

NEW

ODYSSEY

TEACHER'S GUIDE

3

• Grammar Review & Word List p. 76

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 1	P. 04-27	UNIT 1 ALL ABOUT ME p. 04-15	Reading	Read about people's interests	Words related to interests	Make a seating arrangement
			Speaking	Describe something you like to do	Invitations; verb & gerund forms	
			Listening	Listen to descriptions of people's lifestyles	Words related to lifestyles	
			Writing	Write personal profiles	Words related to travel	
			Project	Make a seating arrangement	Words related to personality and compatibility	
	P. 16-27	UNIT 2 FASHION FORWARD p. 16-27	Listening	Listen to discussions about changing tastes in fashion	Clothing & clothing descriptions	Make predictions about future fashion
			Speaking	Talk about things you used to like	Accessories	
			Reading	Learn about fashion trends in the past	Fashion trends	
			Writing	Write a description of someone's outfit	Fashion descriptions	
			Project	Make predictions about future trends	Words related to the fashion industry	

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 2	P. 28-51	UNIT 3 TIME TO CELEBRATE! p. 28-39	Reading	Read about rock 'n' roll music	Words related to musical performances	Present a cultural event or festival
			Listening	Listen to people talk about cultural events they have attended	Words related to traditional events	
			Speaking	Talk about traditional cultural events and celebrations	Words related to cultural events	
			Writing	Write a review of a play, movie, or concert	Words related to giving reviews	
			Project	Create a presentation about a cultural festival	Words related to special events	
	P. 40-51	UNIT 4 ON TOUR p. 40-51	Listening	Understand a travel story	Words related to travel	Talk about traveling experiences
			Speaking	Ask and answer questions about past events	Asking for opinions	
			Reading	Read about a famous traveler	Words related to adventure	
			Writing	Review a place you visited	Words used in reviews	
			Project	Give recommendations on the best places to visit in your country	Words related to travel and adventure	

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 3	P. 52-75	UNIT 5 LIFE'S AN ADVENTURE p. 52-63	Reading	Read adventure trip advertisements	Adventurous activities	Talk about conservation and nature
			Speaking	Ask and answer questions about exciting experiences	Words related to experiences	
			Listening	Listen to and understand a story about an adventure	Words related to animals and the outdoors	
			Writing	Add to an online discussion about adventure activities	Travel supplies	
			Project	Make a plan to protect the wildlife in your country	Reporting exciting experiences	
	P. 64-75	UNIT 6 LOOKING GOOD p. 64-75	Listening	Understand a basic description of someone's appearance	Words related to someone's appearance	Try to describe people's appearances using positive and empathetic language
			Speaking	Ask and answer questions about what someone looks like	Types of clothing	
			Reading	Learn about the clothes people wear in other countries	Clothing for different seasons	
			Writing	Describing someone's appearance in a message	Words related to physical appearance	
			Project	Describe a person's appearance using appropriate language	More words for describing someone's appearance	

This unit will give students the ability to use the present simple and present continuous tenses to talk about their interests, making invitations and giving responses, different lifestyles, and personal profiles.

Scan the QR code to download Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

- Lesson A: Read about people's interests
- Lesson B: Describe something you like to do
- Lesson C: Listen to descriptions of people's lifestyles
- Lesson D: Write personal profiles
- Lesson E: Make a seating arrangement

Target Skills

- Lesson A: Reading
- Lesson B: Speaking
- Lesson C: Listening
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
bat belt diary magic medal racket squash writer	aerobics card game checkers energy enter explore hobby radio/podcast
Lesson C	Lesson D
active boxing competition match quiet relaxed rugby yoga	fact foreign information member neighbor playmate profile tourist
Lesson E	
analyze code figure out shuffle	



MODULE 1

UNIT 1

ALL ABOUT ME



WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about people's interests
- B Speaking** Describe something you like to do
- C Listening** Listen to descriptions of people's lifestyles
- D Writing** Write personal profiles
- E Project** Make a seating arrangement

ICE BREAKERS

Look at the photos and answer the questions.

- Which activity looks like the most fun to you?
- What is your favorite thing to do with friends?
- What are some of your interests?
- How would you describe yourself?

Key Grammar

questions with can you and do you feel like

Use *Can you* + verb and *Do you feel like* + verb + *-ing* to ask another person to do something with you.

Can you + Verb	Do you feel like Verb + -ing
Can you play a computer game with me?	Do you feel like playing a computer game with me?
Can you sing with me?	Do you feel like singing with me?
Can you go to the party with me?	Do you feel like going to the party with me?

modals for invitations, requests, offers, and to ask for permission

We use the modal verbs *can*, *could*, *would*, and *will* for invitations, requests, offers, and to ask for permission.

	Usage	Example
<i>can</i>	to make requests or to invite to ask for permission to offer something	Can you help me? Can you come with me? Can I have lunch? I can do that.
<i>could</i>	to make requests or to invite to ask for permission	Could you do this for me? Could I join you a little later?
<i>would</i>	to make requests	Would you pay for me, please?
<i>will</i>	to make requests or invite	Will you join me this afternoon?

present simple tense and present continuous tense

Use present simple tense to talk about things that are always or generally true or things that happen regularly. Use present continuous tense to describe something that you haven't finished yet or things that are happening right now.

Present Simple Tense	Example
to describe things that are always or generally true	The Earth <i>goes</i> around the Sun.
to describe things that happen regularly	She <i>goes</i> abroad during summer vacation.
Present Continuous Tense	Example
to describe something that you haven't completed	I <i>am learning</i> to play the guitar.
to describe things that are happening right now	Look! It <i>is snowing</i> now!

Unit 1 Discussion

Look at the photos and answer the questions.

- Ask students to look at the Unit 1 cover page.
- Then, ask the class the questions.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking their partner the questions.

Extra Practice More Discussion

Ask more questions about group and personal activities.

Ex.

- When do you like to be alone?
- What is your favorite thing to do by yourself?
- Do you prefer to hang out with friends or by yourself?
- Describe your favorite activity.
- Describe your favorite relaxing activity.
- Do you prefer a relaxed lifestyle or an active lifestyle?
- Why?

Lesson A TELL ME ABOUT YOUR INTERESTS

Aim: Read about people's interests

Vocabulary

1 Listen and number. 1-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

1. racket
2. writer
3. diary
4. squash
5. bat
6. medal
7. magic
8. belt

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. diary
2. squash
3. bat
4. medal
5. writer
6. racket
7. belt
8. magic

Extra Practice Who is good at...?

Practice asking students about people who are good at certain activities with the phrases:

"Who is good at _____?" → "_____ is good at _____."

"Why is she/he good at _____?" → "She/He is good at _____ because _____."

Ex.

Who is good at basketball? → LeBron James is good at basketball. / Why is he good at basketball? → He is good at basketball because he practices a lot.

A TELL ME ABOUT YOUR INTERESTS

Reading
Aim: Read about people's interests

Vocabulary

1 Listen and number. 1-01

6 medal 2 writer 1 racket 7 magic
5 bat 8 belt 3 diary 4 squash

2 Fill in the blanks with the best vocabulary words.

1. I write in my _____ every night before bed.
2. My dad and I love to play _____ at the gym.
3. I broke my _____ at baseball practice.
4. My sister got the gold _____ for being the fastest runner at her school.
5. My mom is a _____. She writes for a magazine.
6. I bought a new tennis _____ because my old one was missing strings.
7. My brother is trying to get his brown _____ in karate.
8. My sister still believes in _____. She wants to be a wizard.

3 Pre-reading

3 Look at the activities. List famous people who do these activities. Then list classmates who you think are good at the activities.

Activity	Famous Person	Classmate
team sports (soccer, hockey, baseball, basketball, etc.)		
extreme sports (skateboarding, snowboarding, BMX, etc.)		
combat sports (boxing, judo, taekwondo, etc.)		
arts (writing, painting, singing, dancing, etc.)		

Pre-reading

3 Look at the activities. List famous people who do these activities. Then list classmates who you think are good at the activities.

- Ask students to look at the table.
- Ask students to write one famous person for each kind of activity on the table.
- Ask students to list one classmate for each kind of activity on the table.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

TELL ME ABOUT YOUR INTERESTS!

4 Read about the people's interests. Circle the activities the people talk about. 1-02

Anne

I want to be a writer when I grow up. In fact, I am writing many things right now. I write in my diary every night before bed. It helps me remember my experiences and feelings. I also write fan fiction. They're stories made using the characters and settings of other people's stories. Do you want to know what kind of fan fiction I write? I'll give you a hint: it has magic in it!

Carlos

I love competition. That's why I do combat sports. Combat sports are activities like karate and judo. At the moment, I'm taking taekwondo classes. I'm applying for my blue belt next week. I hope I get it.

I have two dreams. One of my dreams is to get a gold medal at the Olympics. My other dream is to be a famous mixed martial artist like the fighters you see on TV.

James

I have a lot of interests. It's hard for me to pick just one. Right now, I'm really into squash. I played tennis for a little while and got bored.

Squash is similar to tennis in many ways but also very different. In tennis and squash, you use a racket and take turns hitting the ball. But a squash racket and ball are smaller than a tennis racket and ball. Also, the size of a squash court is smaller. This makes the games feel a lot faster.

Sarah

I do a lot of different things. I'm on my school's softball team, and I surf with my friends on the weekend. But secretly, I have a favorite hobby: magic.

Hear me out... I've always loved magic shows. Magicians like David Blaine and David Copperfield are so exciting to watch. I know it's not real, but I can't help but love it. In my free time, I like to practice magic tricks and work on routines.

Comprehension

5 Circle true or false.

1. Anne enjoys team sports. true false
2. Sarah enjoys combat sports. true false
3. James enjoys squash more than tennis. true false
4. Carlos has two dreams. true false
5. Anne and Sarah both like magic. true false

6 Talk with a partner.

1. Whose interests are closest to yours: Anne, Carlos, James, or Sarah?
2. What is something you're interested in but have never tried?
3. What kinds of dreams do you have?
4. What do you want to do when you grow up? How are you preparing for it?

Wrap Up

7 Give recommendations to Anne, Carlos, James, and Sarah. Recommend new activities and things they should try. Write your recommendations on a separate piece of paper.

4 Read about the people's interests. Circle the activities the people talk about. 1-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.
- Ask students to circle the activities they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Comprehension

5 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. false
2. false
3. true
4. true
5. true

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Wrap Up

7 Give recommendations to Anne, Carlos, James, and Sarah. Recommend new activities and things they should try. Write your recommendations on a separate piece of paper.

- Ask students to think of recommendations to give each person.
- Tell students to write their recommendations on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

Teacher's Note

You should try...

For activity 7, remind students to use *should* statements to give recommendations. For example, "Carlos likes combat sports. He should try taking jujitsu classes."

Lesson B LET'S HANG OUT

Aim: Describe something you like to do

Vocabulary

1 Listen and number. 1-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

- energy
- explore
- checkers
- card game
- radio/podcast
- hobby
- enter
- aerobics

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- energy
- hobby
- enter
- aerobics
- podcast
- checkers
- explore
- card game

Teacher's Note

Excuses

Explain to students that when one is asked to do something that he or she doesn't want to do by another person, the polite thing to do is to decline the offer and make an excuse.

B LET'S HANG OUT

Speaking

Aim: Describe something you like to do

Vocabulary

1 Listen and number. 1-03

2 Fill in the blanks with the best vocabulary words.

- I exercise in the morning because that's when I have the most _____.
- Painting is my favorite _____. I do it every day.
- My best friend and I will _____ a dance contest.
- I am doing _____ to lose weight.
- My favorite singer is doing an interview on a/the _____ tonight.
- I don't know how to play chess, but I can play _____.
- My friends and I like to _____ the city in search of good cafes.
- On game night, we play a(n) _____ such as Go Fish or Uno™.

Focus

3 Talk with a partner.

Can you dance with me now?

Of course, I'd love to! / I'm sorry, I am dancing with Victoria now.

Do you feel like playing a card game with me?

Sounds great! / I'd love to, but I have another commitment.

4 Listen and circle the best answers. 1-04

- a. b. c. d.
- a. b. c. d.
- a. b. c. d.
- a. b. c. d.

NOTE
A commitment is a promise to do something or be somewhere.



8

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different activities and to use different responses.

4 Listen and circle the best answers. 1-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- b
- a
- c
- d

Expressions

More invitations and responses

5 Listen and repeat. 1-05

Invitation	Accept	Decline
Will you listen to the radio with me?	Of course! I'd love to!	Sorry, I can't. I have to study.
Do you want to play this card game?	I'd love to! Thanks for asking.	Thanks for the offer, but I have to refuse.
Would you like to join my aerobics class?	Sounds great.	Sorry, I'd love to, but I don't have the energy to do aerobics now.
Do you feel like playing a game of checkers?	With pleasure!	I'd love to, but I have another commitment.
How about listening to the radio?	Sure! That sounds like fun.	I'm sorry. I'm going to meet Rachel soon.

NOTE
We can use the modal verbs can, could, would, and will in invitations, requests, offers, and to ask for permission.
Ex
Can you help me with my homework? (request)
Could I use your phone? (permission)
Would you like to have dinner with me? (invitation)
I would (I'd) be very happy if you could join me for dinner. (invitation)
Will you help me prepare for the test? (request)

6 Talk with a partner. Take turns making invitations using the ideas below and accepting or declining them.

NOTE
We use verbs such as like, enjoy, love, and hate followed by a gerund (V + -ing) to talk about how we feel about an activity.
Ex I enjoy singing in the shower. I love dancing in the rain.

Speak Up

7 Change the verbs to the gerund form. Then use the verbs to write sentences about the things you do in your free time. Talk with a partner.

Base Form	Gerund Form	I like...
play	Ex playing	I like playing PC games and mobile games in my free time.
do		
listen		
watch		
ride		

Wrap Up

8 Choose an activity from 7. Then fill in the blanks to describe why you enjoy the activity. Then talk with a partner. Try to convince your partner to try your hobby.

I like _____

The reason I like it is _____

I think it's a good hobby/interest to have because _____

Would you like to _____?

9

Expressions

More invitations and responses

5 Listen and repeat. 1-05

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kinds of expressions are being highlighted.

Extra Practice I don't like/enjoy...

Have students practice talking about activities that they don't like/enjoy doing. Tell students to choose an activity they don't like. Then, have them use the sentence prompts in activity 8 to talk about why they don't like the activity. Don't forget to tell students to change the sentence prompts to make them negative. When students are done writing, have some students share their work with the class. Remember to give feedback and ask follow-up questions.

6 Talk with a partner. Take turns making invitations using the ideas below and accepting or declining them.

- Tell students to find a partner.
- Ask students to take turns making invitations to do the activities and accepting or declining them.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Speak Up

7 Change the verbs to the gerund form. Then use the verbs to write sentences about the things you do in your free time. Talk with a partner.

- Ask students to look at the table.
- Ask students to write the gerund form of the verb in the table.
- Ask students to write a sentence about something they like or enjoy with the gerund form of the verbs.
- Tell students to find a partner.
- Ask students to talk about the things they like and enjoy doing.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Wrap Up

8 Choose an activity from 7. Then fill in the blanks to describe why you enjoy the activity. Then talk with a partner. Try to convince your partner to try your hobby.

- Ask students to choose an activity from activity 7.
- Ask students to write about why they like the activity using the sentence prompts.
- Tell students to find a partner.
- Ask students to take turns convincing one another to try their activities.
- Tell students to use the patterns in activities 3, 5, and 7.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Lesson C ARE YOU ACTIVE?

Aim: Listen to descriptions of people's lifestyles

Vocabulary

1 Listen and number. 1-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

- relaxed
- active
- quiet
- competition
- match
- boxing
- rugby
- yoga

- Practice again. Point at words in the book and ask students to say the words aloud.

2 Listen and answer the questions with the best vocabulary words. 1-07

- Listen to the audio.
- Ask students to write the correct words on the lines.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- yoga
- boxing
- rugby
- active
- match

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different activities and responses.

4 Listen and circle the answers. 1-08

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

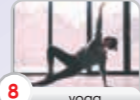
- a
- c
- c
- b

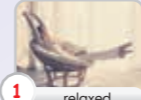
C ARE YOU ACTIVE?


Listening


Aim: Listen to descriptions of people's lifestyles


Vocabulary 1-06

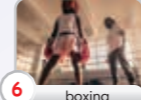

8 yoga



1 relaxed



7 rugby


3 quiet


4 competition


6 boxing


5 match


2 active

1 Listen and number. 1-06

• Listen to the audio.

• Ask students to repeat aloud after the audio.

• Ask students to write the correct numbers of the vocabulary words next to the words in the book.

• Check students' answers.

Answer Key

- relaxed
- active
- quiet
- competition
- match
- boxing
- rugby
- yoga

• Practice again. Point at words in the book and ask students to say the words aloud.

2 Listen and answer the questions with the best vocabulary words. 1-07

- What activity is being described?

- What activity is being described?

- What activity is being described?

- What kind of lifestyle is being described?

- What event is being described?

Listening

Aim: Listen to descriptions of people's lifestyles

3 Focus

3 Talk with a partner.

Do you like **exercising**?

Not really. I prefer a **relaxed lifestyle**.

Would you like to **get some pizza with me**?

Sorry, but I'm a **vegetarian**. I'm trying to **live a healthy lifestyle**.

4 Listen and circle the answers. 1-08

Jared has a(n) _____ lifestyle.

- active
- relaxed
- quiet

Sandra asks Mike _____.

- to get ready
- to play better
- to play another match

Ezra is joining _____.

- a yoga class
- a music club
- a competition

Iman is worried because _____.


- she got a text message
- she can't find her teammates
- she missed her soccer match

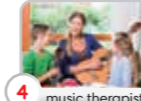
Listening


Aim: Listen to descriptions of people's lifestyles

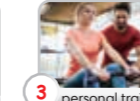
5 Listen Up

5 Who is the speaker? Listen and number. 1-09


2 yoga instructor


4 music therapist


1 life coach


3 personal trainer

6 Listen again. Fill in the blanks and circle. 1-09

Do you need help with something _____?

My job is to teach / help people how to live their lives better.

1. Mark

Do you want to improve your _____?

Let me help you live a more stronger / active lifestyle.

3. David

Do you have trouble _____?

Music therapy is a great way to help quiet / relaxed and shy people open up to others.

4. Samantha

2. Andrea

Would you like to live a more _____?

I have practiced rugby / yoga for years to help with my stress.

NOTE: We often used need and want to express desire or willingness. We can also express that we do not desire or are not willing by adding do not / did not before the verbs need or want. **Ex:** I need directions. I don't need directions. I want tacos. I don't want tacos.

7 Wrap Up

7 Listen and circle the words you hear. 1-10

boxing
healthy

rugby
active

relaxed
competition

quiet
matches

8 Listen again and answer the questions. 1-10

- Where was Márquez born?
 - the Philippines
 - Mexico
 - the United States
 - Colombia
- What is NOT true about Márquez?
 - He was a poor student.
 - He was an accountant.
 - He grew up in a dangerous area.
 - He started boxing at age eight.
- What does the speaker mean when he says, "Márquez stayed out of trouble"?
 - Márquez was not a good boxer.
 - Márquez was involved in crime as a kid.
 - Márquez did not cause problems as a child.
 - Márquez moved out of his neighborhood.
- Circle true or false.

a. Márquez was an accountant.	true	false
b. Márquez won only nine fights.	true	false
c. Márquez fought Manny Pacquiao.	true	false

Extra Practice

Lifestyles

Practice asking students about their lifestyles with the phrases:

"Do you have a relaxed or active lifestyle?" → "I have a(n) relaxed/active lifestyle."

"What kinds of activities do you like doing?" → "I like _____ and _____."

Ex.

Do you have a relaxed or active lifestyle? → I have an active lifestyle.

What kinds of activities do you like doing? → I like playing soccer and going surfing.

Listen Up

5 Who is the speaker? Listen and number. 1-09

- Listen to the audio.
- Ask students to write the number of the audio next to the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

2, 4, 1, 3

6 Listen again. Fill in the blanks and circle. 1-09

- Listen to the audio.
- Ask students to fill in the blanks and circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- in your life, teach
- relaxed lifestyle, yoga
- health, active
- communicating, quiet

Wrap Up

7 Listen and circle the words you hear. 1-10

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

boxing, quiet, healthy, active

8 Listen again and answer the questions. 1-10

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- b
- a
- c
- a. true
b. false
c. true

Teacher's Note

Active or Relaxed Lifestyles

Ask students to think about what it means to have an active or a relaxed lifestyle. What are some things people might enjoy if they have an active lifestyle? What about if they have a relaxed lifestyle? Ask students to brainstorm and categorize different activities that people might enjoy based on what kind of lifestyle they live.

Lesson D TELL ME ABOUT YOURSELF

Aim: Write personal profiles

Vocabulary

1 Listen and repeat. 1-11

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. Point at words in the book and ask students to say the words aloud.

2 Match the words with their definitions.

- Ask students to read the words and the definitions.
- Ask students to match the words with the correct definitions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. h | 2. g |
| 3. a | 4. b |
| 5. c | 6. e |
| 7. f | 8. d |

Grammar

3 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar points are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table.

Teacher's Note

Explain that the present simple tense is used to talk about things that happen regularly and for facts that are always true. It could also be used to talk about habits, routines, and general truths. Present continuous tense is formed with the base form of the verb + *ing* and the verb "to be." Present continuous tense is used to describe actions that are currently happening or happening around this moment.

Ex.

I go to the gym every day.
 Jake likes burgers.
 We are neighbors.
 I am studying for an exam.
 She is making breakfast.
 We are driving to the beach.

D TELL ME ABOUT YOURSELF

Writing
 Aim: Write personal profiles

Vocabulary

1 Listen and repeat. 1-11



2 Match the words with their definitions.

- | | | |
|----------------|---|---|
| 1. profile | • | a. a friend, usually another child |
| 2. tourist | • | b. a person who is in a group |
| 3. playmate | • | c. a person who lives near you |
| 4. member | • | d. something that is known to be true or to have happened |
| 5. neighbor | • | e. details about a person, place, event, etc. |
| 6. information | • | f. being of or from a country that is not your own |
| 7. foreign | • | g. a person who is visiting another place for fun |
| 8. fact | • | h. a short description of a person |

Grammar

3 Look at the table. Then talk with a partner.

Present Simple Tense	Present Continuous Tense
Use the present simple tense to talk about: <ul style="list-style-type: none"> • things in general • things that are routine and happen frequently 	Use the present continuous tense to talk about: <ul style="list-style-type: none"> • things you are in the middle of doing and haven't finished yet • short-term things that are happening "around now" but not right at the moment
Ex. • My family travels during the summer. • The Earth goes around the Sun.	Ex. • It isn't raining anymore. • My sister is studying English.

4 Fill in the blanks with the correct forms of the given words.

1. Mark _____ (speak) three languages.
2. Today _____ (be) my birthday.
3. We are _____ (have) fun.
4. We _____ (practice) a lot for the play.
5. He is _____ (drive) his new car.
6. I _____ (take) violin lessons after school.

