bought <del>-city-</del> get away just security spent swimming takes off

- 3 Read the text again and choose the best title.
  - What My Family Does on the Weekend
  - 2 A Big City Family That Loves Traveling

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3 The Beach is Better Than the Mountains



## **Word Work and Writing**

#### Match the sentences halves.

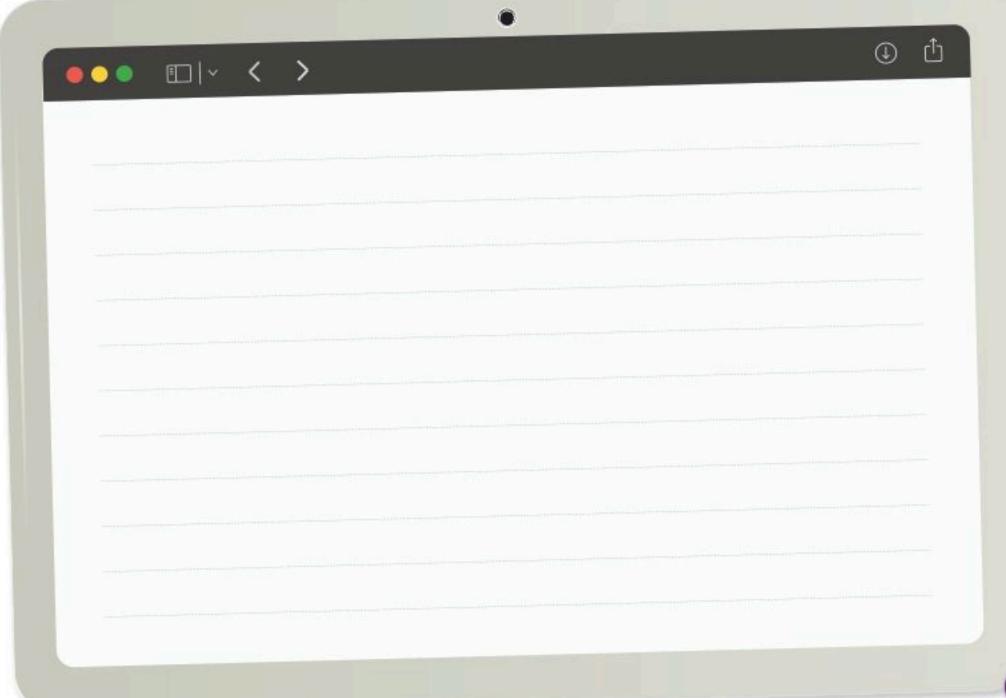
- 1 Mom's plane was taking -
- 2 Passengers should check
- 3 Are we going to eat in or go
- 4 I'm tired. I just need to get
- 5 Hotel guests should check
- 6 Where do we find

- a out to a restaurant?
- **b** away from the city for a few days.
- c out by lunchtime on the day they leave.
- d in two hours before the flight.
- e out which platform our train leaves from?
- f off when she got to the airport.

# 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  $\overbrace{r_{33}}$  Read and complete using the words from the box. Then listen and check.

hurry passport railroad security suitcase <del>taxi</del>

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 1 taxi
I hope we don't hit traffic!

We might have to <sup>2</sup>\_\_\_\_\_\_ Let's go, go go!

Get to the station.

10:23 🕏

For the subway or the 3\_\_\_\_\_

Hurry to the platform. We don't want to go slow!

Pack up your 4\_\_\_\_\_ Let's go to the airport!

We're going through 5\_\_\_\_\_ Let's go, go go!

We are going on a trip.

Don't forget your 6\_\_\_\_\_

Hurry to the gate.

football club.

We don't want to go slow!

## 2 Read the text and check ( / ) the correct sentences.

Hi, Elias and Elena! It's Mom. I'm really busy at work, and I won't be able to take you to football practice. But don't worry; you can take the subway. We've done it together many times, but this will be your first time alone. You'll be fine. It's really easy! Just walk to Union Station. It's next to the supermarket. Then buy the tickets from the machine. I've shown you how to do it, remember? After that, go to the south platform and wait for the B subway train. When it arrives, get on carefully. You'll go through three stops and get off at Green Park Station. It's next to the football club. I know you'll do great! I'll pick you up at 5:30. Love you both! Mom

Mom can't take Elias and Elena to the football practice.
 Mom wants them to take the subway.
 The kids have already taken the subway alone.
 Union Station is next to the airport.
 Elias and Elena have to buy the tickets.
 They should take the B subway train on the south platform.
 They should get off after four stops.
 Green Park Station is next to the

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## 3 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 $\overbrace{a_{7.5}}$ 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.