5 Listen and put check marks (✓) on the types of sentences you hear. 1-12

	Present Simple Tense	Present Continuous Tense
1		
2		
3		
4		
5		
6		

Writing

6 Read and complete the sentences.

Name: Amir
Age: 17
Grade: 10
Height: 184 cm
Nationality: Turkish

Biography:
 Amir is a foreign exchange student. He has lived in London for only one month. His neighbor, Ali, was his elementary school playmate. They're best friends. Ali and Amir are planning to go to university in the UK, so they are studying hard every day.

Name: Soo-Jin
Age: 16
Grade: 9
Height: 164 cm
Nationality: Korean

Biography:
 Soo-Jin is a writer. She enjoys writing about many things. She's a member of an online community of writers. They write and share stories about their favorite television show characters. Right now, Soo-Jin is writing a story about her favorite heroes in the *Legend of Korra*.

1. Amir is a(n) _____.
2. Amir is studying because _____.
3. Amir lives next to _____.
4. Soo-Jin is a member of _____.
5. People in Soo-Jin's group like to _____.
6. Soo-Jin's nationality is _____.

Wrap Up

7 Look at the profiles in 6. Write your own profile on a separate piece of paper. Include at least three facts about yourself in the biography. Write at least one sentence in the present continuous tense.

4 Fill in the blanks with the correct forms of the given words.

- Ask students to read the sentence prompts.
- Ask students to write the correct forms of the given words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | |
|------------|-------------|
| 1. speaks | 2. is |
| 3. having | 4. practice |
| 5. driving | 6. take |

5 Listen and put check marks (✓) on the types of sentences you hear. 1-12

- Listen to the audio.
- Ask students to put check marks in the correct boxes.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | |
|-----------------------------|-------------------------|
| 1. present continuous tense | 2. present simple tense |
| 3. present continuous tense | 4. present simple tense |
| 5. present simple tense | 6. present simple tense |

Writing

6 Read and complete the sentences.

- Ask students to read the passages.
- Ask students to read the sentence prompts.
- Ask students to complete the sentences.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

1. Amir is a foreign exchange student.
2. Amir is studying because he is planning to go to university in the UK.
3. Amir lives next to Ali.
4. Soo-Jin is a member of an online community of writers.
5. People in Soo-Jin's group like to write and share stories about their favorite television show characters.
6. Soo-Jin's nationality is Korean.

Wrap Up

7 Look at the profiles in 6. Write your own profile on a separate piece of paper. Include at least three facts about yourself in the biography. Write at least one sentence in the present continuous tense.

- Ask students to write their own profiles.
- Ask students to write three facts about themselves and include at least one sentence in the present continuous tense.
- Tell students to use the patterns in activities 3, 4, 5, and 6.
- Tell students to write their profiles on a separate sheet of paper.
- Check students' profiles to make sure they're writing correctly.
- Ask some students to present their profiles to the class.
- Give feedback.

Extra Practice Celebrity Profiles

Ask students to choose a celebrity and write his or her profile. When students are done writing, ask students if they'd like to present their profile to the class. Tell that student not to say the name of the celebrity. When the student is done reading his or her profile to the class, ask the other students to guess who the celebrity is. Repeat this process with the other students.

Aim: Make a seating arrangement

Video

1 Match the words with the correct definitions.

- Ask students to read the words and the definitions.
- Ask students to match the words with the correct definitions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- c
- a
- d
- b

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partners.

Scan the QR code to link to Unit 1 video.

3 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right
3, 2, 1

4 Watch again. Put check marks (✓) next to the words you hear.

- Play the video again.
- Ask students to put check marks next to the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom
playmate, card game, yoga, magic, diary

E FINDING FRIENDS **Project**
Aim: Make a seating arrangement

Video

1 Match the words with the correct definitions.

1. figure out	•	a. to look at in detail
2. analyze	•	b. to mix; to put in a different order
3. code	•	c. to understand something; to solve something
4. shuffle	•	d. a program of instructions for computers

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

3 Watch the video. Number the pictures in order.

4 Watch again. Put check marks (✓) next to the words you hear.

<input checked="" type="checkbox"/> playmate	<input type="checkbox"/> active	<input type="checkbox"/> relaxed	<input type="checkbox"/> hobby	<input type="checkbox"/> facts
<input checked="" type="checkbox"/> card game	<input type="checkbox"/> foreign	<input checked="" type="checkbox"/> yoga	<input checked="" type="checkbox"/> magic	<input checked="" type="checkbox"/> diary

5 Watch again. Circle the words you hear.

1. It sounds like he needs a playmate / hobby.	2. Now watch / watching as I make a white rabbit appear!
3. Daisy, teach Collector how to do rugby / yoga.	4. Keep your eye / eyes on the ball.
5. Teach Collector some facts / magic tricks.	6. Hold the ball on / in your hand, like this.
7. Teach Collector how to write a diary / profile.	8. Open your notebook and write / writing about your day.

5 Watch again. Circle the words you hear.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- playmate
- watch
- yoga
- eye
- magic tricks
- in
- diary
- write

21st Century Skills
Make a Seating Arrangement **Critical Thinking** **Collaboration**

6 You are asked to help plan the seating arrangements at a family member's wedding. You want to make sure everyone has a great time. It's your job to seat everyone in groups where they share similarities. Turn to page 94 to learn about the attendees. Then, discuss with a group on how to best seat the people. Write your plan out.

Maria	Jin	Stan	Amir
Linda	Gloria	Miguel	Mandy
Iliana	Sasha	Josh	Antonia

Seating

21st Century Skills

6 You are asked to help plan the seating arrangements at a family member's wedding. You want to make sure everyone has a great time. It's your job to seat everyone in groups where they share similarities. Turn to page 94 to learn about the attendees. Then, discuss with a group on how to best seat the people. Write your plan out.

- Tell students to get into groups.
- Ask students to read the profiles on p. 94.
- Ask students to make their seating arrangements.
- Tell students to draw/make their seating arrangements on a separate sheet of paper.
- Ask students to think about why they placed people in their respective seats.
- Tell students to use the patterns from the previous lessons in Unit 1.
- Check students' seating arrangements to make sure they're making them properly.
- Ask some students to present their seating arrangements to the class and explain why they seated the people in certain spots.
- Give feedback.

Teacher's Note

Weddings

Explain to students what happens at a wedding in your country. Be sure to include information such as the different roles and the people who usually attend, where weddings and receptions usually take place, the type of food that is served, the activities that take place, and the kinds of gifts that wedding guests give. Then, ask students to describe weddings in their country or a wedding they have attended. Try to see what is similar and different.

Extra Practice Write a Diary Entry

Have students write a diary entry related to the wedding from activity 6. Tell each student to choose one of the wedding guests from activity 6. Then, tell students to write a diary entry about that person's experience at the wedding. Tell students to include information such as who the person met and talked to at the wedding, who they sat next to, and what they did at the wedding. When students are done writing, ask some students to read their diary entries to the class. Remember to give feedback and ask follow-up questions.

This unit will give students the ability to talk about things they used to like and do using the past simple and present perfect tenses. Students will also gain the ability to talk about clothing, fashion in general, and past, present, and future fashion trends.

Scan the QR code to download Unit 2 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 2 AIMS

- Lesson A: Listen to discussions about changing tastes in fashion
- Lesson B: Talk about things you used to like
- Lesson C: Learn about fashion trends in the past
- Lesson D: Write a description of someone's outfit
- Lesson E: Make predictions about future trends

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
loose magazine pockets size sleeves tight try on uniform	brand celebrity chain design fashion jewelry skirt sneakers
Lesson C	Lesson D
casual cheap expensive formal popular secret trend whisper	blouse collar lipstick old-fashioned outfit pattern perfume unusual
Lesson E	
scarf	

MODULE 1

UNIT 2

FASHION FORWARD

Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to discussions about changing tastes in fashion
- B Speaking** Talk about things you used to like
- C Reading** Learn about fashion trends in the past
- D Writing** Write a description of someone's outfit
- E Project** Make predictions about future trends

ICE BREAKERS
Look at the photo and answer the questions.

1. What do you see in the picture?
2. What kinds of clothing are they wearing?
3. Do you think the people are fashionable? Why or why not?
4. How do you and your friends dress?

Key Grammar

used to and would

Use *used to* and *would* to describe past events that you did regularly.

Example
He <i>used to/would</i> buy fashion magazines every month.
I <i>used to/would</i> wear loose clothes. I don't anymore.
She <i>used to/would</i> always listen to pop music.

past simple tense

Use past simple tense to talk about events in the past, including finished past events, habitual actions in the past, and events that were true in the past.

Usage	Example
to show events which were done in the past	He <i>wore</i> a suit to attend the business meeting.
to talk about repeated events or actions in the past	They <i>went</i> on a picnic every Sunday.
to talk about things that were true for some time in the past	She <i>used</i> the same mobile phone all through university.

present perfect tense

Use present perfect tense in the following situations.

	Form	Example
Present Perfect Statements	subject + have/has + past participle	I have worked on this before. Julie has broken her arm twice.
Present Perfect Negative Statements	subject + have/has + not + past participle	I have not worn a suit before. Michelle and Alex have not been to Spain before.
Present Perfect Questions	Wh-question + have/has + subject + past participle + ?	What have you learned in school? Who has been to the United States before?

Usage	Example
to talk about events repeated from the past until now	I <i>have called</i> him three times.
to talk about the duration of things happening from the past until now	He <i>has been</i> a teacher since 2002.
to talk about changes from the past until now	He <i>has grown</i> a lot since I last saw him.
to talk about an event at an unspecified time in the past	I <i>have been</i> to Japan once.
to talk about uncompleted actions that are expected to happen	She <i>hasn't finished</i> her homework yet.

Unit 2 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 2 cover page.
- Then, ask the class the questions.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking their partner the questions.

Extra Practice More Discussion

Ask more questions about clothing.

Ex.

- What kind of clothing do you like best?
- What are your favorite clothing/shoe brands?
- Where do you go shopping for clothes?
- What brands are most popular right now?

Aim: Listen to discussions about changing tastes in fashion

Vocabulary

1 Listen and repeat. 2-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. Point at words in the book and ask students to say the words aloud.

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentences.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. size
2. pockets
3. uniform
4. tight
5. loose
6. sleeves
7. try on
8. magazine

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different clothing and ideas.

4 Use the given verbs and *used to* to make sentences about you.

- Ask students to read the example.
- Ask students to read the given verbs.
- Ask students to make sentences with the given verbs and *used to* to make a sentence that is true about them.
- Ask students to complete the activity.
- Check students' answers.

A WHAT I WEAR Listening
Aim: Listen to discussions about changing tastes in fashion

Vocabulary

1 Listen and repeat. 2-01

2 Fill in the blanks with the best vocabulary words.

- Excuse me. Do you have this in a small _____?
- I don't like these pants. The _____ are too small. I can't fit my phone in them.
- My school makes us wear a(n) _____. I like it, but others don't.
- That jacket is way too _____. I can't even close the front.
- This hoodie is too _____. It's twice my size.
- Roll up your _____ while you're cooking. You don't want them to get dirty.
- I'd like to _____ this dress. Is there a dressing room I can use?
- I saw an interesting _____ at the bookstore.

Focus

3 Talk with a partner.

What do you think of this shirt?

I like it. I used to have one just like it.

What do you wear to school?

I used to wear a uniform. I don't anymore.

NOTE
We use *used to* to talk about the past. We use it to talk about things that we did regularly in the past or a situation that was true in the past, but not now.
 used to wear tight clothes all the time.

4 Use the given verbs and *used to* to make sentences about you.

Ex. I used to wear leather jackets.

- I _____ (wear)
- I _____ (eat)
- I _____ (play)

Answer Key

Sample answers

1. I used to wear a baseball cap to school.
2. I used to eat cookies for breakfast.
3. I used to play at the park on weekends.

Teacher's Note

used to

Use to, not *used to*, is used when making sentences and asking questions with *did* and *didn't*. Make sure students understand this. See the examples below.

Ex.

Did you use to wear a uniform at school?
Didn't you use to live in that house?
I didn't use to live there.
They didn't use to go swimming during summer vacation.

Listen Up

5 Listen and circle the answers. 2-02

- What did Anne use to wear?
a. b.
- What would Mirida like to try on?
a. b.
- What did Frank use to like?
a. b.
- Which pants will Suhir buy?
a. b.

6 Listen again. Circle the words you hear. 2-02

loose magazine tight try on uniform size pocket hoodie

Wrap Up

7 Listen and circle the answers. 2-03

- What kinds of jackets did Amanda use to like?
a. leather b. sports c. tight d. loose
- Why does Amanda keep the jeans?
a. She has lost weight. b. She likes jeans. c. She likes tight clothes. d. She thinks baggy clothes are fashionable.
- Circle *true* or *false*.
a. Amanda likes her orange clothes. true false
b. Amanda doesn't like clothes without sleeves. true false
c. Amanda will give Mandy some shoes if they fit. true false
d. Amanda gives Mandy a leather jacket. true false

8 Listen again. Circle Amanda's clothes. Draw a square around Mandy's clothes. 2-03

Listen Up

5 Listen and circle the answers. 2-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. b
2. b
3. a
4. b

6 Listen again. Circle the words you hear. 2-02

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom
loose, tight, uniform, try on, hoodie

Wrap Up

7 Listen and circle the answers. 2-03

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. a
2. d
3. a. true
b. true
c. true
d. true

8 Listen again. Circle Amanda's clothes. Draw a square around Mandy's clothes. 2-03

- Listen to the audio.
- Ask students to circle Amanda's clothes and draw a square around Mandy's clothes.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Amanda's clothes: large black leather jacket, scarves, orange jacket, baggy jeans
Mandy's clothes: all the shoes, faded tight jeans, pink dress, short black leather jacket

Extra Practice What did you use to do...?

Have students practice asking and answering questions with *used to*. Tell two students to stand up. Have them play *Rock, Scissors, Paper*. Tell the winner of the game to ask the other student a question using *use to*. The other student should then answer the question. After answering correctly, that student then gets to choose another student to ask a question to. Repeat this process until every student has asked and answered a question. Tell students to ask questions about what they used to do in elementary school, middle school, during summer or winter vacation, etc.

Ex.

What did you use to play in elementary school? → I used to play *Super Mario Bros* in elementary school.

Aim: Talk about things you used to like

Vocabulary

1 Listen and number. 2-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

1. design
2. fashion
3. skirt
4. chain
5. sneakers
6. brand
7. celebrity
8. jewelry

- Practice again. Point at words in the book and ask students to say the words aloud.

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. celebrity
2. skirt
3. sneakers
4. brand
5. fashion
6. jewelry
7. design
8. chain

Teacher's Note

Jewelry

Introduce jewelry such as *anklets, bracelets, necklaces, pendants, rings, and watches*. Introduce materials and gem stones such as *diamonds, emeralds, gold, platinum, rubies, sapphires, silver*, and so on. Ask students about jewelry, such as why people like it, what kinds of jewelry are popular, and what kind of meaning jewelry can have for people.

B THAT USED TO BE MY FAVORITE Speaking
Aim: Talk about things you used to like

Vocabulary

1 Listen and number. 2-04

1 design

7 celebrity

6 brand

2 fashion

5 sneakers

3 skirt

4 chain

8 jewelry

NOTE: Sneakers are called trainers in British English.

2 Fill in the blanks with the best vocabulary words.

1. A _____ is a famous person.
2. A _____ is a kind of clothing worn mostly by women.
3. _____ are very comfortable on your feet.
4. A _____ is a group of products made by a specific company.
5. _____ is the most popular clothes, appearance, or behavior at a certain time.
6. _____ is worn by both men and women, and is often expensive.
7. A _____ is a certain type or way that something is made.
8. A _____ is made of a line of metal rings that are connected.

Focus

3 Talk with a partner.

I used to love celebrities.

Really? Me too! I follow all my favorite celebrities online.

NOTE: Would can be used to talk about repeated past actions.
Ex: I would call my dad every night before I went to bed.

4 Listen and circle the answers. 2-05

1. Inara

What did Inara use to love?
a. celebrities
b. sneakers

2. Darwish

What is Darwish embarrassed about?
a. wearing jewelry
b. following a celebrity

3. Nadine

What did Nadine hate to wear?
a. sneakers
b. skirts

4. Charlie

What does Charlie not wear anymore?
a. jewelry
b. earrings

Focus

3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different activities and ideas.

4 Listen and circle the answers. 2-05

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. b
2. b
3. b
4. b

Expressions
Linkers and connectors

5 Look at the table.

Linker & Connector	Purpose	Example
also	to add	I also like sneakers and boots.
so	to show cause and effect	I don't like skirts, so I always wear jeans.
like	to give examples	I love junk foods like pizza and burgers.
but	to contrast	I like the design, but I don't like the cost.

6 Read and write responses using the linkers and connectors in 5.

1. I love hip-hop and rock music. How about you? (Ex: I also love hip-hop and rock music.)
2. I used to play video games a lot, so I'm still pretty good at them. How about you?
3. I like salty food like pizza. How about you?
4. I like exciting movies, but I don't like scary movies. How about you?

Speak Up

7 Write sentences about yourself and the given categories using *used to*. Then talk with a partner.

1. (game) Ex: I used to love Minecraft.
2. (movie) _____
3. (food) _____
4. (clothing) _____
5. (music) _____

Wrap Up

8 Look at what you wrote in 7. How have you changed? Write about your current favorite things in each category. Talk with a partner. What do you have in common?

1. (game) Ex: Now I like to play FIFA.
2. (movie) _____
3. (food) _____
4. (clothing) _____
5. (music) _____

NOTE: The term in common is used to talk about something that is true of two people or things.

Expressions
Linkers and connectors

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.

6 Read and write responses using the linkers and connectors in 5.

- Ask students to read the sentences and questions.
- Ask students to write responses using linkers and connectors on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

1. I like hip-hop, but I love heavy metal.
2. I am also pretty good at video games.
3. I don't like salty food, so I never eat pizza.
4. I love scary movies.

Speak Up

- 7 Write sentences about yourself and the given categories using *used to*. Then talk with a partner.
- Ask students to read the categories.
 - Ask students to write a sentence about themselves using *used to* and the category on the line.
 - Tell students to find a partner.
 - Ask students to talk about the things they used to like.
 - Check students' conversations to make sure they're speaking properly.
 - Ask some students to present their conversations to the class.
 - Give feedback.

Answer Key

Sample answers

1. I used to watch movies every day.
2. I used to eat a lot of junk food.
3. I used to buy clothing every month.
4. I used to listen to music while studying.

Wrap Up

- 8 Look at what you wrote in 7. How have you changed? Write about your current favorite things in each category. Talk with a partner. What do you have in common?

- Ask students to look at what they wrote in activity 7.
- Ask students to write sentences about what they like now on the lines.
- Tell students to work with the same partner from activity 7.
- Ask students to talk about the things they like to do now.
- Tell students to mark down the things they have in common.
- Tell students to use the words and patterns from activities 5, 6, and 7.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.

Extra Practice I used to... , but now I... .

Have students practice talking about what they used to do or like and what they do or like now, with the pattern:

"I used to _____, but now I _____."

Ex.

I used to like playing soccer, but now I like playing basketball.

Answer Key

Sample answers

1. Now I watch movies less often.
2. Now I eat healthy food.
3. Now I buy clothing twice a year.
4. Now I focus on studying.

Aim: Learn about fashion trends in the past

Vocabulary

1 Listen and repeat. 2-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. Point at words in the book and ask students to say the words aloud.

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. whisper
2. trend
3. secret
4. formal
5. casual
6. expensive
7. cheap
8. popular

Pre-reading

3 Look at the pictures. Talk with a partner. Guess the countries where the fashion trends comes from.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to guess and write down the countries where the fashion trends come from.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. Vietnam
2. Scotland
3. Mongolia

C PAST FASHION TRENDS

Reading
Aim: Learn about fashion trends in the past

Vocabulary

1 Listen and repeat. 2-06

 whisper
 trend
 popular
 expensive
 secret
 cheap
 casual
 formal

2 Fill in the blanks with the best vocabulary words.

1. When you _____, you speak very quietly.
2. A(n) _____ describes something that many people enjoy or do at around the same time.
3. When you tell someone something you don't want them to tell others, it's a(n) _____.
4. People often wear _____ clothing when they go to special events like weddings.
5. Many schools don't require uniforms and allow students to wear _____ clothing.
6. Something that costs more than you think it should cost is _____.
7. Something that costs less than you think it should cost is _____.
8. Something or someone who is liked by many people is _____.

Pre-reading

3 Look at the pictures. Talk with a partner. Guess the countries where the fashion trends come from.





Fashion Trends through the Ages

4 Read the article. 2-07

1 _____

In the 16th century, most people had healthy teeth. This is because sugar was not in most food since it was very expensive. One person who loved sweets and had enough money to buy them was Queen Elizabeth I of England. She loved sweets so much that some people say her teeth were black. But instead of seeing black teeth as dirty, people saw them as trendy. People started to blacken their teeth so that they could look rich and noble like Queen Elizabeth.

2 _____

High heels are very popular with women. Women wear them with both formal and casual clothing. Some are cheap and affordable, while others are extremely expensive. But here's a little secret: high heels were first popular among men! High heels were originally made for Persian horse riders. But they became popular in the 15th century with Europeans. In fact, people say that King Louis XIV, a 17th century French king, wore heels that were almost 10 cm tall!

3 _____

The samurai were once the highest class of people in Japan. People looked to them to see what was fashionable. One thing that almost all samurai had in common was their hairstyle—called a *chonmage* or topknot. This look was made by shaving the top of one's head and growing out the back and sides. Then the long hair was wrapped into a bun and placed on top of the head. Samurai did this to help keep their helmets on top of their head, but it soon became a very fashionable hairstyle.

NOTE
A class is a group of people in a country that share certain economic or social qualities.

Comprehension

5 Circle true or false.

1. Sugar used to be very expensive.	true	false
2. People used to think that black teeth were dirty.	true	false
3. The French were the first to wear high heels.	true	false
4. The samurai were the highest class of people in Japan.	true	false
5. A <i>chonmage</i> was used to help keep a samurai's helmet on his head.	true	false

6 Circle the best titles for the paragraphs. Then write them in the spaces above.

1. Paragraph 1: a. Sweet Tooth b. Black Candy c. Kings and Queens
2. Paragraph 2: a. Cheap Deals b. A Man in Heels c. Persian Horses
3. Paragraph 3: a. 47 Loyal Samurai b. Knot on a Samurai c. The Origin of Sushi

Wrap Up

7 Talk with a partner.

1. Describe a fashion trend from the past. Why do you think the trend went away?
2. Name someone you think is very fashionable and explain why you think so.
3. What are some current fashion trends? Describe them.

Teacher's Note

Traditional Clothing

Explain the traditional clothing of some countries to students. Then, ask the students to describe the traditional clothing of their country. Make sure to point out similarities and differences between the traditional clothing of their country and other countries. Below is a short list of some countries' traditional clothing. Prepare pictures to show students.

- Central America and Mexico: huipil
- Germany: lederhosen
- India: sari
- Japan: kimono
- Korea: hanbok
- Malaysia: kebaya
- Scotland: kilt
- South East Asia: sarong
- Spain: flamenco dress
- West Africa: agbada

- 6 Circle the best titles for the paragraphs. Then write them in the spaces above.
- Ask students to answer the questions.
 - Ask students to write the correct titles in the blanks.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. a
2. b
3. b

Wrap Up

- 7 Talk with a partner.
- Tell students to find a partner.
 - Tell students to discuss the questions.
 - Ask students if they would like to share their discussion with the class.
 - Ask follow-up questions.

Extra Practice Create Traditional Clothing

Have students get into groups of three to four. Then, have them draw or craft their own set of traditional clothing for their country. Tell students to describe the purpose of each item of clothing. Tell students to list as many kinds of clothing as possible. When all groups are done, have each group present their traditional clothing to the class. Remember to give feedback and ask follow-up questions.

- 4 Read the article. 2-07
- Listen to the audio.
 - OR
 - Read the article aloud.
 - OR
 - Ask students to read parts of the reading aloud.
 - Replay the audio if needed.

Comprehension

- 5 Circle true or false.
- Ask students to circle the correct answers.
 - Replay the audio if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. true
2. false
3. false
4. true
5. true

Aim: Write a description of someone's outfit

Vocabulary

1 Listen and number. 2-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

1. pattern
2. collar
3. blouse
4. old-fashioned
5. outfit
6. perfume
7. unusual
8. lipstick

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. pattern
2. perfume
3. outfit
4. collar
5. unusual
6. lipstick
7. blouse
8. old-fashioned

Grammar

3 Look at the tables. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar points are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the information from the table and make their own example sentences.

D WHAT ARE YOU WEARING?

Writing
Aim: Write a description of someone's outfit

Vocabulary

1 Listen and number. 2-08



2 Fill in the blanks with the best vocabulary words.

1. The shirt has a blue and red _____ on it.
2. I don't wear _____ because I don't like having a strong smell.
3. Wow! I love your _____. Your shirt, shoes, and skirt are all so cute.
4. I don't like shirts with a(n) _____ on them. They're too formal.
5. What a(n) _____ jacket. It has 10 pockets!
6. I don't like to wear _____ because it always gets on my teeth.
7. I don't like to wear this _____ because it's too loose on me.
8. That hat is so _____. It looks like something my grandpa would wear.

NOTE Remember that you can use intensifiers like so, really, and very to make your statements stronger.

That hat looks so old-fashioned.

Whatever... I look really amazing.

Grammar

3 Look at the tables. Then talk with a partner.

Past Simple Tense	Present Perfect Tense
To describe actions, events, or situations that happened in a finished period of time Ex: She bought that blouse last year.	To describe things that happened before now, in a period of time that is not finished yet Ex: She has bought lots of new clothes recently.
To describe things that happened repeatedly for some time in the past, but not now Ex: She wore the same kinds of clothes throughout high school.	Use <i>ever, never, several times, etc.</i> to describe things that happened or did not happen in an unfinished time period Ex: He has never worn a suit in his life.
	To describe things that happened before now and have a result or effect in the present Ex: Her style has changed a lot.

NOTE Go to page 96 to see a chart of regular and irregular past participles

Teacher's Note

More on Intensifiers

Explain some other intensifiers to students, such as *amazingly, exceptionally, incredibly, particularly, remarkably, and unusually*. Also, explain to students that instead of using *very + adjectives*, they can use strong adjectives such as *awful, brilliant, certain, delicious, disgusting, dreadful, enormous, excellent, huge, ideal, perfect, splendid, terrible, tiny, and wonderful*. Instead of using *very + strong adjectives*, intensifiers such as *absolutely, completely, exceptionally, particularly, really, quite, totally, and utterly* are used with strong adjectives.

	Form	Example
Present Perfect Statements	subject + have/has + past participle	I have worked on this before. Julie has broken her arm twice.
Present Perfect Negative Statements	subject + have/has + not + past participle	I have not worn a suit before. Michelle and Alex have not been to Spain before.
Present Perfect Questions	Wh-question + have/has + subject + past participle + ?	What have you learned in school? Who has been to the United States before?

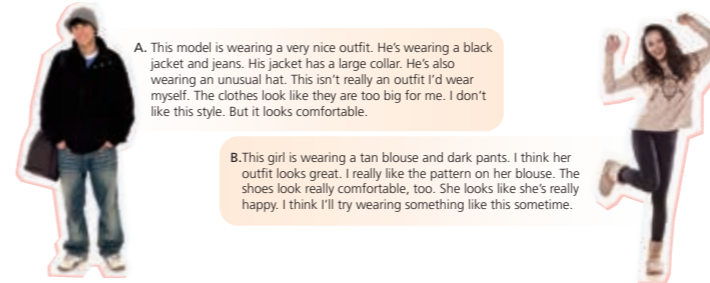
4 Complete the sentences in the present perfect tense using the given words.

1. Lucas _____ (buy) a lot of new clothes recently.
2. Melissa and Rob _____ (wear) uniforms in the past.
3. I _____ (not buy) an outfit for the wedding next week.
4. What have you _____ (buy) in the last month?
5. Where have you _____ (go) in the last year?

NOTE In the present perfect tense, we can define a period of time by the duration with *for + (period of time)* or by its start with *since + (a point in time)*.
Ex: I have lived here **for 3 years**.
I have lived here **since 2020**.

Writing

5 Read the descriptions. Then complete the sentences. Answers will vary.



A. This model is wearing a very nice outfit. He's wearing a black jacket and jeans. His jacket has a large collar. He's also wearing an unusual hat. This isn't really an outfit I'd wear myself. The clothes look like they are too big for me. I don't like this style. But it looks comfortable.

B. This girl is wearing a tan blouse and dark pants. I think her outfit looks great. I really like the pattern on her blouse. The shoes look really comfortable, too. She looks like she's really happy. I think I'll try wearing something like this sometime.

1. The writer likes outfit _____ the best because _____.
2. The writer thinks that outfit A looks _____.
3. The writer thinks that outfit B looks _____.

Wrap Up

6 Write about your own outfit and a classmate's, or choose two of the outfits below. Write your descriptions on a separate piece of paper. Include your opinion of each outfit.



- Read the contents of the table.
- OR
- Ask students to read the table.
- Teach students about the present perfect tense and how it's used in affirmative form, negative form, and question form.
- Explain how the present perfect tense can be used to define duration by using the words *for* or *since*.
- Ask students to make their own example sentences in the present perfect form.

4 Complete the sentences in the present perfect tense using the given words.

- Ask students to read the sentence prompts.
- Ask students to use the present perfect tense of the given words to complete the sentences.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. Lucas has bought a lot of new clothes recently.
2. Melissa and Rob have worn uniforms in the past.
3. I have not bought an outfit for the wedding next week.
4. What have you bought in the last month?
5. Where have you gone in the last year?

Writing

5 Read the descriptions. Then complete the sentences. Answers will vary.

- Ask students to read the outfit descriptions.
- Ask students to read the sentence prompts.
- Ask students to write the correct words in the blanks to complete the sentences.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

1. The writer likes outfit B the best because it looks great.
2. The writer thinks that outfit A looks too big.
3. The writer thinks that the girl in outfit B looks really happy.

Wrap Up

6 Write about your own outfit and a classmate's, or choose two of the outfits below. Write your descriptions on a separate piece of paper. Include your opinion of each outfit.

- Ask students to think about their and a classmate's outfits or two of the outfits from activity 6.
- Ask students to write a description for the outfits.
- Tell students to use the patterns in activities 2, 3, 4, and 5.
- Tell students to write their descriptions on a separate sheet of paper.
- Check students' descriptions to make sure they're writing correctly.
- Ask some students to present their descriptions to the class.
- Give feedback.

Extra Practice Guess Who?

Before class, write each student's name on a separate slip of paper. During class, hand a slip of paper to each student. Make sure each student has a slip of paper with a different name on it. Then, ask each student to write a description of the student on their slip of paper. Tell students to use the patterns from activity 6 in their descriptions. When all the students are done writing, choose a student and have him or her read their description to the class. Tell the student not to name who he or she is describing. Have the other students guess who is being described. The student who guesses correctly can then read his or her description to the class. Repeat this process several times or until each student has had a turn to speak.

Lesson E WHAT'S TRENDY?

Aim: Make predictions about future trends

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 2 video.

2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

3, 1, 2

3 Watch again. Circle the words you hear.

- Ask students to read the words.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

whisper, perfume, scarf, uniform, pattern

4 Watch again. Circle true or false.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. false 2. false 3. true 4. false 5. true

5 Answer the questions.

- Ask students to read the questions.
- Ask students to write the correct answers on the lines.
- Ask students to complete the activity.
- Check students' answers.

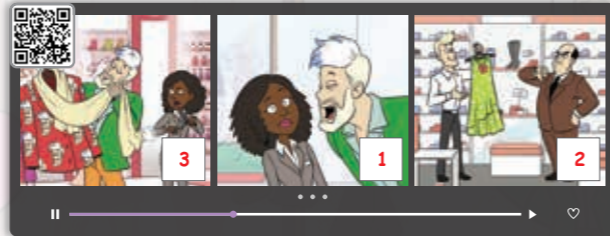
E WHAT'S TRENDY?

Project
Aim: Make predictions about future trends

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Circle the words you hear.

whisper perfume collar scarf uniform pattern size magazine

4 Watch again. Circle true or false.

1. Gloria is a fashion designer. true false
 2. Marc Mendez changed his name. true false
 3. Mendez has worked for other companies. true false
 4. Mendez used to sell blouses. true false
 5. Mendez made a scarf with his hair. true false

5 Answer the questions.

1. Why does Gloria say she is sorry?
 2. What did Mendez use to do?
 3. What is Mendez's newest design?

6 Watch again. Circle the words you hear.

1. Welcome to **Celebrity / Designer** Circus—the show that gives you a(n) **inside / sneak** look into the world of celebrities / designers.
 2. I understand that you **used to / once** work for many different clothing companies / brands before becoming a famous fashion designer.
 3. We have a new **outfit / pattern** in our men's **casual / formal** wear.
 4. This scarf is made **with / from** my actual hair. People are **saying / have said** that it's the best scarf they've / they're ever seen.

Answer Key

Sample answers

1. She called the designer Marc instead of Mendez.
2. He used to work for different companies.
3. His newest design is a police uniform.

6 Watch again. Circle the words you hear.

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. Celebrity, inside, celebrities
2. used to, brands
3. pattern, formal
4. with, have said, they've

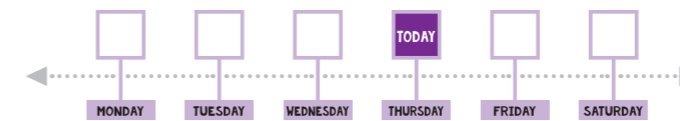
Grammar

7 Listen and number the days with the correct events.

- Listen to the audio.
- Ask students to write the correct numbers in the boxes.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Grammar

7 Listen and number the days with the correct events.



21st Century Skills

Predicting Future Trends

8 Work with a group. Answer the questions. Fill in the table or write your answers on a separate piece of paper. Then discuss how your tastes have changed.

Question	My Answer		My Group's Answer	
	3 years ago	Now	3 years ago	Now
What is / was your favorite clothing brand?				
Who is / was your favorite singer?				
What is / was your favorite food?				
What are / were your favorite TV shows and movies?				
Who is / was your favorite celebrity?				

9 Look at the pictures. What do you think of their fashion? Talk with a group.



10 Do research. Use your classmates, the internet, and magazines to collect photos of fashionable celebrities. What trends do you see? Make a list of this year's trends on a separate piece of paper.

11 Do you think fashion trends differ in different countries? What are some trends you see in your country that might be different in other countries? Write a report with your opinion.

Answer Key

From left to right

1. Monday
2. Tuesday
3. Friday
4. Wednesday
5. Saturday

21st Century Skills

8 Work with a group. Answer the questions. Fill in the table or write your answers on a separate piece of paper. Then discuss how your tastes have changed.

- Tell students to get into groups.
- Ask students to look at the table.
- Ask students to answer the questions from the table.
- Tell students to write their answers on the table or on a separate sheet of paper.
- Ask students to discuss their answers as a group.
- Tell students to use the patterns from the previous lessons in Unit 2.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

9 Look at the pictures. What do you think of their fashion? Talk with a group.

- Tell students to work with the same group.
- Ask students to look at the pictures.
- Ask students to talk about the fashion shown in each picture.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

10 Do research. Use your classmates, the internet, and magazines to collect photos of fashionable celebrities. What trends do you see? Make a list of this year's trends on a separate piece of paper.

- Tell students to work with the same group.
- Ask students to do research on celebrities and current fashion trends.
- Tell students to talk to their classmates and use the internet and magazines for their research.
- Ask students to make a list of this year's fashion trends.
- Check students' lists to make sure they're working properly.
- Give feedback.

11 Do you think fashion trends differ in different countries? What are some trends you see in your country that might be different in other countries? Write a report with your opinion.

- Tell students to work with the same group.
- Ask students to make a prediction for future fashion trends.
- Tell students to talk about and write their trends on a separate sheet of paper.
- Check students' work to make sure they're working properly.
- Ask some students to present their fashion trends to the class.
- Give feedback.

Extra Practice Trends in the Year 3000

Have students predict fashion and technology trends for the year 3000. Tell students to work in the same groups as activity 8. Tell students to write their predictions in a similar manner as activity 11. When students are done, ask some groups to present their work to the class. Remember to give feedback and ask follow-up questions.

This unit will give students the ability to talk about cultural events and festivals using the present perfect, past simple, and present perfect continuous tenses. Students will also gain the ability to write a review and present on events that they attended.

Scan the QR code to download the Unit 3 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 3 AIMS

- Lesson A: Read about rock 'n' roll music
- Lesson B: Listen to people talk about cultural events they have attended
- Lesson C: Talk about traditional cultural events and celebrations
- Lesson D: Write a review of a play, movie, or concert
- Lesson E: Create a presentation about a cultural festival

Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
admission audience hit influence inspiration origin performer style	ceremony custom dull entertainment firework magnificent regular traditional
Lesson C	Lesson D
annual community eager ordinary participate recognize register spectacular	analysis brief conclusion plot provide review scene worth
Lesson E	
goal guide scoop wrestling	



present perfect continuous tense

The present perfect continuous is formed using *has / have been + verb + -ing*. It is used to talk about continuing events happening between the past and now.

We often use the signal words *since, for, recently, and lately* with the present perfect continuous tense.

Usages	Examples
to talk about actions which started in the past and continue up until now	I've <i>been coming</i> to this festival every year since 2012.
to talk about temporary habits or situations	Have you <i>been studying</i> much recently?
to talk about actions which have recently stopped and have a result in the present	I've <i>been helping</i> Janice at the food stall all day, so I'm exhausted.

Unit 3 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 3 cover page.
- Ask the class the questions.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking their partner the questions.

Extra Practice More Discussion

Ask more questions about culture and festivals.

Ex.

What aspect of your culture would you like to tell a person from another country about?
How would you describe that aspect of your culture to that person?
What foreign cultures are you interested in? Why?
What would you like to learn about that foreign culture? Why?

Key Grammar

present perfect tense vs. past simple tense

The present perfect is used to talk about actions that happened at an unspecified time in the past. It can also be used to talk about unfinished events between the past and now. The past simple is used to talk about completed actions in the past, often specifying when the action took place.

Forms	Examples
present perfect	I <i>have just cooked</i> dinner. I <i>have seen</i> some amazing rock concerts.
past simple	She <i>wore</i> a traditional costume last night. They <i>visited</i> a folk village yesterday.

Lesson A WHAT A PERFORMANCE!

Aim: Read about rock 'n' roll music

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 3-01

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the vocabulary words under the correct pictures.

Answer Key

1. performer
2. audience
3. style
4. inspiration
5. hit
6. influence
7. admission
8. origin

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the forms of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Check students' answers.

Answer Key

1. audience
2. performer
3. influence
4. admission
5. origin
6. hit
7. style
8. inspiration

Pre-reading

3 Look at the pictures. Talk with a partner. What types of music do you see? What types do you like? Where did you first hear these types of music?

- Ask students to look at the pictures.
- Ask students to take turns asking and answering the questions in the directions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their answers with the class.
- Ask follow-up questions.
- Give feedback.

A
WHAT A PERFORMANCE!
Reading
Aim: Read about rock 'n' roll music

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 3-01

origin hit	style performer	admission influence	audience inspiration
---------------	--------------------	------------------------	-------------------------

performer

audience

style

inspiration

hit

influence

admission

origin

2 Fill in the blanks with the best vocabulary words. Change the forms of the words if necessary.

- Remember, kids, a good _____ member knows when to clap and when to sit quietly.
- Are you excited to see the ballet tonight? I heard Qiao Yang is an amazing _____.
- I'd like to change my teacher's mind about my grades. What argument might _____ him?
- I want to go to the concert, but the _____ fee is very high.
- Do you know the _____ story of this band? I'd like to know where they came from!
- This song is number one on the charts! I didn't think it'd be such a big _____.
- Have you heard of Jay Chou? His musical _____ combines rap and classical.
- I have been to a lot of different countries. Different cultures give me _____ for my music.

Pre-reading

3 Look at the pictures. Talk with a partner. What types of music do you see? What types do you like? Where did you first hear these types of music?

Teacher's Note

Music Genres

Before class, prepare examples of music from different music genres. During class, ask students to get into groups of three or four and make a list of their top 10 favorite music genres. Compare the groups' lists when everyone is finished. Then, discuss the genres students listed. Ask them to give you examples of artists and songs in each genre. Then, discuss some of the genres they didn't mention. Give examples of songs and artists in each genre you mention. Below is a brief list of music genres from around the world.

jazz	blues	folk
country	classical	reggae
hip hop	soul / RnB	rock
punk	metal	pop
a cappella	grunge	funk
orchestra	big band	ambient
drum and bass	ska	ballad
opera	bluegrass	new wave
house	techno	pop rock
salsa	merengue	tango

4
Read the article.
3-02

THE ORIGIN OF ROCK 'N' ROLL

Rock 'n' roll has been a popular style of music since the late 1940s. There are many different people responsible for its beginnings. However, it's widely believed that its origin lies in a performer named Sister Rosetta Tharpe. As a child, Rosetta was frequently found, alongside her mother, in the audience of gospel concerts across the American South. She was a part of her mother's musical performances from the age of four. She was known as a musical prodigy because of her singing and guitar-playing skills. Tharpe also used the admission fees from her concerts to help support her family.

Tharpe began recording in 1938, at the age of twenty-three. Many songs from her first album instantly became popular. Her first rock 'n' roll hit was recorded in 1944, and it featured Tharpe singing and playing the electric guitar. It also had band members playing piano, bass, and drums. It was called "Strange Things Happening Every Day," and it reached number two on the Billboard charts.

Sister Rosetta has been an inspiration for many musicians. Little Richard, Elvis Presley, Johnny Cash, and many other musicians have said that Tharpe's musical influence helped to shape their careers. While there have been many great rock 'n' roll musicians since Rosetta Tharpe, she remains known as the first.

Since the 1940s, rock music has gone through many changes. In the 50s, the music was a mixture of rock 'n' roll, blues, country, and jazz. Today, rock music is usually performed with one or two electric guitars, a bass guitar, and a drum kit. Rock 'n' roll is popular all over the world. In addition, it's more than just a musical style. It has influenced certain types of lifestyles, fashions, attitudes, and it has even influenced language.

NOTE
"n" is an abbreviation (short form) of the word and. It is often seen in brand names, band names, and other forms of informal language.

NOTE
A prodigy is a young child who has a lot of talent or ability in a specific area at a young age.

Wrap Up

5 Circle true or false.

1. Rosetta Tharpe had a lot of talent at a young age.	true false
2. Rosetta Tharpe had only one big hit.	true false
3. Rock 'n' roll is the same today as it was when it began.	true false
4. Sister Rosetta Tharpe had many inspirations for her music, such as Johnny Cash.	true false
5. Music can influence language.	true false

6 Complete the summary. Circle the answers and fill in the blank.

Rock 'n' roll 1. began / start / origin in the 1940s when performer Sister Rosetta Tharpe tried out a new 2. influence / style / hit of music using an electric guitar. She wrote and sang the 3. pop / perform / hit song 4. " _____." Her 5. inspiration / influence / admission on music has been an 6. influence / origin / inspiration to many artists who've come after her.

7 Answer the questions, then talk with a partner.

- What's your favorite band or singer? _____
- What's your favorite song called? _____
- Is it a hit song? _____
- What kind of music is it? _____
- Can you guess the origin of this type of music? _____
- Do you know what music influenced the musician? _____
- What other musicians or songs are similar to the song you chose? _____

4 Read the article. 3-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

Wrap Up

- 5 Circle true or false.
- Ask students to read the sentences and circle *true* or *false*.
 - Replay the audio if needed.
 - Check students' answers.

Answer Key

1. true
2. false
3. false
4. false
5. true

6 Complete the summary. Circle the answers and fill in the blank.

- Ask students to read the summary.
- Ask students to circle the correct words and fill in the blanks.
- Check students' answers.

Answer Key

1. began
2. style
3. hit
4. Strange Things Happening Every Day
5. influence
6. inspiration

7 Answer the questions, then talk with a partner.

- Ask students to read the questions.
- Tell students to write their answers in the book or on a separate sheet of paper.
- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Extra Practice Favorite Music Genres

Tell students to find a partner. Then, have each pair of students think of their favorite music genres. Ask them to write in outline form a short history of their favorite music genre. Tell them to describe pioneers and famous musicians of their favorite genres. Have students write their histories on a separate sheet of paper. Tell students to research their genres online if needed. When everyone is finished working, have each pair of students present their music genres to the class. Remember to ask follow-up questions and give feedback.

Aim: Listen to people talk about cultural events they have attended

Vocabulary

1 Listen and number. 3-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.

Answer Key

1. firework
2. custom
3. dull
4. ceremony
5. regular
6. traditional
7. magnificent
8. entertainment

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match the words with the correct definitions.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. h | 2. e |
| 3. d | 4. f |
| 5. a | 6. g |
| 7. c | 8. b |

Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

4 Match the sentence parts. Then put a (✓) for present perfect tense or (X) for past simple tense.

- Ask students to read the sentence parts.
- Ask students to match the correct sentence parts together.
- Ask students to mark whether each sentence is in the present perfect or past simple tense.
- Check students' answers.