I'm very excited	about going to a fair! I haven't be	een (not / be) to any yet, bu
	it! But there's so much to do now. We	
dates. And gue	ss what? Dad 3 (alrea	dy / buy) the plane tickets,
	(find) a cool hotel. They 5.	
the tickets for	the fair, too!	
6	(try) to make a list of things to p	ack, but I can't decide which
	And I still need to buy a swimsuit. I	

## 6 Read and color for you.

I can use all sorts of words to talk about trips.	<b>(a)</b>	<u></u>	(i)
I can use all sorts of tenses to talk about unfinished past actions and experiences.	<b>(a)</b>	<u></u>	<u>(:</u> )
I can read all sorts of texts about trips.	<b>(a)</b>	<u>-</u>	<u>(:)</u>
I can write about trips using all sorts of past forms.	(1)	<u>-</u>	<b>⊗</b>
I can listen to all sorts of people talking about their trips.	(1)	<u></u>	<b>⊗</b>
I can speak about all sorts of trips and traveling experiences.	(1)	<u></u>	(3)

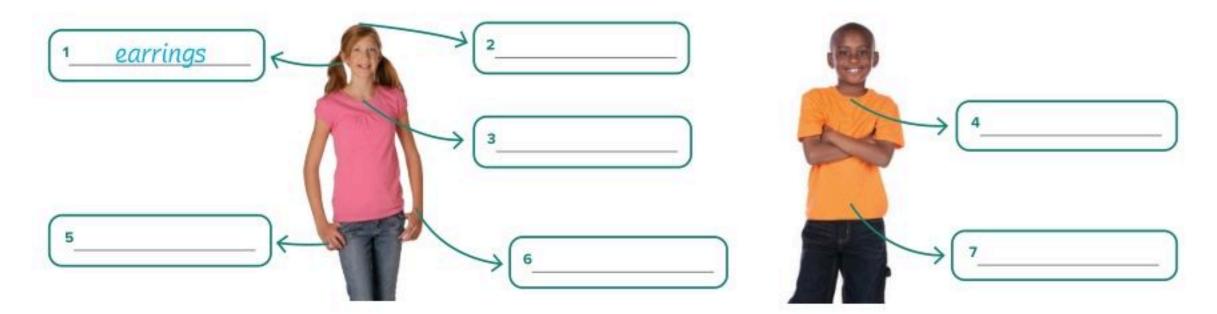
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## 1 Complete the words with vowels.

- 1 belt
- **3** r\_ng
- 5 c \_ m b
- 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.

- 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.

earrings -umbrellabracelet brush comb purse striped uniform costume 2 (1) 3 Look at my new <u>umbrella</u>. I need a What a lovely princess to fix my hair. (5) 6 That's a nice. They wear a tie with She's bought a new T-shirt! their \_\_\_\_\_\_. 7 9 (8) Mom's given me these I love this \_\_\_\_\_\_. Which\_ should I choose?

## 5 Read and complete.

1 Lucy: Do you wear a 1 uniform to school? **John:** No. I can wear anything I like. Maha: What a pretty 2\_\_\_\_\_! Does it fit my finger? Rana: Here. Try it on! Dad: Your pants are falling down. Put on a 3\_\_\_\_\_\_, please! Eli: OK, Dad! 4 Ayla: What are you looking at? Ryan: It's an old painting of a queen with a 4\_\_\_\_\_ on her head. 5 Ruby: What a cute 5\_\_\_\_\_! Wow! It's heavy! **Eden:** There is a lot of money in it. 6 Eva: Mom, should I wear the bracelet or the 6\_\_\_\_\_? **Mom:** This one! It matches your beautiful dress. 7 Mom: It's going to rain. Take your 7\_\_\_\_\_\_. Ava: OK, Mom! 8 Mom: Your hair's a mess. Have you lost your 8\_\_\_\_\_? **Zoe:** Yes, Mom. Can I borrow yours?