Answer Key

1. c / ✓ 2. a / X 3. e / ✓ 4. b / X 5. d / X

Listening
Aim: Listen to people talk about cultural events they have attended

Vocabulary

1 Listen and number. 3-03



2 Match the words with the definitions.

- | | |
|------------------|--|
| 1. magnificent | • a. describes ways of behaving that have continued in a group for a long time |
| 2. entertainment | • b. a container that explodes, making bright colors or a loud noise |
| 3. ceremony | • c. something that happens or is done often |
| 4. dull | • d. a set of acts performed on an important, traditional occasion |
| 5. traditional | • e. a show, film, movie, or another type of performance |
| 6. custom | • f. the opposite of exciting |
| 7. regular | • g. a habit or way of behaving that follows how people used to do things |
| 8. firework | • h. something that is great or amazing |

Grammar

3 Look at the table.

Present Perfect Tense vs. Past Simple Tense	
Present Perfect Tense	Past Simple Tense
to talk about actions at an unspecified time between the past and now	to talk about completed actions in the past (we often specify when the action took place)
I have just finished my homework.	She wore a regular sports jacket to prom last week.
I have seen fireworks several times.	They went to the traditional celebration yesterday.

4 Match the sentence parts. Then put a (✓) for present perfect tense or (X) for past simple tense.

- | | | |
|---------------------|---|-----------------------------|
| 1. I have done | • a. firework in science class. | 1. <input type="checkbox"/> |
| 2. We made a | • b. festival was dull. | 2. <input type="checkbox"/> |
| 3. She has lost the | • c. the traditional dance several times. | 3. <input type="checkbox"/> |
| 4. I told them the | • d. entertainment. | 4. <input type="checkbox"/> |
| 5. I enjoyed the | • e. masks for the ceremony. | 5. <input type="checkbox"/> |

Extra Practice Present Perfect and Past Simple Tense Race

Before class, prepare a list of 20 to 30 activities, such as "do homework." Next to each activity, list either "present perfect" or "past simple." Make sure to have an even distribution of each. During class, split the class up into two teams. Have each team line up at the front of the class. Show the first student in each line one of the activities with the verb tense. Tell the students that they are to make a correct sentence using the activity and verb tense they were shown. The first student to make a correct sentence wins a point for their team. Afterward, have those two students move to the back of their respective lines. Repeat this process until every student has had a turn or until you have exhausted all of the activities on your list. The team with the most points at the end is the winner.

Focus

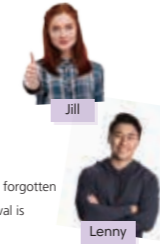
5 Talk with a partner.



Listen Up

6 Listen and circle the answers. 3-04

- | | |
|-----------------------------------|-------------------------------|
| 1. Lenny is going to be at _____. | 2. What has Lenny been doing? |
| a. the Sweetwater Film Festival | a. watching movies |
| b. the firework display | b. filming a movie |
| c. Barratt Cinemas | c. making fireworks |
| d. Powell Theater | d. practicing an act |
-
- | | |
|--|---|
| 3. Lenny's last performance was _____. | 4. Jill thinks that _____. |
| a. three years ago | a. Lenny's act will be magnificent |
| b. at Barratt Cinemas | b. Lenny's firework display will be forgotten |
| c. in elementary school | c. nobody knows where the festival is |
| d. at a fireworks festival | d. the film festival will be dull |



Wrap Up

7 Listen and write the correct words in the blanks. Then put a (✓) for present perfect tense or (X) for past simple tense. 3-05

- I'm glad that Spring Festival has _____!
- I _____ better performers _____!
- Because I've _____ building my drone.
- It _____ such a magnificent display _____!
- She _____ prepared them. I can't wait!

8 Listen again. Circle true or false. 3-05

- Gary has built a drone. true false
- Flying drones is traditional during the Lantern Festival. true false
- Lucy liked the lantern display last year. true false
- Lucy is most looking forward to preparing cakes. true false
- Lucy often goes to ceremonies. true false

Wrap Up

7 Listen and write the correct words in the blanks. Then put a (✓) for present perfect tense or (X) for past simple tense. 3-05

- Listen to the audio.
- Ask students to write the correct words in the blanks and mark whether the sentences are in the present perfect or past simple tense.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. finished / ✓
2. saw, last year / X
3. just finished / ✓
4. was, last year / X
5. has already / ✓

8 Listen again. Circle true or false. 3-05

- Listen to the audio.
- Ask students to read the sentences and circle true or false.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. true
2. false
3. true
4. false
5. false

Teacher's Note

Cultural Festivals

Explain to students that there are all kinds of cultural festivals, such as country-specific festivals, music festivals, historic festivals, and food festivals. Then, ask students to work in groups of three to four to come up with five different festivals that they have attended. Discuss each group's festivals as a class after students have made their lists. Then, ask students to make a list of the best cultural aspects of their country to show at a cultural festival that would give foreign travelers the best idea of their country and culture. Make sure students give reasons for their choices. Finally, discuss each group's ideas as a class. Remember to ask follow-up questions and give feedback.

Lesson C SPECTACULAR CELEBRATIONS

Aim: Talk about traditional cultural events and celebrations

Vocabulary

1 Listen and number. 3-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.

Answer Key

1. ordinary
2. recognize
3. register
4. annual
5. community
6. participate
7. eager
8. spectacular

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match the words with the correct definitions.
- Check students' answers.

Answer Key

1. f
2. h
3. a
4. g
5. d
6. b
7. e
8. c

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again and talk about different cultural events and holidays.

4 Listen and circle the best responses. 3-07

- Listen to the audio.
- Ask students to circle the best responses.
- Replay the audio if needed.
- Check students' answers.

Answer Key

1. a
2. b
3. d
4. a

C **SPECTACULAR CELEBRATIONS**

Speaking
 Aim: Talk about traditional cultural events and celebrations

Vocabulary

1 Listen and number. 3-06

4 annual

8 spectacular

1 ordinary

7 eager

6 participate

5 community

3 register

2 recognize

2 Match the words with the definitions.

<ol style="list-style-type: none"> 1. community 2. recognize 3. annual 4. spectacular 5. eager 6. ordinary 7. register 8. participate 	<ol style="list-style-type: none"> a. happening once a year b. usual; not special or different c. to join in or to act in an event or activity d. to be very interested and excited to do something e. to put your name and other information on a list f. a group of people who live near each other g. something that is impressive or exciting h. to know someone because you've seen them before
---	--

Focus

3 Talk with a partner.

How often do you celebrate Chuseok?

How often does this community event take place?

I've been participating in Chuseok every year since I was a girl.

This event has been taking place annually for the last ten years.

4 Listen and circle the best responses. 3-07

1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.
4. a. b. c. d.

Teacher's Note

Cultural Events and Holidays

Have students get into groups of three to four. Ask each group to come up with a list of their top five favorite holidays and cultural events. As a class, discuss each group's list. Get students to tell you about each cultural event and holiday. Next, describe your country's top five holidays and cultural events. Finally, go over some of the more unique cultural events and holidays from around the world. Below is a list of some of the more interesting events from around the world.

- | | |
|-----------|---|
| Brazil | → Carnival |
| USA | → Independence Day |
| China | → Shanghai, Chinese New Year Celebrations |
| Japan | → Sapporo Snow Festival |
| Ireland | → Dublin, St. Patrick's Day Celebration |
| UK | → Gloucester, Cooper's Hill Cheese Rolling and Wake |
| Hong Kong | → Dragon Boat Carnival |
| India | → Mumbai, Diwali: Festival of Lights |
| Spain | → Pamplona, Running of the Bulls |
| Sweden | → Tallberg, Midsummer's Eve Pagan Festival |

Grammar

5 Look at the table.

Present Perfect Continuous Tense		
The present perfect continuous tense is used to talk about a time between the past and now. form: has / have + been + present participle (verb + -ing)		
Usage	Signal Word	Example
to talk about actions that started in the past and have continued up until now	since, for	She <i>has been participating</i> in the event <i>since</i> last year. She <i>has been participating</i> in the event <i>for</i> two years.
to talk about temporary habits or situations	recently, lately	Have you <i>been participating</i> in community events <i>recently</i> ? I've <i>been participating</i> in a lot of events <i>lately</i> .
to talk about actions which have recently finished and have a result in the present		I've <i>been participating</i> in events all day, so I'm exhausted.

6 Unscramble.

1. been taking / every semester? / cultural studies classes / Have you / Mr. Charles's
2. that's why we / She has been / didn't recognize her. / costume for / wearing her / the entire festival,
3. for the / We / all year! / waiting / have been eagerly / annual festival
4. cultural events. / I haven't been participating / know about any / so I don't / in the community,

Speak Up

7 Talk with a partner. Take turns asking and answering the questions. On a separate piece of paper, write your partner's answers.

1. What have you been doing since this morning?
2. What events have you been participating in this year?
3. Have you been to any festivals or celebrations recently?
4. What annual festivals do you celebrate?
5. What cultural festivals have you been studying lately?

8 Fill in the blanks to make a short presentation on your partner's answers. Then share it with the class.

My partner _____ has been 1. _____ since this morning. This year, my partner participated in 2. _____. He / She has gone to 3. _____ recently. In the past, he / she has been to 4. _____. Lately, he / she has been learning about 5. _____.

Wrap Up

9 Write your own questions. Talk with a partner. Then write a short presentation using your partner's answers.

1. Have you been _____?
2. How often _____?
3. _____?

Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.
- Ask students to practice by making their own example sentences.

6 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentences on the lines.
- Check students' answers.

Answer Key

1. Have you been taking Mr. Charles's cultural studies classes every semester?
2. She has been wearing her costume for the entire festival, that's why we didn't recognize her.
3. We have been eagerly waiting for the annual festival all year!
4. I haven't been participating in the community, so I don't know about any cultural events.

Speak Up

7 Talk with a partner. Take turns asking and answering the questions. On a separate piece of paper, write your partner's answers.

- Tell students to find a partner.
- Ask students to take turns asking and answering the questions.
- Tell students to write their partner's answers on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

8 Fill in the blanks to make a short presentation on your partner's answers. Then share it with the class.

- Ask students to read the paragraph.
- Ask students to fill in the blanks with information about their partners from activity 7.
- Check students' writing to make sure they're doing it correctly.
- Ask each student to share their paragraph with the class.
- Give feedback.

Wrap Up

9 Write your own questions. Talk with a partner. Then write a short presentation using your partner's answers.

- Tell students to work with the same partner as in activity 7.
- Ask students to make three new questions.
- Tell students to write their questions in the book or on a separate sheet of paper.
- Ask students to take turns asking and answering their new questions.
- Ask students to write a short presentation, as in activity 8, using their partners' answers.
- Check students' writing to make sure they're doing it correctly.
- Ask some students to give their presentations to the class.
- Give feedback.

Extra Practice Present Perfect Continuous Game

Tell students to get into groups of three to four. Ask each student to list five verbs. Tell them to match each verb with a signal word: *since*, *for*, *recently*, and *lately*. Next, ask one student to show one of their verb + signal word pairings to the student on their right. Have that student then ask the student to their right a question using the present perfect continuous tense and the verb + signal word pairing. Tell the student who gets asked the question to answer it using the present perfect continuous tense. Tell students to repeat this process until everyone's verb + signal word pairings have been exhausted.

Lesson D WHAT A SHOW!

Aim: Write a review of a play, movie, or concert

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 3-08

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the vocabulary words under the correct pictures.

Answer Key

- | | |
|-------------|---------------|
| 1. plot | 2. scene |
| 3. analysis | 4. conclusion |
| 5. provide | 6. brief |
| 7. review | 8. worth |

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Change the forms of the words if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Check students' answers.

Answer Key

- | | |
|----------------------|----------------------|
| 1. analysis / review | 2. plot |
| 3. worth | 4. brief |
| 5. scene | 6. review / analysis |
| 7. provide | 8. conclusion |

Expressions

Phrases to conclude

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of expressions are being highlighted.

Teacher's Note

More on Phrases to Conclude

Explain other common phrases to conclude. Make sure students understand when and how to use them. Below is a brief list of other phrases to conclude.

In the end, In conclusion, Finally, Last but not least, To summarize, As previously mentioned, On the whole,	Ultimately, On a final note, Lastly, In summary, For the most part, In any event, In a nutshell,
--	--

D WHAT A SHOW!

Writing
Aim: Write a review of a play, movie, or concert

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 3-08

review worth	brief plot	scene provide	analysis conclusion
plot	scene	analysis	conclusion
provide	brief	review	worth

2 Fill in the blanks with the best vocabulary words. Change the forms of the words if necessary.

1. We are watching an old movie and then writing a(n) _____ of it for our film studies class.
2. Do you think the _____ of the movie is too confusing? I couldn't keep up with the story.
3. I don't think those tickets were _____ the high price we paid. That play wasn't very good.
4. I liked reading the summary of the play because it was _____. I could read it very quickly.
5. My favorite _____ in the movie was when the police chased the robbers on the highway.
6. Have you read this _____ of the movie *E.T.*? It says the movie is spectacular.
7. This guide will _____ you with a list of all the different concerts in your area.
8. After the concert, I came to the _____ that I don't like that band very much.

Expressions

Phrases to conclude

3 Look at the table.

Phrase	Usage	Example
in the final analysis	when emphasis is needed	I think <i>in the final analysis</i> , people will find that I'm correct.
all things considered	when things are generally positive	<i>All things considered</i> , the play was worth our time.
all in all	when thinking about all parts of something together	<i>All in all</i> , I thought the plot made sense.
in brief	when giving few details	<i>In brief</i> , I thought the play was very dull.

NOTE
Use concluding phrases to introduce a summary of your ideas.

36

4 Read the sentences and write a summary sentence using concluding phrases. Use each expression only once.

- Ask students to read the sentences.
- Ask students to write a summary sentence using one of the phrases to conclude on the line.
- Tell students to use each phrase from activity 3 only once.
- Check students' answers.

Answer Key

Sample answers

1. All in all, there were three important scenes.
2. In brief, I thought the review was not worth reading.
3. In the final analysis, I found that the movie was boring.
4. All things considered, the concert was great.

4 Read the sentences and write a summary sentence using concluding phrases. Use each expression only once.

1. There were three scenes important to the plot: the marriage scene, the death scene, and the birth scene.
2. I thought the review was not worth reading.
3. Although the actors were good, the plot was boring, so I have been giving that movie bad reviews.
4. That concert was so great! I can't believe we got to see so many bands in one place. It was totally worth it!

5 Read the review. Then complete the activities.

In 2020, I went to see K-Pop superstars the LaLa Girls perform at the Dance-Dance Festival in Seoul Land. I have been watching their videos online for more than five years and was very excited to go to a live concert. I have loved their music since I first saw them on YouTube in 2015. Each of their videos is made up of different scenes that form a plot, making them not only musicians but also storytellers. The LaLa Girls' lyrics provide the words to tell every story. Unfortunately, it is very difficult for them to create the same magic onstage. I am sad to say that their show was terribly dull. One problem was that the main singer's appearance was brief. She was on stage for only a few minutes to wave "hello" to fans. Additionally, the ticket cost 300,000 won, which wasn't worth the LaLa Girls' short, 20-minute performance. However, the ticket did cover the entire festival, including other bands, as well as some activities at the festival. But the other bands were less famous, and I did not enjoy them as much. In conclusion, I find that this band is not worth seeing live. It's a harsh analysis, but I think it's fair. It's smarter to just watch them on YouTube, where you can enjoy the complete storytelling experience.

1. Circle the vocabulary words you see in the text.
2. Summarize the reviewer's article in one or two sentences.
3. Circle true or false.

a. The reviewer thought the concert was worth the ticket price.	true	false
b. The review writer would likely go to the Dance-Dance Festival again.	true	false
c. The LaLa Girls' performance was brief.	true	false

Writing

6 Choose three concerts, movies, or plays you've been to before. If you can't think of any, create your own. On a separate piece of paper, write short, three-sentence reviews of each.

Structure	Example
Sentence 1: Name of band, movie, or play	I went to see the movie <i>Titanic</i> .
Sentence 2: What you liked or disliked about it	I liked it because it had an excellent plot.
Sentence 3: Summary	All in all, I would probably go see it again.

Wrap Up

7 Find a partner. Read each other's reviews. Give each concert, play, or movie they reviewed a rating out of 5.



NOTE
A rating is a quick way to tell how good or bad something is. Things are usually rated out of five stars. Five stars is the best rating, and one star is the worst rating.

37

5 Read the review. Then complete the activities.

- Ask students to read the review.
- Ask students to answer the questions.
- Check students' answers.

Answer Key

1. In 2020, I went to see K-Pop superstars the LaLa Girls perform at the Dance-Dance Festival in Seoul Land. I have been watching their videos online for more than five years and was very excited to go to a live concert. I have loved their music since I first saw them on YouTube in 2015. Each of their videos is made up of different scenes that form a plot, making them not only musicians but also storytellers. The LaLa Girls' lyrics provide the words to tell every story. Unfortunately, it is very difficult for them to create the same magic onstage. I am sad to say that their show was terribly dull. One problem was that the main singer's appearance was brief. She was on stage for only a few minutes to wave "hello" to fans. Additionally, the ticket cost 300,000 won, which wasn't worth the LaLa Girls' short, 20-minute performance. However, the ticket did cover the entire festival, including other bands, as well as some activities at the festival. But the other bands were less famous, and I did not enjoy them as much. In conclusion, I find that this band is not worth seeing live. It's a harsh analysis, but I think it's fair. It's smarter to just watch them on YouTube, where you can enjoy the complete storytelling experience.
2. *Sample answers*
In brief, the concert was not very good. /
All in all, the band was not worth seeing live.
3. a. false, b. false, c. true

Writing

6 Choose three concerts, movies, or plays you've been to before. If you can't think of any, create your own. On a separate piece of paper, write short, three-sentence reviews of each.

- Ask students to think of three concerts, movies, or plays that they've been to.
- Tell students to create their own if they can't think of any real ones.
- Ask students to write a three-sentence review of each event they thought of.
- Tell students to follow the structure in the table when they write their reviews.
- Tell students to write their reviews on a separate sheet of paper.
- Check students' reviews to make sure they're writing correctly.
- Ask some students to share their reviews with the class.
- Give feedback.

Wrap Up

7 Find a partner. Read each other's reviews. Give each concert, play, or movie they reviewed a rating out of 5.

- Tell students to find a partner.
- Ask students to read one another's reviews.
- Ask students to give each item their partner reviewed a rating out of 5.
- Tell students to write down reasons for their ratings.
- Check students' writing to make sure they're writing correctly.
- Ask some students to share their reviews and ratings with the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Full Reviews

After activity 7, ask each student to choose one of their three short reviews. Ask students to expand that three-sentence review into a full review. Make sure students write about things they liked as well as disliked about the show. Tell students to use the review in activity 5 as an example. Have students write their reviews on a separate sheet of paper. When everyone is finished writing, ask some students to share their reviews with the class. Ask other students what was helpful, useful, positive, and negative about the reviews they heard. Remember to ask follow-up questions and give feedback.

Aim: Create a presentation about a cultural festival

Video

1 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match the words with the correct definitions.
- Check students' answers.

Answer Key

- b
- d
- a
- c

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partners.

Scan the QR code to link to the Unit 3 video.

3 Watch the video. Number the pictures in order.



- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

Answer Key

From left to right
3, 1, 2

4 Watch again. Circle the answers.



- Ask students to read the questions.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Check students' answers.

Answer Key

- b
- c
- a
- d

E FESTIVITIES

Project

Aim: Create a presentation about a cultural festival

Video

1 Match the words with the definitions.

<ol style="list-style-type: none"> guide wrestling goal scoop 	<ul style="list-style-type: none"> • a. an aim or purpose; something you're trying to achieve • b. a book full of important information on a particular subject • c. a tool with a handle and a curved, open end for holding something • d. a sport in which two people try to throw each other to the ground
---	---

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

3 Watch the video. Number the pictures in order.

4 Watch again. Circle the answers.

- What does Karble misunderstand about the poster?

a. the plot of the story	b. the meaning of a word	c. the date of the performance	d. who the actors are
--------------------------	--------------------------	--------------------------------	-----------------------
- Which of these is NOT an activity that at least one of the aliens participated in?

a. dancing to music	b. watching a play	c. registering for a festival	d. playing a game
---------------------	--------------------	-------------------------------	-------------------
- Which activity does Burble like the least?

a. the classical music performance	b. the wrestling match
c. the play at the theater	d. the Japanese fireworks festival
- Which is the correct summary sentence?

a. Burble and Karble have been visiting Earth before and will likely continue to do so.
b. Burble feels strange about visiting Earth, but in the end, he has an anxious experience.
c. They have gone to Earth before; this time, they wore funny disguises and played music.
d. They went to Earth and did a number of different activities, such as viewing fireworks.

5 Cross out the errors in the sentences and write the corrections underneath. There is one error in each sentence.

- I read the guide. But what do you planned have?
- No, thanks! Earthling music is dulling and boring.
- This is a play. Can't you recognized the actors?
- Japan? Wow! We've never been to Japan before.
- I don't know... I've being thinking, though, that being strange can be a lot of fun.

Let the Festivities Begin!

NOTE: Three verbs often used to express an opinion are think, know, and believe. You can put them in negative form by adding don't / didn't. I believe in ghosts. I think festivals in Mexico are more exciting than the ones in America. I know that Dia de Muertos is not a popular holiday in America.

6 Research a cultural holiday or festival online or choose one of the festivals on page 95. Fill in the table below.

Question	Answer
What is the name of the holiday/festival?	
What is the holiday's/festival's origin? (Where did it begin and why?)	
What kind of entertainment is there?	
Would you participate in any of the events? If yes, which ones? If no, why not?	
Is this holiday/festival annual? If not, how often does it happen?	
What part of the holiday/festival sounds like the most fun?	
What part sounds like the least fun?	
What are some facts about this holiday/festival? Try answering with "I know..."	
What do you believe about the holiday/festival?	
State your opinion about this festival/holiday with "I think..."	

7 Using the information from the table above, write a presentation about the holiday or festival on a separate piece of paper.

8 Present your report to the class.

5 Cross out the errors in the sentences and write the corrections underneath. There is one error in each sentence.

- Ask students to read the sentences.
- Ask students to cross out the error in each sentence.
- Ask students to write the corrections next to each sentence.
- Check students' answers.

Answer Key

- I read the guide. But what do you **have** planned?
- No, thanks! Earthling music is **dull** and boring.
- This is a play. Can't you **recognize** the actors?
- Japan? Wow! **We've** never been to Japan before.
- I don't know... I've **been** thinking, though, that being strange can be a lot of fun.

21st Century Skills

6 Research a cultural festival online or choose one of the festivals on page 95. Fill in the table below.

- Ask students to choose a cultural festival and research it online or choose one of the festivals from page 95.
- Ask students to read the questions in the table.
- Ask students to write the answers in full sentences on the lines with information about their festivals and their opinions.
- Check students' work to make sure they're writing correctly.
- Give feedback.

Teacher's Note

Students will be expressing their opinions in this activity and could use a refresher on common verbs to express opinions. Look at the NOTE at the top of the page and practice making opinion statements with the class.

7 Using the information from the table above, write a presentation about the holiday or festival on a separate piece of paper.

- Ask students to write a presentation for the festival they wrote about in activity 6.
- Tell students to write their presentations on a separate sheet of paper.
- Check students' presentations to make sure they're writing correctly.
- Give feedback.

8 Present your report to the class.

- Ask each student to give their presentation to the class.
- Ask follow-up questions.
- Give feedback.

Extra Practice Festival Reviews

During activity 8, ask each student to take notes on each presenter's festival. After activity 8, have each student choose one of the festivals. Ask students to pretend they went to the festival and to write a review about it. Tell students to write about the things they liked and disliked about the festival. Ask students to write their reviews on a separate sheet of paper. Tell students to research their chosen festivals online if needed. When everyone is done writing, ask some students to share their reviews with the class. Remember to ask follow-up questions and give feedback.

Teacher's Note

Your Festival Review

To help students with the Extra Practice, prepare a festival review of your own before class. Make sure to choose an appropriate festival and one that students will easily understand. Include all the relevant information about the festival and things you liked and disliked about it. Give students time to ask questions about your festival and discuss it as a class.

This unit will give students the ability to talk about traveling and other events in the simple past tense and past continuous tense. They will also be able to give reviews for places they have visited or eaten at.

Scan the QR code to download Unit 4 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 4 AIMS

- Lesson A: Understand a travel story
- Lesson B: Ask and answer questions about past events
- Lesson C: Read about a famous traveler
- Lesson D: Review a place you visited
- Lesson E: Give recommendations on the best places to visit in your country

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
cycling desert explain forest lake river sightseeing traveling	bills credit card luggage / baggage menu the bill / check tickets vacation waiter / waitress
Lesson C	Lesson D
army castle king land prison queen sea ship treasure war	complaint discount fantastic / wonderful friendly market refund terrible tip
Lesson E	
ceiling shocked shuttle trick weird	

MODULE 2

UNIT 4

ON TOUR

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Understand a travel story
- B Speaking** Ask and answer questions about past events
- C Reading** Read about a famous traveler
- D Writing** Review a place you visited
- E Project** Give recommendations on the best places to visit in your country

ICE BREAKERS
Look at the photo and answer the questions.

- Where is she?
- Why did she go there?
- Where would you like to travel?
- Where would you go to find adventure?

Key Grammar

past time expressions

Use past time expressions to say when certain events took place.

	Past Time Expression
ago	Two years ago, my sister graduated from college.
before	I had lunch before I went to the library.
after	Andy played soccer after he finished his homework.
yesterday	Yesterday, my mom was so tired.
last	She graduated last year.

past simple tense

Use past simple tense to talk about actions that were completed in the past.

Past Simple Tense		
Wh-questions	Where <i>did you go</i> last summer?	I <i>went</i> to Hawaii.
Yes/no questions	<i>Did you pay</i> the bill?	Yes, I <i>did</i> .
	<i>Did you use</i> your credit card?	No, I <i>didn't</i> .

past continuous tense

We use past continuous tense (*was/were* + verb + *-ing*) to describe an action that was in progress at a specific point in the past.

Example
Ten years ago, Katherine <i>was backpacking</i> in Europe.
Six months ago, I <i>was finishing</i> my PhD in Organic Chemistry.
Two hours ago, they <i>were watching</i> a new movie at a nearby theater.

past continuous tense vs. past simple tense

	Past Simple Tense	Past Continuous Tense
	Describes actions completed in the past	Describes ongoing actions or events in the past
Affirmative (subject) + past form	(subject) + past form <i>I ordered food.</i>	(subject) + was/were + <i>-ing</i> form <i>I was sleeping.</i>
Negative	(subject) + did not (didn't) + infinitive verb <i>My parents didn't call me yesterday.</i>	(subject) + was not (wasn't) / were not (weren't) + <i>-ing</i> form <i>I wasn't playing videogames.</i>
Interrogative	Did + subject + infinitive verb with to + ? <i>Did you sleep late last night?</i>	Was/Were + subject + <i>-ing</i> form + ? <i>Were you touring around the city?</i>
	Wh-word + did/didn't + subject + base form verb + ? <i>Why did you buy that?</i>	Wh-word + was/were + subject + <i>-ing</i> form + ? <i>Where were you going?</i>

Unit 4 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 4 cover page.
- Then, ask the class the questions.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking their partner the questions.

Extra Practice More Discussion

Ask more questions about vacations.

Ex.

- Where did you go on your last vacation?
- What did you do there?
- Who did you go with?
- What did you think about the place?
- How did you feel there?
- Where do you want to travel to next?
- What do you want to do there?
- Who do you want to go with?

Aim: Understand a travel story

Vocabulary

1 Listen and fill in the blanks with the words in the box. 4-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the words they hear under the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. explain
- 2. cycling
- 3. desert
- 4. lake
- 5. river
- 6. traveling
- 7. forest
- 8. sightseeing

• Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words. Answers may vary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

- 1. traveling
- 2. sightseeing
- 3. lake, river
- 4. forest, desert
- 5. cycling, explain

Grammar

3 Fill in the blanks with ago, before, after, or when.

- Ask students to read the sentence prompts.
- Ask students to write ago, before, after, or when in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. ago
- 2. when
- 3. after
- 4. before

A LAST VACATION Listening
Aim: Understand a travel story

Vocabulary

1 Listen and fill in the blanks with the words in the box. 4-01

traveling	sightseeing	explain	cycling
desert	river	lake	forest

1. explain 2. cycling 3. desert 4. lake

5. river 6. traveling 7. forest 8. sightseeing

2 Fill in the blanks with the best vocabulary words. Answers may vary.

- I love _____, so every summer I go to another country.
- We went _____ around Paris. It was so beautiful!
- I usually go fishing in a(n) _____ or a(n) _____.
- I don't like hot places, so I usually go hiking in the _____, not the _____.
- My bike was stolen when I went _____ last summer. I had to _____ what happened to the police.

Grammar

3 Fill in the blanks with ago, before, after, and when.

Past Time Expressions	
ago	My birthday was five days ago. Two years ago, I started high school.
before	I had breakfast before I had lunch. Before I was a high school student, I was a middle school student.
after	I had lunch after I had breakfast. After I finished my homework, I played soccer.
yesterday	I met my friend yesterday. Yesterday, I was so tired.
last	I graduated last year. I went to China last month.

- I'm not hungry. I had dinner thirty minutes _____.
- I went horse riding every week _____ I was a child.
- My friend called me _____ I went to bed, so I didn't answer.
- You should always wash your hands _____ you eat.

4 Talk with a partner. Use a past time expression.

- What did you do before you came to class?
- What did you do after you woke up?
- When did you last go to a party?
- How did you feel when you came to school today?

4 Talk with a partner. Use a past time expression.

- Tell students to find a partner.
- Ask students to practice asking and answering the questions.
- Tell students to use past time expressions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Extra Practice Past Time Expressions Race

Before class, prepare flash cards with one of the past time expressions ago, before, after, yesterday, and last on each card. During class, split the students up into two groups. Have each group line up at the front of the classroom. Tell students you are going to show a time expression. The students at the front of each line must make a sentence with that time expression as fast as they can. The student who makes a correct sentence first wins a point for their team. The first two students then go to the end of their respective lines. Continue this process until all the students have had a turn.

Listen Up

5 Listen and number the actions in the right orders. 4-02

Kelly: 1. started university _____
was in hospital _____
climbed up a mountain _____

Tim: 3. called his friend _____
friend said he left Atlanta _____
flew to Atlanta _____

Magda: 2. left the village _____
went sandboarding _____
ate Cazuela _____

6 Listen again and circle the answers. 4-02

- Two years ago, Kelly went climbing in Nepal / to university / to work in a hospital.
- Kelly broke her leg when she went up / went down / went camping on the mountain.
- Last summer, Magda went to a city in Brazil / into the desert / skateboarding.
- Magda thinks her trip was deep / delicious / amazing.
- Tim went to an art museum with Max / in Atlanta / two years ago.
- Max didn't meet Tim / give Tim information / live in Atlanta before.

Wrap Up

7 Listen and guess the mother's questions. 4-03

- Where _____?
- When _____ there?
- Why _____ to New York City?
- Did _____?

8 Listen again and circle the correct passport. 4-03

a. b. c. d.

9 Circle the correct answers.

- The speaker is in a. a forest b. a jungle c. a city
- The speaker came a. two days ago b. a week ago c. two hours ago
- The speaker did not a. have cash b. call his mom c. find his passport
- The passport might be a. at home b. at the airport c. on the train

5 Listen and number the actions in the right order.

- Listen to the audio.
- Ask students to write the correct numbers next to the actions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. 3, 2, 1
2. 1, 2, 3
3. 1, 2, 3

6 Listen again and circle the answers. 4-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. climbing in Nepal 2. went down
3. into the desert 4. amazing
5. in Atlanta 6. meet Tim

Wrap Up

7 Listen and guess the mother's questions. 4-03

- Listen to the audio.
- Ask students to complete the questions by writing the correct words in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. Where are you?
- 2. When did you go there?
- 3. Why did you go to New York City?
- 4. Did you call the police?

8 Listen again and circle the correct passport. 4-03

- Listen to the audio.
- Ask students to circle the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

b

9 Circle the correct answers.

- Ask students to read the sentence prompts.
- Ask students to circle the correct answer.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 1. c
- 2. a
- 3. c
- 4. b

Aim: Ask and answer questions about past events

Vocabulary

1 Read and match the words in the box with the pictures.

- Read the words to students.
- Ask students to repeat aloud after the words.
- Ask students to look at the pictures.
- Ask students to write the words under the correct pictures.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- credit card
- menu
- bills
- tickets
- luggage/baggage
- vacation
- waiter/waitress
- the bill/check

- Practice again. Point at words in the book and ask students to say the words aloud.

2 Fill in the blanks with the best vocabulary words. Answers may vary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

- tickets
- bills
- luggage/baggage
- waiter/waitress, bill/check
- vacation
- credit card

Focus

3 Look at the table. Practice with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what is being highlighted.
- Tell students to find a partner.
- Ask students to discuss the contents of the table.

4 Fill in the blanks. Then ask your partner the questions.

- Ask students to read the sentence prompts.
- Ask students to write the correct words in the blanks.
- Ask students to complete the activity.
- Check students' answers.
- Tell students to find a partner.
- Ask students to discuss the questions.

B WHERE DID YOU GO?

Speaking Aim: Ask and answer questions about past events

Vocabulary

1 Read and match the words in the box with the pictures.

menu	luggage / baggage	vacation	tickets
bills	waiter / waitress	credit card	the bill / check

2 Fill in the blanks with the best vocabulary words. Answers may vary.

- If you want to watch the movie, we can buy _____ over there.
- Wow, she has a huge pile of \$100 _____ in her room!
- She had so much _____ that she needed to take a taxi to the airport.
- After the meal, the _____ brought us the _____.
- For my next _____, I want to travel around Europe.
- If you don't have any cash, you can pay with your _____.

Focus

3 Look at the table. Practice with a partner.

Wh- Questions	Where did you go last vacation?	I went to Jamaica.
	What did you do there?	I swam in the ocean, and I rode a horse!
Yes / No Questions	Did you pay the bill?	Yes, (I did). / No, (I didn't).
	Did you use your credit card?	

4 Fill in the blanks. Then ask your partner the questions.

- A: Where _____ go yesterday evening? B: I _____ to Gino's. It's an Italian Restaurant.
- A: What _____ there? B: I _____ pasta and salad.
- A: How was it? B: _____ fantastic!



44

Answer Key

Sample answers

- A: did you B: went
- A: did you eat B: ate
- B: It was

Extra Practice

Explaining People on Vacation

Prepare pictures of people having fun on vacation. Pictures from a travel magazine should be good enough. Then, have students work in pairs to ask and answer questions about the people in the pictures using the patterns in activity 3. Have some students present their conversations to the class. Remember to give feedback and ask follow-up questions.

Ex.

Where did they go? → They went to the beach.
 What did they do there? → They surfed all day long.
 Did they have fun? → Yes, they did.

Expressions

Asking for an opinion

5 Read the text messages. Talk with a partner.

I watched a movie yesterday.

How was it?

It was...
 great / amazing / excellent / pretty good / OK / not bad / so-so / not so good / terrible!

Speak Up

6 Use the phrases from the box to make questions. Talk with a partner.

last movie you saw	your weekend
last school event you saw	your summer vacation
last sports event you saw	your winter vacation
last live show you saw	your lunch

Wrap Up

7 Talk with a group. Write questions using the given prompts. Ask and answer your questions with your partners. If someone answers "yes" to a question, ask for more details. Who has done the most things?

	Partner 1	Partner 2
go to a foreign country last year?	Ex: Yes, Mexico. In February. It was great!	
go to a nice restaurant last month?		
do something special last weekend?		
see a good movie last month?		

Pronunciation

8 Listen and repeat.

Regular verbs in past tense have three different -ed sounds	/t/	/d/	/əd/
Ex: worked	dropped	moved	studied
	started	visited	

9 Listen and put check marks (✓) on the sounds.

	/t/	/d/	/əd/
1. walked			
2. played			
3. visited			
4. listened			
5. worked			

Expressions

Asking for an opinion

5 Read the text messages. Talk with a partner.

- Read the contents of the text messages.
- OR
- Ask students to read the text messages.
- Ask students to talk about the questions and answers with a partner.
- Tell students to also talk about other activities and adjectives.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Speak Up

6 Use the phrases from the box to make questions. Talk with a partner.

- Tell students to work with the same partner.
- Ask students to make questions and answers using the words in the blue box and the patterns in activity 5.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Wrap Up

7 Talk with a group. Write questions using the given prompts. Ask and answer your questions with your partners. If someone answers "yes" to a question, ask for more details. Who has done the most things?

- Tell students to get into groups.
- Ask students to look at the question parts in the table.
- Ask students to write the full questions on the lines.
- Ask students to ask and answer the questions.
- Tell students to ask follow-up questions if students answer "yes" to a question.
- Tell students to use the patterns in activities 3, 4, 5, and 6.
- Tell students to write the answers on the table or on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Pronunciation

8 Listen and repeat.

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct -ed sound in each word if needed.

9 Listen and put check marks (✓) on the sounds.

- Listen to the audio.
- Tell students to put check marks in the correct boxes.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- /t/
- /d/
- /əd/
- /d/
- /t/

Aim: Read about a famous traveler

Vocabulary

1 Circle parts of the illustration that match the words in the box.

- Read the words to the students.
- Ask students to repeat aloud after the words.
- Ask students to look at the picture.
- Ask students to circle parts of the illustration that match the words in the box.
- Ask students to complete the activity.
- Check students' answers.
- Practice again. Point at different pictures and ask students to say the words.

2 Talk with a partner. What else do you see in the picture?

- Tell students to find a partner.
- Tell students to discuss the picture.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Pre-reading

3 Look at the phrases. Look at the story. Where are the phrases used? Write S for start, M for middle, and E for end.

- Ask students to read the phrases.
- Ask students to look at the story.
- Ask students to write the correct letters next to the phrases.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

M, E, S

Extra Practice

Story Writing


Tell students to work in groups of two or three. Ask them to look at the picture in activity 1. Ask them to write a story about the picture. Tell students to include a beginning, a middle, and an end. Give students 10 to 15 minutes to write their stories. After they are done, ask some groups to present their stories to the class. Remember to give feedback.

C EXPLORE! Reading
Aim: Read about a famous traveler

Vocabulary

1 Circle parts of the illustration that match the words in the box.

treasure	castle	war	land	army
king	queen	sea	ship	prison



2 Talk with a partner. What else do you see in the picture?


Pre-reading

3 Look at the phrases. Look at the story. Where are the phrases used? Write S for start, M for middle, and E for end.

_____ When Marco was older _____ But a war started _____ A long time ago

4 Read the story. Choose the ending that fits best: A, B, or C. 4-06

The Adventures of Marco Polo



A long time ago, there was a man named Marco Polo. His father and uncle traveled a lot for work. They would tell Marco stories about their travels. Marco loved the stories. He wanted to travel, too.

When Marco was older, he joined his father and uncle. They left Venice and traveled to China. It was a very long trip. They traveled by sea and over land. They went to the Middle East and Mongolia. They went all over China, and parts of India and Turkey. They met kings and queens. They were the first Europeans to see many of these places. They went back home to Venice 24 years later!

The Polo family brought back lots of treasure. They were ready to be rich. But a war started, and Marco joined the army. In the war, Marco was caught and put in prison. He made a friend in prison. He told his new friend about his travels. Marco's friend wrote the stories down and made a book. This book became very popular. Many people still read it today.

A: The next day, Marco bought a ship and went to China. It was his first time in China. He ate lots of Chinese food and had an amazing time.

B: Marco was angry when he heard this. He rode away on his horse. The next day, he went to the castle and asked the king to give him some money.

C: Finally, Marco left prison. He went back home and became rich. He married and lived happily ever after.

Wrap Up

5 Circle true or false.

1. Marco went traveling before his uncle and father.	true	false
2. Marco was in prison after he went to China.	true	false
3. Marco traveled for more than twenty years.	true	false
4. Marco was alone in prison.	true	false
5. The book about Marco Polo became very popular.	true	false

6 Answer the questions.

1. Marco traveled to _____.	2. Marco Polo brought back _____.
a. China, India, and the Americas	a. an army
b. India, Turkey, and Thailand	b. treasures
c. Mongolia, China, and India	c. a wife
d. China, Venice, and the Congo	d. a new friend

3. Which statement is NOT true?

a. Marco Polo traveled with family.	4. Which statement is true?
b. Marco Polo is not well known.	a. Marco Polo stayed in China his whole life.
c. Marco Polo lived in Venice.	b. Marco Polo stole treasures from people.
d. Marco Polo's story became popular.	c. Marco Polo went back home twenty-four years after leaving.
	d. Marco Polo wanted to stay in the Middle East.

7 Talk with a partner.

- What is the longest trip you have taken?
- Could you be away from home for twenty-four years?
- What country do you think would be the most interesting to visit?
- How do you like to travel: by ship, by car, or by airplane? Why?

4 Read the story. Choose the ending that fits best: A, B, or C. 4-06

- Listen to the audio.
- OR
- Read the story aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.
- Ask students to read the endings.
- Ask students to circle the best ending.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. C

Wrap Up

- 5 Circle true or false.
- Ask students to answer the questions.
 - Replay the audio if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. false
2. true
3. true
4. false
5. true

6 Answer the questions.

- Ask students to read the questions.
- Ask students to circle the best answers.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. c
2. b
3. b
4. c

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussion with the class.
- Ask follow-up questions.

Teacher's Note

Explorers

Introduce some other explorers to students. Make sure to tell them what they did, where they went, and why they are famous. Then, ask students to name and explain some famous explorers that they know. Below is a list of some well-known explorers.

- Roald Amundsen – 1872-1928, Norwegian, explored North and South Poles
- Neil Armstrong – 1930-2012, American, first man to walk on the moon
- Ibn Battuta – 1304-1369, Moroccan, traveled the Middle East, Central Asia, and Africa for 29 years
- Zheng He – 1371-1433, Chinese, commanded over 200 ships on treasure expeditions for the Chinese emperor
- Lewis and Clark – Lewis: 1774-1809 Clark: 1770-1838, American, explored the American West
- Sir Edmund Hillary – 1919-2008, New Zealand, first man to climb Mt. Everest
- Amelia Earhart – 1897-Unknown, American, first woman to fly alone across the Atlantic
- Ferdinand Magellan – 1480-1521, Portuguese, first person to circumnavigate the globe

Aim: Review a place you visited

Vocabulary

1 Listen and repeat. Then match the pictures with the best sentences (1-8).

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the numbers of the sentences next to the correct words in the book.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. tip
2. discount
3. market
4. terrible
5. fantastic/wonderful
6. complaint
7. friendly
8. refund

2 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.
- Ask students to practice making their own example sentences using the past continuous tense and past simple tense.

Focus

3 Complete the sentences with the correct forms of the given words in the given tenses.

- Ask students to read the sentence prompts.
- Ask students to write the correct words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. Henry and Margot complained to the waiter.
2. Did we give a tip to the waiter?
3. Where did you meet each other?
4. I was eating that.
5. I wasn't sleeping during the movie.
6. Who were you talking to last night?

4 Circle the correct phrases.

- Ask students to read the sentences.
- Ask students to circle the correct answers.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. left a tip
2. gave a refund
3. made a complaint
4. left a message
5. asked for a discount

Writing Aim: Review a place you visited

Vocabulary

1 Listen and repeat. Then match the pictures with the best sentences (1-8).

1. I left the waiter some extra money.
2. Usually it's \$10, but today it's \$8.
3. I like to go shopping here.
4. It's very bad!
5. Very good! Excellent!
6. This is terrible, so I want to speak to the manager.
7. The waiter was so nice! Everyone at the table loved him.
8. The shirt I bought has a hole in it. So, I asked the store to give me one of these.

Grammar

2 Look at the table. Then talk with a partner.

	Past Simple Tense	Past Continuous Tense
Affirmative (subject) + past form	Describes actions completed in the past (subject) + past form <i>I ordered food.</i>	Describes ongoing actions or events in the past (subject) + was/were + -ing form <i>I was sleeping.</i>
Negative	(subject) + did not (didn't) + infinitive verb <i>My parents didn't call me yesterday.</i>	(subject) + was not (wasn't) / were not (weren't) + -ing form <i>I wasn't playing videogames.</i>
Interrogative	Did + subject + infinitive verb with to + ? <i>Did you sleep late last night?</i> Wh-word + did/didn't + subject + base form verb + ? <i>Why did you buy that?</i>	Was/Were + subject + -ing form + ? <i>Were you touring around the city?</i> Wh-word + was/were + subject + -ing form + ? <i>Where were you going?</i>

3 Complete the sentences with the correct forms of the given words in the given tenses.

1. (past simple) Henry and Margot _____ (complain) to the waiter.
2. (past simple) Did we _____ (give) a tip to the waiter?
3. (past simple) Where did you _____ (meet) each other?
4. (past continuous) I _____ (eat) that.
5. (past continuous) I wasn't _____ (sleep) during the movie.
6. (past continuous) Who were you _____ (talk) to last night?

Teacher's Note

Different Types of Collocations

This NOTE illustrates that there are several different types of collocations. Below are some common ones.

- adverb + adjective: completely satisfied
- adjective + noun: excruciating pain
- noun + noun: a surge of anger
- noun + verb: lion's roar
- verb + noun: kill time
- verb + expression with preposition: burst into tears
- verb + adverb: wave frantically

5 Read the review. Do you trust online review sites? Talk with a partner.

- Read the review.
- OR
- Ask students to read the review.
- Tell students to find a partner.
- Ask students to discuss whether or not they trust online reviews.
- Ask students if they would like to share their discussion with the class.
- Give feedback.

4 Circle the correct phrases.

1. I left a tip / gave a refund for the waiter.
2. She gave a refund / made a discount to the customer.
3. He made a friendly / made a complaint about the restaurant's service.
4. She left a message / made a message for her mother to let her know she will be late.
5. My mom asked for a discount / gave us a discount on the new shoes.

NOTE A collocation is two or more words that often go together. There are many types of collocations. One type is a verb-noun collocation: for example, have + specific nouns (a meal, breakfast, a conversation, a break, etc.).