### 1 Complete the chart.

Irregular <b>V</b> erb		Past Participle		
break buy	lose make	1 broken	4	
5 have	see	found	put (on)	
9	10	given known	shown	

### 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.

    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) \_\_\_\_\_

**Ella:** (no) \_\_\_\_\_

6 Dad: (your brother / put on / his belt) \_\_\_\_\_

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? \_\_\_\_\_

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## 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! 1	Did	you _	buy	(buy) it	recently?
Abigail:	No, I <sup>2</sup>	(not / have). I	t's quite	old.		
Madison:	Really? How long 3		you		_ (have) it?	
Abigail:	For about two years.					
Madison:	1 4		(not / se	e) you wear	it before.	
Abigail:	I don't wear it much. 5		1	74 (m)	(show) you	my new purse?
Madison:	Not yet. Wow! It's so cut to you?	e! <sup>6</sup>		your mom		(give) it
Abigail:	No, she 7 myself.	(not / do).	8	(	make) it	6
Madison:	That's awesome! I 9			(hc	ave) mine	
	for a long time. Can you	make one f	or me?			
Abigail:	Of course! I 10 materials. Come and loc	5.75%		(buy)	) new	
Read an	d write sentences a	out what	you ha	ve and ha	ven't	

## 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.





2 Draw the end of the story and write about it.





# **Listening and Speaking**

## 1 Listen and write the correct number in the box.



Camila







Julian





3



Keiko







Laila



5



Jayden



1

1 Look and find. Circle. Then complete the chart.

С	0	Т	Т	0	N	Е	R	S	J	Т	Q
Q	R	F	G	Q	С	٧	В	1	K	G	L
W	F	М	Е	Т	Α	L	Υ	L	L	Н	Е
0	G	S	D	F	٧	В	Т	٧	Υ	J	А
0	Н	S	Q	W	А	D	0	Е	U	K	Т
L	J	1	Α	Р	L	М	S	R	W	L	Н
K	1	L	S	W	0	0	D	٧	В	W	Е
L	Х	K	Z	X	С	Q	R	W	G	S	R
0	С	U	Р	L	K	Н	S	S	0	R	Е
R	S	Р	0	Т	Т	Е	D	F	L	1	F
F	Т	G	Н	U	K	L	Α	Т	D	Q	G
Р	L	Α	S	Т	1	С	С	Υ	W	U	Р

Materials	Pattern
silver	
-	
<u> </u>	
<del>-</del>	

2 Look and complete with the words from Exercise 1.











I've bought <u>metal</u> bracelets.

I've bought a comb. I've bought a \_\_\_\_\_ ring. I've bought a \_\_\_\_\_ tie.





I've bought

earrings.



I've bought a \_scarf.



I've bought a belt.



I've bought a hat.

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#### 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.

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: 1 Hi, everyone! You can call me Triss, OK?

Students: Hi, Triss!

Teacher: Great! Triss, can you tell us what you do?

Beatrice: 2

Teacher: That's fantastic! How long have you done it?

Beatrice: 3

Teacher: Why have you decided to do it professionally?

Beatrice: 4

Teacher: That's a good reason! What kind of jewelry

do you like making the most?

Beatrice: 5\_

**Teacher:** What materials do you use for your jewelry?

Beatrice: 6

**Teacher:** Have you tried using any other materials?

Beatrice: 7

**Teacher:** That's amazing. Thanks for sharing your talent with us.



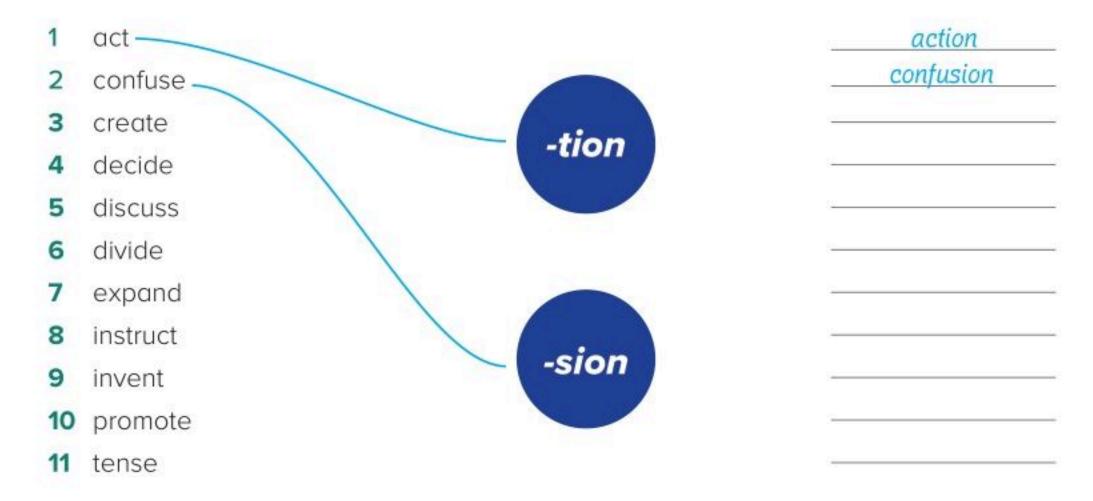
## 2 Read the text and complete Beatrice's missing lines.