5 Read the review. Do you trust online review sites? Talk with a partner.

6 Read the review again. Circle the correct answers.

1. Kimberly asked for a complaint / refund.
2. Kimberly left a big tip / complaint.
3. The sushi was fresh / frozen.
4. The manager would not give a discount / some noodles.
5. The waitress was a little rude / very sorry.

Wrap Up

7 Think about a wonderful or terrible restaurant, café, or hotel you have visited. Use the box below to write a review of that place.

Online Review	
What is the place's name?	
Where is it?	
When did you go there?	
Who did you go there with?	
How was the food/drinks/service/etc.?	
Conclusion:	

Wrap Up

7 Think about a wonderful or terrible restaurant, café, or hotel you have visited. Use the box below to write a review of that place.

- Ask students to look at the table.
- Ask students write the answers to the questions in the table or on a separate sheet of paper.
- Tell students to use transition words and the patterns in activities 3, 4, 5, and 6.
- Check students' reviews to make sure they're writing properly.
- Ask some students to present their reviews to the class.
- Give feedback.

Extra Practice Write an Opposite Review

Tell students to write an opposite review to the ones they wrote in activity 7. If a student wrote a positive review, tell him or her to write a negative review of the place, and vice versa. Tell students to be creative with their opposite reviews. When students are done writing, ask some of them to present their opposite reviews to the class. Remember to give feedback.

Lesson E YOU BELIEVE ME?

Aim: Give recommendations on the best places to visit in your country

Video

1 Match the pictures with the words.

- Ask students to look at the pictures.
- Ask students to read the words.
- Ask students to draw a line from the picture to the correct words.
- Ask students to complete the activity.
- Check students' answers.
- Practice again. Point at different pictures and ask students to say the words.

2 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partners.

Scan the QR code to link to Unit 4 video.

3 Watch the video. Put check marks (✓) on the words you hear.

- Play the video.
- Ask students to put check marks on the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

terrible, friendly, sightsee

4 Watch again and circle true or false.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Ask students to complete the activity.

Answer Key

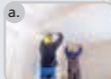
1. true
2. false
3. true
4. false
5. false

E YOU BELIEVE ME?

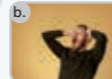
Project
Aim: Give recommendations on the best places to visit in your country

Video


1 Match the pictures with the words.



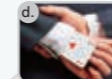
a.



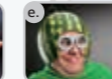
b.



c.



d.



e.

shocked

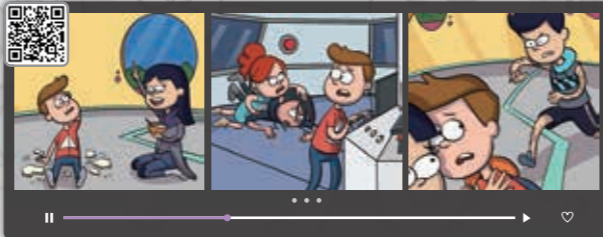
trick

ceiling

weird

shuttle

2 Look at the pictures. What do you think the video will be about? Talk with a partner.



3 Watch the video. Put check marks (✓) on the words you hear.

terrible

friendly

fantastic


sightsee

explain


4 Watch again and circle true or false.

1. Tom fell through the ceiling. true false
2. Jessie is on Earth. true false
3. Jessie fought with Leinad. true false
4. Lisa thinks Tom's story is weird. true false
5. Lisa's brother helps them get to London. true false

5 Watch again. Circle the words you hear.



1. Would you believe / complain that I came from another world?
3. Two days before / ago, my sister and I were picked up and taken to another world.



2. Don't look so surprised / shocked.
4. Quick! No time to sightsee / explain.

5 Watch again. Circle the word you hear.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct words.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. believe
2. shocked
3. ago
4. sightsee

Grammar

6 Read the box. Then fill in the blanks with the past simple tense or past continuous tense of the given verbs. Answers will vary.

We use past continuous tense (was/were + verb + ing) to describe an action that was in progress at a specific point in the past.

NOTE
We use the connector *when* to introduce a second action in the past when using the past continuous. We use the connector *while* to describe two actions that are in progress at the same time.
Ex. When I was shopping, I saw my friends.
Ex. My parents were cooking dinner while I was doing my homework.

Ex. When I was taking a shower, the phone rang.
Ex. I was swimming in the sea when suddenly I saw a shark!

1. When I _____ (study) in my room, the window suddenly _____ (open).
2. My brother _____ (sleep) when I _____ (come) home.
3. When I _____ (hike) in the jungle in South America, I _____ (fall) and broke my arm!
4. I _____ (listening) to music while my dad _____ (drive).
5. Frank _____ (ride) his bike while his brothers _____ (watch) him.

21st Century Skills

Experience My Wonderful Country

Creativity Critical Thinking

7 Prepare an itinerary and travel brochure for a friend visiting your country for the first time. Get in groups and research locations that you think will be enjoyable for visitors and explain why. Use the guidelines to structure your plans. Then, present your itinerary along with your brochure.

Type of Experience	Location	Things to Do	Review
1. Explore the history and culture of my country.	Visit Gyeongbokgung Palace	See the a royal palace from the Joseon Dynasty	When I visited Gyeongbokgung, I was able to experience traditional Korean clothing and see what life was like in the past.
2. Explore the food in my country.	Visit Noryangjin Fish Market	Have the freshest fish that is brought to market everyday at this enormous fish market	While I was visiting Noryangjin, I had the most amazing seafood dishes.
3. Explore the entertainment in my country.	Visit SMTOWN COEX Artium	Visit the SMTOWN Museum, experience various Kpop performances, and shop for unique Kpop merchandise	As a huge Kpop fan, I had to visit the SMTOWN Museum when I was in Seoul. It did not disappoint!



Grammar

6 Read the box. Then fill in the blanks with the past simple tense or past continuous tense of the given verbs. Answers will vary.

- Read the contents of the box.
- OR
- Ask students to read the box.
- Ask students if they know what kind of grammar point is being highlighted.
- Ask students to read the sentence prompts.
- Ask students to write the correct forms of the given verbs in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

1. was studying, opened
2. was sleeping, came
3. was hiking, fell
4. was listening, drove
5. was riding, watched

Teacher's Note

Past Simple Tense and Past Continuous Tense

Make sure students understand that the action described by the past simple tense interrupts the situation described by the past continuous tense.

21st Century Skills

7 Prepare an itinerary and travel brochure for a friend visiting your country for the first time. Get in groups and research locations that you think will be enjoyable for visitors and explain why. Use the guidelines to structure your plans. Then, present your itinerary along with your brochure.

- Tell students to work with a group.
- Ask students to research local tourist spots and locations in their area.
- Ask students to refer to the guidelines to structure their plans and their itinerary.
- Have students complete the activity.
- Check students' answers.
- Ask some students to present their itinerary to the class.
- Give feedback.

This unit will give students the ability to talk about adventure sports and activities and to talk about experiences they had when they did them using the present perfect tense, the past simple tense, and time clauses.

Scan the QR code to download Unit 5 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 5 AIMS

- Lesson A: Read adventure trip advertisements
- Lesson B: Ask and answer questions about exciting experiences
- Lesson C: Listen to and understand a story about an adventure
- Lesson D: Add to an online discussion about adventure activities
- Lesson E: Make a plan to protect the wildlife in your country

Target Skills

- Lesson A: Reading
- Lesson B: Speaking
- Lesson C: Listening
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
adventure ice fishing ice skating mountain biking riding a motorcycle rock climbing scuba diving skydiving	awful crazy dangerous go out lucky memory pleasant quick special strange
Lesson C	Lesson D
bear bite build carry duck guide insect rabbit snake view	battery blanket compass knife plan supplies towel wool
Lesson E	
helicopter reporter result unlucky	



MODULE 3

UNIT 5

LIFE'S AN ADVENTURE



WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read adventure trip advertisements
- B Speaking** Ask and answer questions about exciting experiences
- C Listening** Listen to and understand a story about an adventure
- D Writing** Add to an online discussion about adventure activities
- E Project** Make a plan to protect the wildlife in your country

ICE BREAKERS

Look at the photo and answer the questions.

- Where is he?
- What is he doing?
- How does he feel?
- Have you ever done that?

past time clauses

Adverbial clauses of time consist of two clauses: the main clause and the time clause. Time clauses usually begin with *when*. Other words that start time clauses include: *whenever, while, as, since, after, before, until, as soon as*, and *once*.

Example
She went hiking <i>when</i> she was a high school student.
I lived in China <i>when</i> I was in middle school.
<i>When</i> James was younger, he played football.

Unit 5 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 5 cover page.
- Then, ask the class the questions.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking their partner the questions.

Extra Practice More Discussion

Ask more questions about adventure sports.

Ex.

What other dangerous or adventurous sports do you know?
 Have you ever done a dangerous or adventurous sport? Which one?
 How do you feel when you do something dangerous?
 Why do you think people do dangerous or adventurous sports?

Key Grammar

present perfect tense vs past simple tense

We can use the present perfect tense (*have + past participle*) or past simple tense to talk about actions and situations in the past. You must use the present perfect tense when the time of an action is not important or not specified. You must use the past simple tense when details about the time or place an action happened are given or requested.

Past Simple Tense	Present Perfect Tense
I <i>was</i> sick last week.	I <i>have seen</i> this movie three times.
She <i>didn't eat</i> lunch yesterday.	She <i>hasn't eaten</i> since this morning.
They <i>watched</i> a musical a month ago.	I <i>have gone shopping</i> three times this week.

Aim: Read adventure trip advertisements

Vocabulary

1 Match the words to the pictures.

- Read the words to students.
- Ask students to repeat aloud after the words.
- Ask students to look at the pictures.
- Ask students to write the words under the correct pictures.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | |
|------------------|------------------------|
| 1. rock climbing | 2. mountain biking |
| 3. scuba diving | 4. adventure |
| 5. ice skating | 6. skydiving |
| 7. ice fishing | 8. riding a motorcycle |

- Practice again. Point at different pictures and ask students to say the words.

Focus

2 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different activities and adjectives.

Pre-reading

3 Match the pictures with the descriptions. What can you do in these places?

- Ask students to read the descriptions.
- Ask students to look at the pictures.
- Ask students to write the letters of the descriptions next to the correct pictures.
- Ask students to complete the activity.
- Check students' answers.
- Ask students what people can do in each place.
- Ask follow-up questions.
- Give feedback.

Answer Key

From left to right
 B-A road through the Sahara Desert, Morocco
 A-A path in the Andes Mountains, Peru
 C-A frozen lake in Siberia, Russia

A ADVENTURE TIME

Reading Aim: Read adventure trip advertisements

Vocabulary

1 Match the words to the pictures.

mountain biking			
rock climbing	1. rock climbing	2. mountain biking	3. scuba diving
ice fishing			
skydiving	4. adventure	5. ice skating	6. skydiving
scuba diving			
adventure	7. ice fishing	8. riding a motorcycle	
riding a motorcycle			
ice skating			

Focus

2 Talk with a partner.

Have you ever tried climbing?

Yes, I have.

No, I haven't.

How was it? When / Where did you do it?

It was fun. I did it last summer.

Do you want to try it? Why not?

No. It's too scary!

Pre-reading

3 Match the pictures with the descriptions. What can you do in these places?

A: A path in the Andes Mountains, Peru.
 B: A road through the Sahara Desert, Morocco.
 C: A frozen lake in Siberia, Russia.

B

A

C

AMAZING TRIPS FROM ADVENTURE TOURS

4 Read the article. 5-01

1 Ready for adventure? Join us for a hiking trip. We will hike through the Andes Mountains. The trip is going to be in late August. It will take fifteen days. You need \$900 for supplies and for airplane tickets. (Hikers must be over sixteen.)

2 Want to ride a motorcycle through the desert? Now you can! Feel the wind on your face. Enjoy the beautiful scenery. This summer, take an amazing motorcycle trip through the Atlas Mountains and western Sahara Desert. It's \$1,000 per person. The trip takes three weeks. This includes accommodation and motorcycle rental. (Riders must be over twenty-one.)

3 Have you ever tried ice fishing? Enjoy the calm of a frozen lake in winter. Adventure Tours are taking a group of fifteen people up to Lake Baikal this October for a one-night, two-day ice fishing trip. Catch fish and cook them yourself! We're also having an outdoor barbecue party. All this for only \$80! (Price includes fishing equipment. Open to all ages.)

Wrap Up

5 Circle true or false.

1. The mountain hiking trip is the most expensive.	true false
2. Eighteen-year-olds can go on the desert motorcycle trip.	true false
3. The ice fishing trip is the cheapest.	true false
4. The motorcycle trip is through the Andes Mountains.	true false
5. The ice fishing trip is open to children.	true false

6 Talk with a partner.

Which trip looks most fun?

Have you ever been on an adventure? Describe it.

Do you want to go on an adventure trip or a relaxing trip?

7 Which trip in 4 is the best for the people? Talk with a partner.

Max is eighteen years old. He loves outdoor adventures like mountain biking and ice skating. He has \$500 to spend on a trip.
 Recommendation: _____

Jani is twenty-four. She loves fishing and ice skating, but she also likes the beach and other warm places. She has four weeks off this summer.
 Recommendation: _____

Bonny is seventeen. She enjoys fishing, hiking, and skiing. She wants to go on a two-week trip and meet other people.
 Recommendation: _____

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

7 Which trip in 4 is the best for the people? Talk with a partner.

- Ask students to work with the same partner.
- Ask students to read the descriptions.
- Ask students to discuss which trip from activity 4 is good for each person.
- Ask students to write their answers on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers
 1. Max-ice fishing trip
 2. Jani-motorcycle trip
 3. Bonny-hiking trip

Extra Practice

Adventure Trip Advertisements

Ask students to get in groups of two to three. Then, tell each group to write an advertisement, similar to the ones in activity 4, for their own adventure trip. Make sure to tell students to include the main activity of the trip, side activities, dates and duration of the trip, price of the trip, and age limits for the trip. Give students 10-15 minutes to complete their trip advertisements. After students are done, ask each group to present their advertisement to the class. Remember to give feedback. Then, ask students which trip sounds the most fun and why.

4 Read the article. 5-01

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Wrap Up

5 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. false
2. false
3. true
4. false
5. true

54

55

Lesson B HAVE YOU EVER...?

Aim: Ask and answer questions about exciting experiences

Vocabulary

1 Fill in the blanks with the words in the box.

- Read the words to students.
- Ask students to repeat aloud after the words.
- Ask students to read the sentence prompts.
- Ask students to write the best words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- go out
- pleasant
- special
- dangerous
- memory
- lucky
- strange
- quick
- awful
- crazy

Grammar

2 Read the table and listen. 5-02

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students if they know what kind of grammar point is being highlighted.

3 Fill in the blanks with the given words in the present perfect or past simple tense.

- Ask students to read the sentence prompts.
- Ask students to write the correct forms of the words in parentheses in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- eaten
- tried
- seen
- have not/haven't seen
- have not/haven't gone
- have visited
- went

B HAVE YOU EVER...?

Speaking
Aim: Ask and answer questions about exciting experiences

Vocabulary

1 Fill in the blanks with the words in the box.

memory	crazy	special	awful	pleasant
strange	dangerous	lucky	quick	go out

- I want to _____ this Friday. Let's go to the amusement park!
- It was warm, and there were beautiful flowers. It was so _____.
- Most days are boring and normal, but my birthday is always _____.
- He didn't wear a helmet when he was riding his motorcycle. That's so _____.
- My best _____ is my twelfth birthday. My whole family came to see me.
- He's so _____! He has won the lottery three times!
- This _____ animal lives deep in the ocean. It has two mouths and eight eyes!
- My car is so slow, but his sports car is really _____.
- I failed two exams and lost my phone. What a(n) _____ week!
- My friend wants to go skydiving. I think he's _____. I'd never do that!

Grammar

2 Read the table and listen. 5-02

Present Perfect Tense vs Past Simple Tense	
We can use present perfect tense (<i>have + past participle</i>) or past simple tense to talk about actions and situations in the past.	
Past simple tense: when the time frame is finished. <i>Ex. I went climbing last week.</i> <i>I was sick last week.</i> <i>I didn't eat dinner yesterday.</i> <i>He watched that movie three hours ago.</i>	Present perfect tense: when the time frame is unfinished (continued until now). <i>Ex. I have gone climbing three times in my life.</i> <i>I have been sick this week.</i> <i>I haven't eaten lunch today.</i> <i>He has watched that movie. (in his life)</i>

3 Fill in the blanks with the given words in the present perfect or past simple tense.

- Have you ever _____ (eat) Spanish food?
- Yes, I _____ (try) tapas last year when I was in Barcelona.
- Have you ever _____ (see) the movie *Avatar*?
- No, I _____ (not see) it. Is it good?
- I _____ (not go) to Canada. How about you?
- I _____ (visit) Canada.
- I _____ (go) when I was a middle school student.



56

Teacher's Note

Present Perfect and Past Participles

When using the present perfect tense, the past participle of the desired verb comes after *have* or *has*. Explain to students that past participles usually end with *-ed*, *-d*, *-t*, *-en*, or *-n*. Some verbs are irregular and likewise have irregular past participles. Below is a list of some common verbs and their past participles.

Verb	Past Participle	Verb	Past Participle
become	become	lay	laid
begin	begun	lose	lost
bite	bitten	ride	ridden
break	broken	ring	rung
choose	chosen	rise	risen
come	come	run	run
do	done	say	said
drink	drunk	shake	shaken
drive	driven	sing	sung
eat	eaten	sit	sat
fall	fallen	sleep	slept
feel	felt	take	taken
fly	flown	throw	thrown
freeze	frozen	win	won
get	got/gotten	write	written

4 Use the prompts to write present perfect yes/no questions.

- [you] [eat]
Ex. Have you eaten?
- [you] [go out]
- [you] [meet] [Soo-Jin and Frank]
- [you] [study] [English before]
- [she] [see] [something strange]

NOTE
To make a present perfect tense yes/no question, you need to put *have* or *has* in front of the subject.

Wrap Up

5 Fill in the blanks. Then talk with a group. Ask questions and fill in the table to find the most experienced and adventurous person in the group.

- Ex. Have you ever climbed a mountain? Yes, I have. When did you do that? When I was on vacation in Mexico. I In 2023. How was it? It was fun, but very cold!*

Have you ever...? (Use the present perfect tense)	Name	Yes	No	Extra information (When? / Where? / How was it? Etc.)
climb a mountain				
meet a famous person				
try mountain biking				
go scuba diving				
win _____				
eat _____				
play _____				

Pronunciation

6 Listen and repeat. 5-03

	/b/	/v/
been		very
ban		van
boat		vote
best		vest
verb		verve

7 Listen and put check marks (✓) on the sounds. 5-04

	/b/	/v/
1. berry		
2. bow		
3. vowel		
4. robe		
5. marvel		

4 Use the prompts to write present perfect yes / no questions.

- Ask students to read the sentence parts.
- Ask students to use the sentence parts to write present perfect yes/no questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- Have you eaten?
- Have you gone out?
- Have you met Soo-Jin and Frank?
- Have you studied English before?
- Has she seen something strange?

Wrap Up

5 Fill in the blanks. Then talk with a group. Ask questions and fill in the table to find the most experienced and adventurous person in the group.

- Tell students to get into groups.
- Ask students to look at the table.
- Ask students to use the prompts in the table to take turns asking and answering the questions.
- Tell students to ask the follow-up questions in the example.
- Tell them to use the patterns in activities 2, 3, and 4.
- Check students' conversations to make sure they're speaking properly.
- Ask some groups to present their conversations to the class.
- Give feedback.

Pronunciation

6 Listen and repeat. 5-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' pronunciation.
- Ask students to circle the correct consonant in each word if needed.

7 Listen and put check marks (✓) on the sounds. 5-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put check marks on the correct sounds.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- /b/
- /b/
- /v/
- /b/
- /v/

Extra Practice

Present Perfect Tag

Have students practice asking and answering questions using the present perfect tense. Ask one student to stand up. Ask that student a question using the present perfect tense. After the student answers, have him or her choose another student. Have the first student ask the second student any kind of question using the present perfect tense. Repeat. To make it a team activity, put the class into two teams. Flip a coin and have a student from the winning team ask a student from the losing team a question using the present perfect. Tell students they have three seconds to answer. If the student answers the question in the given time, their team gets a point. If a student can't answer the question or answers the question too late, then the team that asked the question gets a point.

Aim: Listen to and understand a story about an adventure

Vocabulary

1 Listen and number. 5-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

1. bear
2. guide
3. bite
4. build
5. duck
6. carry
7. view
8. snake
9. rabbit
10. insect

- Practice again. Point at different pictures and ask students to say the words.

2 Match A to B. Then ask and answer the questions with a partner.

- Ask students to read the sentence prompts in A.
- Ask students to read the words in B.
- Ask students to match the A sentence prompts with the correct B words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. Have you ever seen a ___?; horror movie / bear / rabbit / snake
2. Have you ever built a ___?; snowman / tree house / model / airplane
3. Have you ever visited a place with a beautiful ___?; view / sunset / beach

- Tell students to find a partner.
- Ask students to take turns asking and answering the questions.

Listen Up

3 Listen and match the person with the correct pictures. 5-06

- Listen to the audio.
- Ask students to match the person with the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- Owen-c
Julie-a
Dani-b

Listening
Aim: Listen to and understand a story about an adventure

Vocabulary

1 Listen and number. 5-05

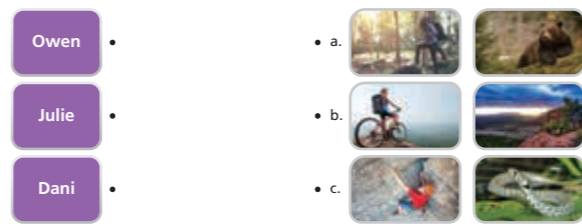


2 Match A to B. Then ask and answer the questions with a partner.

- A: Have you ever seen a _____? • B: snowman / tree house / model / airplane
 A: Have you ever built a _____? • B: view / sunset / beach
 A: Have you ever visited a place with a beautiful _____? • B: horror movie / bear / rabbit / snake

Listen Up

3 Listen and match the person with the correct pictures. 5-06



4 Listen again and circle true or false. 5-06

- | | | |
|--|------|-------|
| 1. They are talking about what they are going to do next summer. | true | false |
| 2. Owen has tried climbing only once. | true | false |
| 3. Owen has been to the hospital because of a snake bite. | true | false |
| 4. Julie has gone hiking many times in her life. | true | false |
| 5. Julie has seen some wild animals in Oregon. | true | false |
| 6. Dani hasn't been to Oregon, but she has been to Arizona. | true | false |

4 Listen again and circle true or false. 5-06

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | |
|----------|----------|
| 1. false | 2. false |
| 3. true | 4. false |
| 5. true | 6. true |

Teacher's Note

Different Kinds of Animals

Ask students what other kinds of animals they know. Tell them to describe what the animals look like, what kind of animal they are, and where they live. Then, introduce some other animals. You can do this by preparing pictures of animals and telling and asking students about the animals in the pictures.