- a I feel happy when I see people wearing my jewelry.
- **b** Bracelets and earrings. They're my favorites.
- 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.

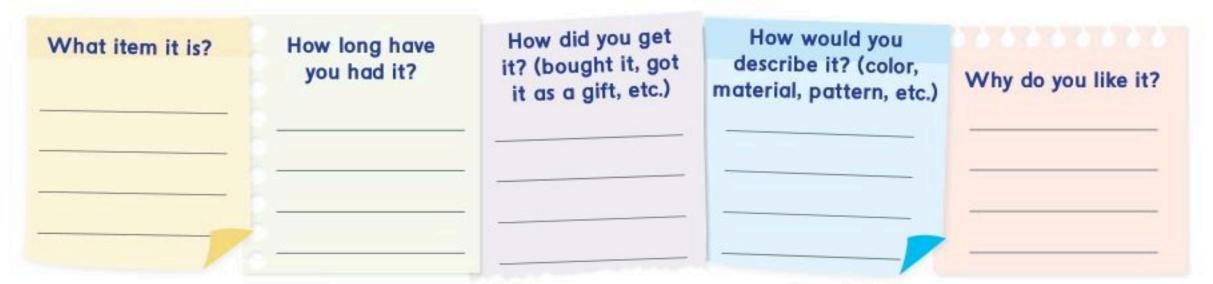


## **Word Work and Writing**

1 Match and write the words.



2 Think about your favorite item and complete the graphic organizer.



3 Use your notes to write a blog post about the item.



8

## **Integrated Skills Review**



1 Read, cross out the wrong words, and correct them.

Some days I wear a necklace round my ankle, 1\_\_\_\_neck\_
and I take out a brush to keep my hair in check.
Some days I wear a crown 2\_\_\_\_\_round my wrist, or rings and umbrellas—3\_\_\_\_\_ you get the gist!

If I want to wear a costume,
I can wear a crown.

And I wear a tie, 4\_\_\_\_\_
so my pants don't fall down!
I might take an umbrella,
striped or plain,
Add a purse to my uniform— 5\_\_\_\_\_
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.			
Dave anvirung to wedt.	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!			
That's true!	Sarah:			
Noura: The ones made of wood?	You can wear it with the pink earrings you've made. They're pretty!			
Yeah, they'll match perfectly!	Sarah: See? You'll look amazing, Noura!			
Thanks, Sarah! You're the best!				

1 Noura and Sarah have been invited to a <u>party</u>. 2 Sarah has bought a white \_\_\_\_\_. 3 Sarah's dress is blue and white and \_\_\_\_\_\_. 4 Noura has worn her \_ dress twice. Their \_\_\_\_\_ haven't seen the dress yet. Noura has made pretty pink \_\_\_\_\_\_. The earrings are made Noura will wear the \_ she already has.

8 218



#### 3 (8.2) Listen and write about their favorite items.





Favorite item	1necklace	66
How long they have had it	2	77
How they got it	3	88
Material	4	99
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 <sup>2</sup>\_\_\_\_\_\_ (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 <sup>11</sup>\_\_\_\_\_ (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.	<b>(a)</b>	<u></u>	$\odot$
I can use be made of to talk about all sorts of materials.	<b>(3)</b>	<u>-</u>	8
I can read all sorts of texts about outfits and accessories.	(3)	<u></u>	(3)
I can write about outfits and accessories.	(3)	<u></u>	(3)
I can listen to all sorts of people talking about outfits and accessories.	<b>(a)</b>	<u></u>	(3)
I can speak about all sorts of outfits and accessories.	<b>(a)</b>	<u></u>	( <del>(</del> )

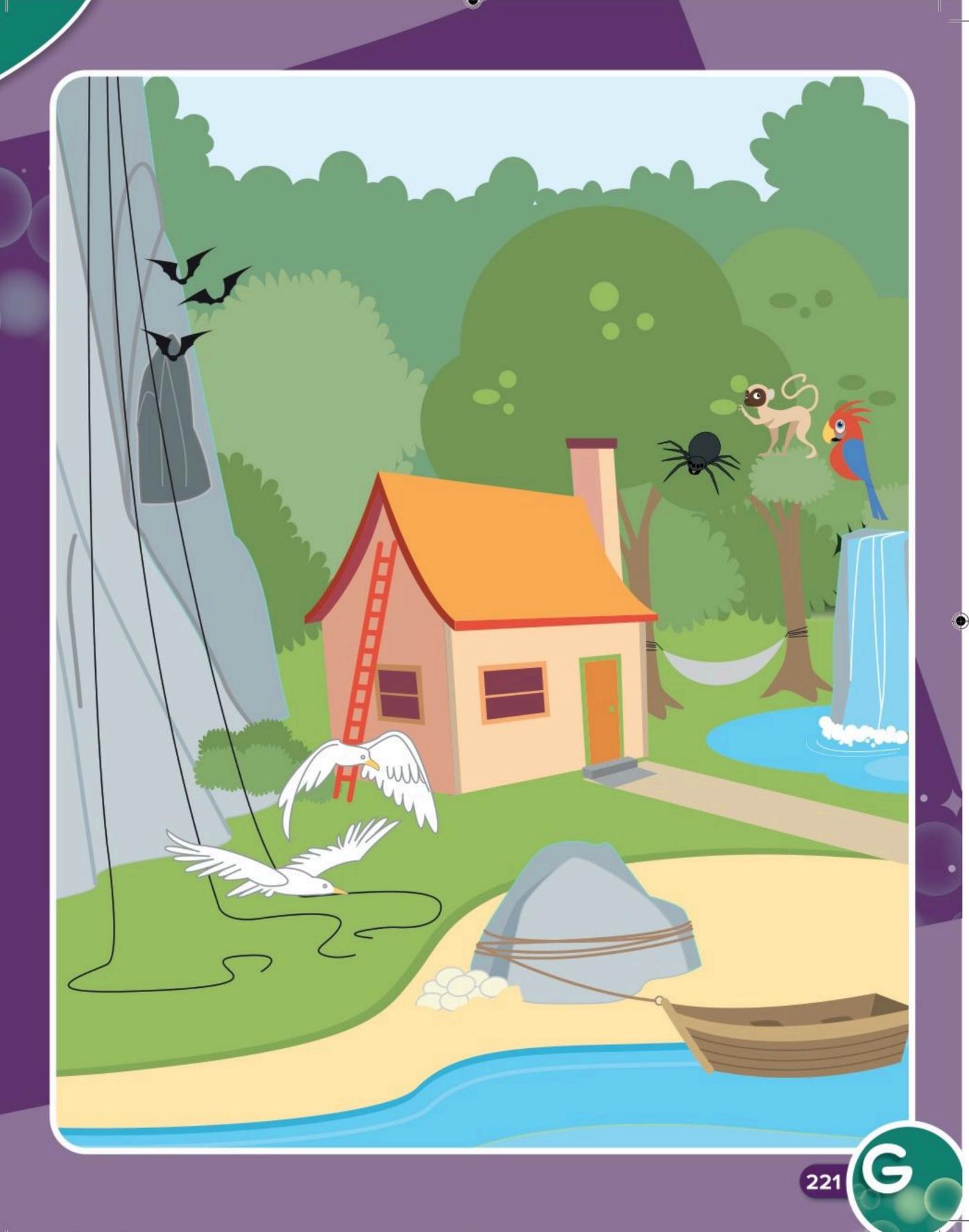
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# Goodbye!



#### 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.

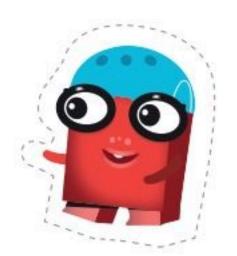


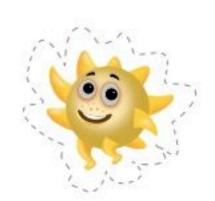
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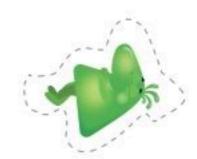
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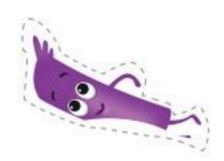






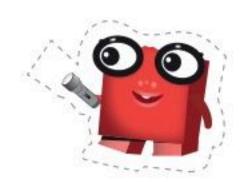






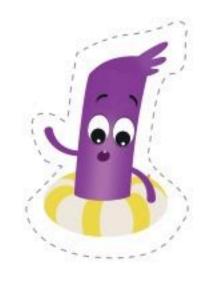










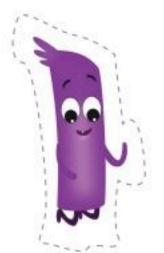




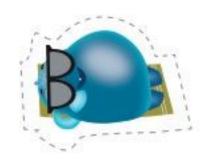


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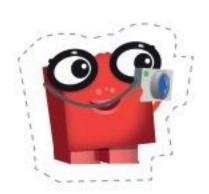




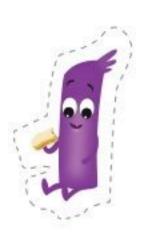
















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