Challenge

5 Before listening to the podcast, look at the pictures. Guess what the podcast will be about.



6 Listen to the podcast and circle the correct words. 5-07

1. Jay is on the top of Mount Everest / at the bottom of Mount Everest / in Lukla.
2. Jay feels excited and tired / cold and angry / unusual and incredible.
3. Yadav is here because he wants exercise / he is working / he is going home.
4. Yadav says it's a good idea to bring a cell phone / money / all your food to the base camp.
5. People climbing Everest need some food and soap / a few days' rest / brightly colored tents before they start.

7 Listen again and put these actions in the correct order (1-5). 5-07

1. Jay and Yadav start hiking back to Lukla.
2. Jay and Yadav arrive in Everest Base Camp.
3. Jay meets Yadav at the airport.
4. Jay and Yadav have dinner and go to sleep.
5. Jay and Yadav start their hike from Lukla to Everest Base Camp.

NOTE
Farthest means to the greatest distance from.

Wrap Up

8 Talk with a partner.

1. Where are the best places to hike near your home?
2. What kinds of animals can you see while hiking?
3. Do you think being a nature guide would be fun or dangerous?
4. What jobs seem most exciting? Why do you think so?

Challenge

5 Before listening to the podcast, look at the pictures. Guess what the podcast will be about.

- Ask students to look at the pictures.
- Ask students to make predictions about the podcast they're about to hear.
- Ask some students to share their predictions with the class.
- Give feedback and ask follow-up questions.

6 Listen to the podcast and circle the correct words. 5-07

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. at the bottom of Mount Everest
2. excited and tired
3. he is working
4. money
5. a few days' rest

7 Listen again and put these actions in the correct order (1-5). 5-07

- Listen to the audio.
- Ask students to write the correct numbers in the boxes.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. 5
2. 3
3. 1
4. 4
5. 2

Wrap Up

8 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Extra Practice

Extreme Travel

Tell students to work with a partner. Ask students to write a similar extreme travel report or story as in activities 5, 6, and 7. If students are having a hard time coming up with extreme activities, tell them to use some of the activities from the Teacher's Note in Lesson A. Give students 5-10 minutes to write their reports or stories. Then, ask some of the students to share their work with the class. Remember to ask follow-up questions and give feedback.

Aim: Add to an online discussion about adventure activities

Vocabulary

1 Listen and repeat. 5-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. Point at words in the book and ask students to say the words aloud.

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. knife
2. wool
3. supplies
4. towel
5. compass
6. plan
7. blanket
8. battery

Expressions Giving advice

3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different activities, places, and advice.

D ADVENTURE FORUM Writing
Aim: Add to an online discussion about adventure activities

Vocabulary

1 Listen and repeat. 5-08

2 Fill in the blanks with the best vocabulary words.

1. I use this _____ to cut things.
2. This sweater is so thick and warm. It's made of _____.
3. I need to buy camping _____, such as a tent, bug spray, and food.
4. I use a _____ to dry my hair.
5. I need a _____ to know which direction I'm going.
6. The _____ is to drive to the woods, rent a cabin, and stay for two nights.
7. It's cold in my bedroom, so when I sleep, I always use a _____.
8. My phone has no power because the _____ is dead.

Expressions Giving advice

3 Talk with a partner.

I am going camping in the woods.

You **could** take a knife. (suggestion)
You **should** take a blanket. (advice)
You **have** to take a tent. (strong advice, rule)

Extra Practice

Giving Suggestions and Advice

Have students practice giving suggestions and advice with the phrases in activity 3. Have students get into groups. Tell one student to say that he or she is going to do an activity and where the activity will take place. Tell the other students to each give one suggestion, one piece of advice, and one piece of strong advice or a rule. Let students know that they can talk about real-life activities and situations, as well as strange and unusual situations. Check students' conversations to make sure they're speaking properly. Ask some students to share their conversations with the class. Remember to give feedback and ask follow-up questions.

Ex.

I'm going to fly to Mars in a spaceship. →
You could take your lightsaber.
You should wear a space suit.
You have to bring some gifts for the Martians.

4 Write sentences that give advice for the problems.

A: I'm going on a long boat ride. What should I bring?
B: _____

A: I want to get a good grade in my math class. What should I do?
B: _____

A: I want to exercise more, but I'm so busy. What should I do?
B: _____

A: I need to cut this pizza, but I don't have a knife! What can I do?
B: _____

A: It's too cold in my bedroom, so I can't sleep! What should I do?
B: _____

NOTE

We use sequence connectors to organize our ideas into a logical order. These words include *and, or, but, then, later, before, finally, after, and that*.

What should I do during my vacation?

First, you should make a plan and make a budget. Then, you should decide on what places you want to visit. Before you go, you should do some research on the locations. After you do some touring, you can go shopping for gifts. Your friends and family will appreciate unique souvenirs from your trip later.

Writing

5 Read and write a comment giving advice to Gina on a separate piece of paper. Add suggestions for different activities in your area.

Adventure Forum

This is a chat room where you can talk about all kinds of adventure activities.

10/27 08:52
Hi! My name is Gina. I'm coming to your area next week and want to do something exciting! I'm interested in trying something like scuba diving or surfing. I also like hiking in the mountains. I want to try rock climbing and mountain biking as well. Has anyone here ever done these activities? Please give me some advice. What should I do? Where should I go? What things do I need? Thanks!

10/27 10:21
Hey, Gina! I've never gone rock climbing or mountain biking. But I have done scuba diving a few times. It's really fun. The best place is at Pacific Cove. They have a training center there. You have to get training because diving can be dangerous. You should learn from a good teacher. You need a wetsuit and a towel. Also, you should get a good watch you can use underwater.

10/27 11:45
[click here to comment](#)

Wrap Up

6 Talk with a group. Make a list of supplies you would need on a desert island. Discuss whose list seems the most useful and why.

Supplies	
1.	2.
3.	4.
5.	6.
7.	8.

4 Write sentences that give advice for the problems.

- Ask students to read the sentences.
- Ask students to write sentences that give advice on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- Sample answers
1. You should wear a life jacket.
 2. You have to study hard.
 3. You could wake up early and exercise.
 4. You could tear it apart.
 5. You should use a thicker blanket.

Teacher's Note

Sequence Connectors

Make sure students take notice of the NOTE and understand that you can give multiple pieces of advice or suggestions and connect them if they happen in a sequence. Give some examples of connecting ideas in a sequence and have students follow along.

Writing

5 Read and write a comment giving advice to Gina on a separate piece of paper. Add suggestions for different activities in your area.

- Ask students to read the chat room posts.
- Ask students to write suggestions and advice to Gina on a separate piece of paper.
- Tell students to use the patterns in activities 3 and 4.
- Check students' suggestions and advice to make sure they're writing properly.
- Ask some students to present their messages to the class.
- Give feedback.

Wrap Up

6 Talk with a group. Make a list of supplies you would need on a desert island. Discuss whose list seems the most useful and why.

- Tell students to get into groups.
- Ask students to make a list of supplies they would need to survive on a deserted island.
- Tell students to write their lists in the book or on a separate sheet of paper.
- Tell students to use the patterns in activities 3 and 4.
- Check students' lists to make sure they're writing properly.
- Ask each group to present their lists to the class.
- Decide as a class which group has the best list and why.
- Give feedback.

Teacher's Note

Survival Situations

After students complete activity 6, explain to them that different locations require different equipment to survive in. For example, if one was lost in the mountains, he or she might need a jacket and rain gear. But if one were stranded on a deserted island, he or she might need sunscreen or a fishing rod. Then, present a different survival environment to each group and have students come up with a new list of survival gear. Have students explain why they need the supplies they listed.

Aim: Make a plan to protect the wildlife in your country

Video

1 Match the words to the pictures.

- Ask students to read the words.
- Ask students to look at the pictures.
- Ask students to write the letters next to the correct pictures.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

b, d, a, c

2 Look at the pictures. What do you think the video is about?

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partners.

Scan the QR code to link to Unit 5 video.

3 Watch the video and write down five things that have (or haven't) happened in Jim's life.

- Play the video.
- Ask students to write down five things Jim has or hasn't done on the lines.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

2. Jim has never ridden in a helicopter.
3. Jim has never made it to the top of a mountain.
4. Jim has climbed a mountain in Europe.
5. Jim has broken his leg.

4 Watch Again. Circle the correct answer.

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. talk to Jim
2. in Canada
3. in Europe
4. climb a high mountain

E ON AN ADVENTURE **Project**
Aim: Make a plan to protect the wildlife in your country

Video

1 Match the words to the pictures.
a. result b. helicopter c. unlucky d. reporter

2 Look at the pictures. What do you think the video is about?

3 Watch the video and write down five things that have (or haven't) happened in Jim's life.

1. Jim has met a bear.
2. Jim has never ridden in a _____.
3. _____.
4. _____.
5. _____.

4 Watch again. Circle the correct answers.

1. The reporter came to the mountain to go climbing / talk to Jim / have an adventure.
2. Jim met a bear when he was in Canada / with the reporter / in Nepal.
3. Jim broke his leg when he was in China / in high school / in Europe.
4. Jim's dream is to ride in a helicopter / climb a high mountain / go to Europe.

Extra Practice

When Questions

Practice asking students *when* questions with the patterns:

"What did you do/never do when you were younger?"
→ "When I was younger, I (never) _____."

"What did you always/never do when you were an elementary school student?" → "I always/never _____ when I was an elementary school student."

Ex.

When I was younger, I liked to read comic books.
When I was younger, I never went hiking.
I always went to the beach when I was an elementary school student.
I never liked to eat vegetables when I was an elementary school student.

Grammar

5 Look at the table.

Past Time Clause
We often use <i>when</i> for questions, but we also use <i>when</i> to talk about a time in the past.
Ex. I went hiking when I was a university student. (or: When I was a university student, I went hiking.) When I was younger, I played soccer every day.

6 When did they do it? Use *when* and the prompts to write complete sentences.

1. [my father] [live in Brazil] [be a child]
Ex. My father lived in Brazil when I was a child. / When I was a child, my father lived in Brazil.
2. [she] [go ice fishing] [live in Canada]
3. [I study French] [be an elementary school student]
4. [they] [want to be singers] [be young]
5. [my brother] [not feel bored] [live in the desert]

21st Century Skills

Committed to Conservation

NOTE Conservationists are people who advocate for the protection and preservation of the environment and wildlife. If we want to keep having adventures in nature, we need to help conservationists protect our world.

7 Make a poster to show how others can help conservationists protect wildlife. Get in groups and research the wildlife and ecology of a national park in your country. Then, come up with a plan to help preserve these animals' habitats. Use the table below to structure your research.

Outline	Research
1. What kind of wildlife is there?	Ex. large mammals like mountain lions, bears, deer, etc., as well as owls and other smaller animals
2. What are some of the problems in the area?	Ex. wildfires
3. How do these problems affect the environment?	Ex. it causes displacement of habitats, kills wildlife, and also affects the environment by putting ash into the air and nearby water supply.
4. What are some of the causes of these problems?	Ex. Campfires, equipment failures, arson, cigarettes, drought, and weather events like lightning strikes
5. How can these problems be reduced?	Ex. Accidental fires can be prevented with policies and education on the dangers of fires in dry seasons. Natural events will require policies to address climate change and create better ways to combat wildfires and prevent their spread.

Grammar

5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

6 When did they do it? Use *when* and the prompts to write complete sentences.

- Ask students to read the sentence parts.
- Ask students to write complete sentences using *when* and the sentence parts on the line.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

2. She went ice fishing when she lived in Canada.
3. I studied French when I was an elementary school student.
4. When they were young, they wanted to be singers.
5. When my brother lived in the desert, he didn't feel bored.

21st Century Skills

7 Make a poster to show how others can help conservationists protect wildlife. Get in groups and research the wildlife and ecology of a national park in your country. Then, come up with a plan to help preserve these animals' habitats. Use the table below to structure your research.

- Ask students to read the activity and examples.
- Ask students to make an outline using the questions provided in the table.
- Ask students to go online and research national parks in their country.
- Ask students to prepare a research paper describing the wildlife in their chosen national park and also describing some of the concerns for these animals' habitats and lives.
- Ask students to prepare a poster or infographic to help them present their research.
- Ask students to present their research.
- Give students time to ask each presenter questions.
- Evaluate the students based on their presentation skills and give feedback on how they can improve their presentation.

This unit will give students the ability to use descriptive adjectives and the present continuous tense to talk about a person's appearance, what they are wearing, and what they are doing.

Scan the QR code to download the Unit 6 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 6 AIMS

- Lesson A: Understand a basic description of someone's appearance
- Lesson B: Ask and answer questions about what someone looks like
- Lesson C: Learn about the clothes people wear in other countries
- Lesson D: Describe your appearance in a message
- Lesson E: Describe a person's appearance using appropriate language

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
beard blonde hair earrings fat glasses handsome pretty thin	boots coat dress hat jacket jeans pants suit sweater T-shirt
Lesson C	Lesson D
gloves it's bright it's cold it's hot sandals shirt socks sunglasses umbrella wet	comfortable curly hair dark hair light hair slim straight hair strong uncomfortable
Lesson E	
beach crowded steal thief	



Key Grammar

present simple has/have

Use *has* and *have* to show things that people own.

<i>has</i> (singular subject)	<i>have</i>
He <i>has</i> a big bed.	They <i>have</i> a big bed.
His <i>bed</i> is big.	Their <i>bed</i> is big.

present continuous tense

Use the present continuous tense to talk about things that are ongoing or happening now.

Usage	Example
actions happening right now	I am walking.
a trend	I'm drinking more coffee these days.
an action or event in the future that has already been planned	I'm meeting my friends tonight for dinner.
a temporary event or situation	It's usually very hot in August, but it's freezing this year.
emphasizing a continuing series of repeated actions	He's <i>always</i> arguing with the waiters here.

adjectives joined with and

Use *and* to join two adjectives together to describe objects.

When describing color and length, the order should be 1) length → 2) color.

When describing size and length, the order should be 1) size → 2) length.

Adjective 1	Adjective 2	Adjective 1 + Adjective 2
Her hair is black.	Her hair is long.	Her hair is long and black.
The snake is big.	The snake is long.	The snake is big and long.

adjectives and commas

When multiple adjectives come before a noun, we sometimes use commas.

Adjective 1	Adjective 2	Adjective 1 + Adjective 2
Look at that black snake!	Look at that big snake!	Look at that black, shiny car!
The brown horse runs away.	The small horse runs away.	The hairy, green insect runs away.

Example

- You *must* submit this paper by tomorrow. (obligation)
- You *must not* throw trash into the recycling bins. (prohibition)

Unit 6 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 6 cover page.
- Then, ask the class the questions.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking their partner the questions.

Extra Practice More Discussion

Ask more questions about clothes and hanging out with friends.

Ex.

- Where do you hang out with your friends?
- What do you do when you hang out with your friends?
- What do you usually wear to school?
- What do you usually wear when you are not at school?

Lesson A WHAT DOES HE LOOK LIKE?

Aim: Understand a basic description of someone's appearance

Vocabulary

1 Listen and number. 6-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the pictures in the book.

Answer Key

- fat
- earrings
- glasses
- beard
- pretty
- thin
- handsome
- blonde hair

- Practice again. Point at different pictures and ask students to say the words.

2 Listen and fill in the blanks with the best vocabulary words. 6-02

- Ask students to read the sentence prompts.
- Listen to the audio.
- Ask students to write the correct words in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- handsome
- blonde hair
- beard
- fat
- thin

3 Write sentences with the vocabulary words and have or has.

- Ask students to read the sentence prompts.
- Ask students to write sentences with the vocabulary words and *have* or *has* on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- He has a beard.
- He has glasses.
- She has blonde hair.
- She has earrings.
- He is handsome.
- He is thin.
- She is pretty.
- She is fat.
- They have glasses.

A WHAT DOES HE LOOK LIKE? Listening

Aim: Understand a basic description of someone's appearance

Vocabulary

1 Listen and number. 6-01

2 Listen and fill in the blanks with the best vocabulary words. 6-02

3 Write sentences with the vocabulary words and *have* or *has*.

4 Talk with a partner.

What does Samantha look like? She has blonde hair. She has glasses.

What does Andrew look like? He is handsome. He is thin.

NOTE: When describing a person's appearance, we use the verb *have* for nouns and *is* for adjectives. For hair color (blonde, red, black, brunette), we can say: She is blonde. She has blonde hair.

Focus

4 Talk with a partner.

- Read the short conversations aloud, or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to use different appearance words and adjectives.

Extra Practice

Practice asking students what they look like with the phrases from activity 4.

Ex. What does Dave look like? → He has glasses. He is thin. What does Maria look like? → She is pretty. She has black hair.

Listen Up

5 Listen and find the people. Write their letters, names, and arrival times in the table. 6-03

Letter	Name	Arrival Time
1.		
2.		
3.		
4.		

6 Talk with a partner. Describe a man and a woman Sara did not talk about. Write your descriptions.

He is _____, and he has _____.
She is _____, and she has _____.

NOTE: Present continuous tense can be used to talk about plans or arrangements for events at a later time than now. Ex. I'm meeting Jane at the restaurant. I'm leaving tomorrow. I'm wearing a suit next Monday.

Grammar

7 Read the box. Then talk with a partner.

We use the present continuous tense (*be + verb + -ing*) to talk about something which is happening (right now) at the moment of speaking (and is not finished).

Ex. I am wearing a yellow T-shirt. He is playing soccer. She is studying.

NOTE: Often we contract the be-verb in these sentences: I am wearing → I'm wearing. He is playing → He's playing. She is studying → She's studying.

8 Fill in the blanks with the given words in the present continuous tense.

- He is _____ (wear) a blue T-shirt.
- She is _____ (play) a video game.
- They are _____ (watch) a movie.
- Sarah is _____ (study) for a test.
- The teacher is _____ (teach) a class.

Wrap Up

9 Listen, circle, and answer the questions. 6-04

- Where is the boy?
 - at the bus station
 - at school
 - at the airport
- Who is the boy looking for?
 - Amanda
 - Amanda's younger sister
 - Amanda's older sister
- Amanda's older sister _____.
 - is kind of tall
 - is wearing a jacket
 - has blonde hair
- Which person matches the description? Write the answer in a complete sentence. _____

Listen Up

5 Listen and find the person. Write their letters, names, and arrival times in the table. 6-03

- Listen to the audio.
- Ask students to find the person and write their letter, name, and arrival time on the table.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- E, Alana, 6:20 p.m.
- C, Steven, 2:00 p.m.
- B, Mina, 9:00 a.m.
- F, Dhani, 11:00 p.m.

6 Talk with a partner. Describe a man and woman Sara did not talk about. Write your descriptions.

- Tell students to find a partner.
- Ask students to describe a man and a woman who were not mentioned in the audio.
- Ask students to write their answers in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

- He is tall and he has dark hair.
- She is fat and she has long dark hair.

Grammar

7 Read the box. Then talk with a partner.

- Read the contents of the box.
- OR
- Ask students to read the box.
- Tell students to find a partner.
- Ask students to discuss the contents of the box.
- Ask students if they would like to share their discussions with the class. Give feedback.

Extra Practice What Are You Doing / Wearing?

Practice the present continuous tense with the questions:

"What are you doing?" / "What are you wearing?"

Ex. What are you doing? → I'm talking to the teacher. What are you wearing? → I'm wearing a hat. Etc.

8 Fill in the blanks with the given words in the present continuous tense.

- Ask students to read the sentence prompts and look at the words in parentheses.
- Ask students to change the words in parentheses into the present continuous tense and write them in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- wearing
- playing
- watching
- studying
- teaching

Wrap Up

9 Listen, circle, and answer the questions. 6-04

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- c
- c
- a
- The person in picture C matches the description.

Lesson B WHAT IS HE WEARING?

Aim: Ask and answer questions about what someone looks like

Vocabulary

1 Match the pictures with the words.

- Read the words to students.
- Ask students to repeat aloud after the words.
- Ask students to look at the pictures.
- Ask students to write the letters of words next to the correct pictures.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

- | | |
|-------------|--------------|
| c. a dress | j. a T-shirt |
| a. a suit | b. a hat |
| f. a coat | e. pants |
| g. a jacket | i. boots |
| d. jeans | h. a sweater |

2 Listen and write what the people are wearing.

- Listen to the audio.
- Ask students to write the words they hear in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. hat 2. jacket 3. sweater 4. suit 5. boots

Expressions

Talking about appearance and clothing

3 Listen and repeat.

- Read the contents of the tables.
- OR
- Ask students to read the tables.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kinds of words are being highlighted.

Teacher's Note

All Types of People, All Types of Clothing

Explain to students that there are many different types of people. Give them additional adjectives to describe people, such as *old, young, sick, healthy, happy, sad, angry, bored*, etc. Also, make sure to introduce other clothing items, such as hoodies, sweatshirts, sweatpants, slacks, sneakers, baseball caps, etc.

B WHAT IS HE WEARING?

Speaking
Aim: Ask and answer questions about what someone looks like

Vocabulary

1 Match the pictures with the words.

2 Listen and write what the people are wearing.

- _____
- _____
- _____
- _____
- _____

Expressions

Talking about appearance and clothing

3 Listen and repeat.

Appearance
What does he look like? He is tall / short / handsome / etc.
Clothing
What is he wearing? He is wearing a T-shirt and pants. She is wearing a dress. I am wearing a hat. (or: I have a hat.)

4 Talk with a partner.

What is he/she wearing?

He/She is wearing _____

What are you wearing tomorrow?

I'm wearing my uniform tomorrow.

Speak Up

5 Talk with a partner. Describe a person below. Who is being described?

4 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again, but to talk about different clothing and colors.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Speak Up

5 Talk with a partner. Describe a person below. Who is being described?

- Ask students to talk with a partner.
- Ask students to choose one of the people.
- Ask students to describe the person.
- Ask students to change roles and describe a different person.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their discussions to the class.
- Give feedback.

Grammar

6 Read the table.

Present Simple Tense	Used to express habits, repeated actions or events and general truths
He reads in the morning.	Habit: He reads most mornings.
He wears glasses to read.	Repeated action: He wears glasses every time he reads.
He wears glasses.	General truth: He wears glasses all the time.
Present Continuous Tense	Used to describe an action that is happening right now or to talk about future plans or arrangements
He is reading.	He is reading right now.
He is wearing a white shirt.	He is wearing a white shirt right now.
Q. What are you wearing to the wedding?	He is going to wear a suit at the wedding.
A. I'm wearing a suit.	

7 Fill in the blanks with the given words in the present simple or present continuous tense.

- He _____ (wear a suit) to work every day.
- I usually _____ (study) on the weekend, but right now I _____ (watch) a movie.
- He _____ (wear) a T-shirt and jeans because it's Saturday afternoon.
- I'm _____ (visit) my brother this weekend.
- What _____ (Sarah / do) in her free time?

NOTE
We cannot use present continuous tense with have when we describe appearance.
✔ He has a white shirt. (X)
He is having a white shirt. (X)

Wrap Up

8 Talk with a partner. Describe the people in the picture and guess what fixed arrangements they have.

Ex. He is Paul. He is wearing a yellow cardigan and red vest. He is having dinner with his parents this evening.



Pronunciation

9 Listen and repeat.

/f/	/f:/
fit	feet

10 Listen and put check marks (✓) on the sounds.

	/f/	/f:/
1. ship		
2. sheep		
3. beat		
4. bit		
5. seat		
6. sit		
7. pitch		
8. peach		

Extra Practice What Do They Look Like?

Prepare some pictures of famous people and ask students what they look like with the unit's patterns.

Grammar

6 Read the table.

- Read the contents of the tables.
- OR
- Ask students to read the tables.
- Ask students if they know what verb tenses are being highlighted.

7 Fill in the blanks with the given words in the present simple or present continuous tense.

- Ask students to read the sentence prompts and look at the words in parentheses.
- Ask students to change the words in parentheses into the present simple or present continuous tense and write it in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- wears a suit
- study, am watching
- is wearing
- visiting
- does Sarah do

Teacher's Note

Non-Continuous Verbs

This NOTE illustrates that other verbs not used in the present continuous include:

- feelings:** hate, like, love, prefer, want, wish
- senses:** appear, feel, hear, see, seem, smell, sound, taste
- communication:** agree, deny, disagree, mean, promise, satisfy, surprise
- thinking:** believe, imagine, know, mean, realize, recognize, remember, understand
- others:** be, belong, concern, depend, involve, matter, need, owe, own, possess

Wrap Up

8 Talk with a partner. Describe the people in the picture and guess what fixed arrangements they have.

- Ask students to talk with a partner.
- Ask students to describe the people in the picture and what they are doing.
- Tell students to describe their appearance and clothes.
- Ask students to predict what they will be doing later.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Pronunciation

9 Listen and repeat.

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct vowels in each word if needed.

10 Listen and put check marks (✓) on the sounds.

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put check marks on the correct sounds.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | | | |
|---------|---------|---------|---------|
| 1. /f/ | 2. /i:/ | 3. /i:/ | 4. /f/ |
| 5. /i:/ | 6. /f/ | 7. /f/ | 8. /i:/ |

Lesson C OUTFITS FOR THE SEASONS

Aim: Learn about the clothes people wear in other countries

Vocabulary

1 Listen and number. 6-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct numbers of the vocabulary words next to the pictures in the book.
- Practice again. Point at different pictures and ask students to say the words.

Answer Key

1. it's bright
2. sunglasses
3. it's hot
4. an umbrella
5. gloves
6. it's cold
7. socks
8. a shirt
9. sandals
10. wet

2 Use the vocabulary words to complete the dialogues. Listen and repeat. 6-10

- Ask students to read the sentence prompts.
- Ask students to write the correct words in the blanks.
- Listen to the audio.
- Ask students to check their answers.
- Ask students to repeat aloud after the audio.
- Ask students to complete the activity.

Answer Key

1. It's bright
2. an umbrella
3. gloves
4. sandals

Pre-reading

3 Talk with a partner. Look at the pictures and talk about what the people are wearing.

- Ask students to look at the pictures.
- Tell students to practice asking and answering the questions.
- Tell students to talk about other clothing items.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

C OUTFITS FOR THE SEASONS

Reading Aim: Learn about the clothes people wear in other countries

Vocabulary

1 Listen and number. 6-09

1
 it's bright

10
 wet

3
 it's hot

6
 it's cold

5
 gloves

9
 sandals

7
 socks

2
 sunglasses

4
 an umbrella

8
 a shirt

2 Use the vocabulary words to complete the dialogues. Listen and repeat. 6-10

1. _____ today. You should wear sunglasses.

OK! How do these look?

2. It's raining right now!

I won't get wet. I have _____!

3. It's so cold today. My hands hurt.

Wear these _____. They will make your hands warm.

4. Ah! My socks are all wet!

I wear _____ when it rains. Then my socks and shoes don't get dirty.

Pre-reading

3 Talk with a partner. Look at the pictures and talk about what the people are wearing.

beanie

raincoat

tank top

When do you wear these clothes?

4 Read and match the texts with the pictures. 6-11

Hi, I'm Omar. I live in Saudi Arabia. It's so hot here. I'm wearing this—a *thawb*. It's a kind of long white shirt. It is very cool and loose. It is very comfortable to wear in hot weather. Also, I'm wearing sandals! It's very sunny and bright here, so I have to wear sunglasses often. What do you think of my outfit?

My name is Ju-Yeon, and I live in South Korea. It's raining right now, so I'm wearing a raincoat. I don't want to get wet. I always have an umbrella when I go outside. It's also warm here, so I'm wearing a dress and sandals. At home, I wear comfortable pants and a T-shirt.

I'm Danielle. I live in Canada. It's sunny here, but very cold. I'm wearing this padded coat, a thick sweater, a warm blue hat, and gloves. Also, I'm wearing big boots to walk in the snow. Sometimes, I wear sunglasses, too.

5 Circle true or false.

1. Wearing a *thawb* makes Omar feel hot. true false
2. Ju-Yeon is wearing pants. true false
3. Danielle is wearing sunglasses. true false
4. Ju-Yeon wears pants at home. true false
5. Danielle's coat and sweater are thick. true false
6. Omar often wears sunglasses. true false

6 Talk with a partner.

1. Which type of clothes do you like most? Why?
2. What do you wear when it's hot?
3. What do you wear when it's very cold?

Wrap Up

7 Find unique clothes from other countries online. Share your information with your group. Can you name the clothes below?

Indonesia

Mexico

Japan

Thailand

Extra Practice When Do You Wear...?

Ask students when they wear certain clothes with the phrase:

"I wear _____ when _____."

Ex.

When do you wear a beanie? → I wear a beanie when it's cold outside.

Teacher's Note

Common Clothing

Explain some common clothing items that people usually wear in special situations, such as a *swimsuit*, *pajamas*, *slippers*, *exercise clothing*, etc.

4 Read and match the texts with the pictures. 6-11

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Ask students to match the texts with the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom

A. Omar, C. Ju-Yeon, B. Danielle

Comprehension

5 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. false	2. false
3. false	4. true
5. true	6. true

6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Challenge

7 Find unique clothes from other countries online. Share your information with your group. Can you name the clothes below?

- Tell students to get into groups.
- Ask students to look at the pictures.
- Ask students to try to name the clothing in the pictures.
- Ask students to use the internet to find clothes from other countries.
- Tell students to discuss the clothes they found.
- Ask different groups to present their discussions to the class.
- Give feedback.

Teacher's Note

People From... Wear...

Explain to students that they can talk about traditional clothes people from other countries wear with the phrase:

"People from _____ wear _____."

Please remind students that these are traditional clothes and not to be confused with daily clothing in these countries.

Ex.

People from Korea wear hanboks.

Teacher's Note

Clothes from Around the World

Explain to students that people in other countries wear different clothing items. Below is a short list of traditional clothing items from other countries:

Korea: hanbok	Germany: lederhosen
South East Asia: sarong	Spain: traje de luces
China: hanfu	Japan: kimono
Scandinavia: gakti	Netherlands: clogs
Morocco: fez	Russia: sarafan
West Africa: dashiki	France: beret
South America: poncho	Scotland: kilt

Lesson D I HAVE CURLY HAIR!

Aim: Describe your appearance in a message

Vocabulary

1 Read and repeat.

- Read the words aloud.
- Ask students to repeat aloud.
- Practice again. Point at words in the book and ask students to say the words aloud.

2 Listen and find the person (a-h) being described in 1.

- Listen to the audio.
- Ask students to write the letter of the people in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- e
- f
- c
- h
- b
- a

3 Choose a man and a woman from above. Describe their appearances.

- Tell students to choose one man and one woman from the pictures.
- Ask students to describe their appearances.
- Ask students to write their answers on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

She is comfortable right now. / She has light hair.
He is slim. / He has short dark hair.

4 Listen and write the names of the people.

- Listen to the audio.
- Ask students to write the names of the people in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- Manny
- Rachel
- Jacob
- William
- Irene

D I HAVE CURLY HAIR!

Writing
Aim: Describe your appearance in a message

Vocabulary

1 Read and repeat.



a. comfortable



b. curly hair



c. straight hair



d. light hair



e. dark hair



f. strong



g. slim



h. uncomfortable

2 Listen and find the people (a-h) being described in 1.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

3 Choose a man and a woman from above. Describe their appearances.

She is _____
She has _____
He is _____
He has _____

4 Listen and write the names of the people.

1. _____

3. _____

5. _____

2. _____

4. _____



Grammar

5 Read and listen.

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar points are being highlighted.

Extra Practice My Friend Looks...!

Have students draw a picture of a friend or classmate. Then, have them write sentences to describe the person they drew.

Grammar

5 Read and listen.

You can use two adjectives to describe a noun. There are two ways to do this.

The adjectives come before the noun.	The adjectives come after the noun.
His long dark hair...	His hair is long and dark.
Her short blonde hair...	Her hair is short and blonde.

Writing

6 Rewrite the sentences in another form.

- He has a large, comfortable bed.
- Her pants are long and dark.
- Her hair is short and blonde.
- They have a small, comfortable apartment.
- Her brother is tall and handsome.

NOTE

Adjectives that come before the noun sometimes require a comma. Read the Grammar Reference to learn more about this.

7 Read the conversation. Answer the questions.

Aubrey: Hey, did you watch *Sing Star* last night?

Jessica: Yes! It's my favorite television show!

Claire: Me, too!

Aubrey: Who was your favorite singer last night?

Jessica: It was Alana! She's my favorite.

Claire: Alana? I don't remember her. What does she look like?

- What are the people talking about?
 - a television show
 - a concert
 - a school assignment
- Who is Jessica's favorite singer?
 - Aubrey
 - Claire
 - Alana
- Who doesn't remember Alana?
 - Aubrey
 - Claire
 - Jessica

Wrap Up

8 Draw a picture of Alana. Then tell your friends in the chat group what she looks like.

Jessica

Last night, Alana was wearing _____ and _____.

_____ She has beautiful _____ and _____ hair. She's the best!

#alana#singstar

6 Rewrite the sentences in another form.

- Ask students to read the sentences.
- Ask students to rewrite the sentences using the forms in activity 5.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- His bed is large and comfortable.
- She has long, dark pants.
- He has short, blonde hair.
- Their apartment is small and comfortable.
- She has a tall, handsome brother.

7 Read the conversation. Answer the questions.

- Read the conversation aloud.
- OR
- Ask students to read parts of the conversation aloud.
- OR
- Ask students to read the conversation quietly by themselves.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- a
- c
- b

Wrap Up

8 Draw a picture of Alana. Then tell your friends in the chat group what she looks like.

- Tell students to draw a picture of what Alana looks like.
- Tell students that they can use a separate piece of paper if the notebook in the book is not helpful.
- Ask students to read the sentence prompts.
- Ask students to fill in the blanks with adjectives and clothing items.
- Ask students to complete the activity.
- Ask some students to present their descriptions to the class.
- Give feedback.

Answer Key

Sample answers

Last night, Alana was wearing a yellow dress and sunglasses. She has beautiful earrings and long, dark hair. She's the best!

Teacher's Note

All the Adjectives

The NOTE on this page illustrates that when using more than one adjective, the correct order must be followed. Make sure students understand that when using more than one kind of adjective, the correct order should be:

- opinion: ugly, beautiful
- size: big, small
- physical quality: thin, rough
- shape: round, rectangular
- age: young, ancient
- color: blue, pink
- origin: American, Japanese
- material: wood, plastic
- type: multi-use, three-sided
- purpose: cooking, riding

Ex.

Fettuccini is a long, flat, Italian pasta.
He saw a beautiful, big, hairy, black dog.

Aim: Describe a person's appearance using appropriate language

Video

- Write the words under the correct pictures.
 - Read the words to students.
 - Ask students to repeat aloud after the words.
 - Ask students to look at the pictures.
 - Ask students to write the words under the correct pictures.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

From left to right, top to bottom
thief, crowded, steal, beach

- Look at the pictures. What is this video about? Talk with a partner.
 - Ask students to look at the pictures.
 - Ask students to make predictions about the video they're about to watch.
 - Tell students to talk with a partner.
 - Tell students to share their predictions with their partners.

Scan the QR code to link to the Unit 6 video.

- Watch the video. Put check marks (✓) on the words you hear.
 - Play the video for students.
 - Ask students if their predictions were correct.
 - Ask students to put check marks on the words they hear.
 - Play the video again if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

From left to right, top to bottom
nice, thief, phone, jacket

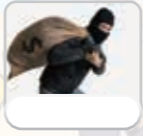
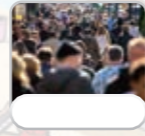
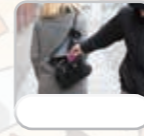
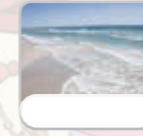
- Watch again. Circle the words you hear.
 - Ask students to read the questions.
 - Play the video again.
 - Ask students to circle the words they hear.
 - Ask students to complete the activity.
 - Check students' answers.

E HELP ME FIND... Project
Aim: Describe a person's appearance using appropriate language

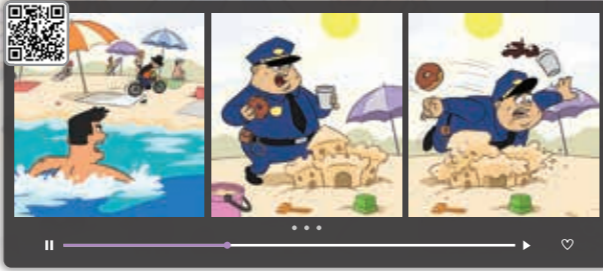
Video

1 Write the words under the correct pictures.

beach thief steal crowded

2 Look at the pictures. What is this video about? Talk with a partner.



3 Watch the video. Put check marks (✓) on the words you hear.

nice

thief

boots

short


car

phone

boat


jacket

4 Watch again. Circle the words you hear.



1. This is ice / new / nice.

3. Hello? There's a thief on the bench / beach / sea.



2. He's tall and thin / tall and thick / short and blue.

4. Okay, a police officer is going / was going / are going to the beach now.

Answer Key

- nice
- tall and thin
- beach
- is going

Teacher's Note

Cops, Robbers, and Uniforms
 Explain to students that a thief is also known as a robber and that a police officer is also known as a cop. Talk about the role that cops have in your country. What do they do? How do they help people? Introduce any vocabulary words they might not be familiar with, such as police car, patrol, and protect.

Extra Practice

Pause the video from time to time and practice asking students what the people in the video are doing.

Ex.
 What is the man in the yellow swimming suit doing? → He is swimming in the sea. (at 0:16)
 What is the boy holding? → He is holding his mom's hand. (at 0:25)
 Etc.

Grammar

- Complete the sentences. Choose the present simple or present continuous tense. Use the given words.

Hi, Joe.

I _____ (write / this email) on a beach in Italy.
 Usually the weather _____ (sunny), so
 I _____ (wear / sunglasses) every day. But right now
 _____ (it / rain), so I _____
 (sit / under a tree). I _____ (go to / the beach)
 every day because it's beautiful here.
 _____ (you / enjoy your vacation)? I hope so.

See you soon!
 Maxine

21st Century Skills

Talking About Appearance Communication

6 Look at the people and write descriptions. Use positive language when writing your descriptions.

NOTE
 Talking about appearances can be difficult. Some cultures do not see a problem in describing someone based on their appearance, while others might be uncomfortable doing so. When talking about someone's appearance, always try to be positive and empathetic.



Grammar

- Complete the sentences. Choose the present simple or present continuous tense. Use the given words.
 - Ask students to read the sentence prompts and look at the words in parentheses.
 - Ask students to change the words in parentheses into the present simple or present continuous tense and write them in the blanks.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

- am writing this email
- is sunny, wear sunglasses
- it's raining, am sitting under a tree
- come to the beach
- Are you enjoying your vacation

21st Century Skills

- Look at the people and write descriptions. Use positive language when writing your descriptions.
 - Tell students to take turns describing the people in the picture below.
 - Check student's conversations to make sure they're speaking properly.
 - Ask different people to describe someone aloud and have the class figure out who they are talking about.
 - Give feedback.

GRAMMAR REVIEW

UNIT 1

questions with *can you* and *do you feel like*

Use *Can you* + verb and *Do you feel like* + verb + *-ing* to ask another person to do something with you.

Can you + Verb	Do you feel like Verb + -ing
Can you play a computer game with me?	Do you feel like playing a computer game with me?
Can you sing with me?	Do you feel like singing with me?
Can you go to the party with me?	Do you feel like going to the party with me?

modals for invitations, requests, offers, and to ask for permission

We use the modal verbs *can*, *could*, *would*, and *will* for invitations, requests, offers, and to ask for permission.

	Usage	Example
<i>can</i>	to make requests or to invite to ask for permission to offer something	Can you help me? Can you come with me? Can I have lunch? I can do that.
<i>could</i>	to make requests or to invite to ask for permission	Could you do this for me? Could I join you a little later?
<i>would</i>	to make requests	Would you pay for me, please?
<i>will</i>	to make requests or invite	Will you join me this afternoon?

present simple tense and present continuous tense

Use present simple tense to talk about things that are always or generally true or things that happen regularly. Use present continuous tense to describe something that you haven't finished yet or things that are happening right now.

Present Simple Tense	Example
to describe things that are always or generally true	The Earth <i>goes</i> around the Sun.
to describe things that happen regularly	She <i>goes</i> abroad during summer vacation.
Present Continuous Tense	Example
to describe something that you haven't completed	I <i>am learning</i> to play the guitar.
to describe things that are happening right now	Look! It <i>is snowing</i> now!

UNIT 2

used to and *would*

Use *used to* and *would* to describe past events that you did regularly.

Example
He <i>used to/would</i> buy fashion magazines every month.
I <i>used to/would</i> wear loose clothes. I don't anymore.
She <i>used to/would</i> always listen to pop music.

past simple tense

Use past simple tense to talk about events in the past, including finished past events, habitual actions in the past, and events that were true in the past.

Usage	Example
to show events which were done in the past	He <i>wore</i> a suit to attend the business meeting.
to talk about repeated events or actions in the past	They <i>went</i> on a picnic every Sunday.
to talk about things that were true for some time in the past	She <i>used</i> the same mobile phone all through university.

present perfect tense

Use present perfect tense in the following situations.

	Form	Example
Present Perfect Statements	subject + have/has + past participle	I have worked on this before. Julie has broken her arm twice.
Present Perfect Negative Statements	subject + have/has + not + past participle	I have not worn a suit before. Michelle and Alex have not been to Spain before.
Present Perfect Questions	Wh-question + have/has + subject + past participle + ?	What have you learned in school? Who has been to the United States before?

Usage	Example
to talk about events repeated from the past until now	I <i>have called</i> him three times.
to talk about the duration of things happening from the past until now	He <i>has been</i> a teacher since 2002.
to talk about changes from the past until now	He <i>has grown</i> a lot since I last saw him.
to talk about an event at an unspecified time in the past	I <i>have been</i> to Japan once.
to talk about uncompleted actions that are expected to happen	She <i>hasn't finished</i> her homework yet.

UNIT 3

present perfect tense vs. past simple tense

Present perfect tense is used to talk about actions that happened at an unspecified time in the past. It can also be used to talk about unfinished events between the past and now. Past simple tense is used to talk about completed actions in the past, often specifying when the action took place.

Form	Example
present perfect tense	I <i>have just cooked</i> dinner. I <i>have seen</i> some amazing rock concerts.
past simple tense	She <i>wore</i> a traditional costume last night. They <i>visited</i> a folk village yesterday.

present perfect continuous tense

The present perfect continuous tense is formed using *has / have been* + verb + *-ing*. It is used to talk about continuing events happening between the past and now.

We often use the signal words *since*, *for*, *recently*, and *lately* with the present perfect continuous tense.

Usage	Example
to talk about actions that started in the past and continue up until now	I've <i>been coming</i> to this festival every year since 2012.
to talk about temporary habits or situations	<i>Have you been studying</i> much recently?
to talk about actions that have recently stopped and have a result in the present	I've <i>been helping</i> Janice at the food stall all day, so I'm exhausted.

UNIT 4

past time expressions

Use past time expressions to say when certain events took place.

	Past Time Expression
<i>ago</i>	Two years <i>ago</i> , my sister graduated from college.
<i>before</i>	I had lunch <i>before</i> I went to the library.
<i>after</i>	Andy played soccer <i>after</i> he finished his homework.
<i>yesterday</i>	<i>Yesterday</i> , my mom was so tired.
<i>last</i>	She graduated <i>last</i> year.

past simple tense

Use past simple tense to talk about actions that were completed in the past.

Past Simple Tense		
Wh-questions	Where <i>did</i> you go last summer?	I <i>went</i> to Hawaii.
Yes/no questions	<i>Did</i> you pay the bill?	Yes, I <i>did</i> .
	<i>Did</i> you use your credit card?	No, I <i>didn't</i> .

past continuous tense

We use past continuous tense (*was/were* + verb + *-ing*) to describe an action that was in progress at a specific point in the past.

Example
Ten years ago, Katherine <i>was backpacking</i> in Europe.
Six months ago, I <i>was finishing</i> my PhD in Organic Chemistry.
Two hours ago, they <i>were watching</i> a new movie at a nearby theater.

past continuous tense vs. past simple tense

	Past Simple Tense	Past Continuous Tense
	Describes actions completed in the past	Describes ongoing actions or events in the past
Affirmative (subject) + past form	(subject) + past form I <i>ordered</i> food.	(subject) + was/were + <i>-ing</i> form I <i>was sleeping</i> .
Negative	(subject) + did not (didn't) + infinitive verb My parents <i>didn't call</i> me yesterday.	(subject) + was not (wasn't) / were not (weren't) + <i>-ing</i> form I <i>wasn't playing</i> videogames.
Interrogative	Did + subject + infinitive verb with to + ? <i>Did you sleep late last night?</i>	Was/Were + subject + <i>-ing</i> form + ? <i>Were you touring around the city?</i>
	Wh-word + did/didn't + subject + base form verb + ? <i>Why did you buy that?</i>	Wh-word + was/were + subject + <i>-ing</i> form + ? <i>Where were you going?</i>

GRAMMAR REVIEW

UNIT 5

present perfect tense vs past simple tense

We can use the present perfect tense (*have* + past participle) or past simple tense to talk about actions and situations in the past. You must use the present perfect tense when the time of an action is not important or not specified. You must use the past simple tense when details about the time or place an action happened are given or requested.

Past Simple Tense	Present Perfect Tense
I <i>was</i> sick last week.	I <i>have seen</i> this movie three times.
She <i>didn't eat</i> lunch yesterday.	She <i>hasn't eaten</i> since this morning.
They <i>watched</i> a musical a month ago.	I <i>have gone shopping</i> three times this week.

past time clauses

Adverbial clauses of time consist of two clauses: the main clause and the time clause. Time clauses usually begin with *when*. Other words that start time clauses include: *whenever, while, as, since, after, before, until, as soon as, and once*.

Example
She went hiking <i>when</i> she was a high school student.
I lived in China <i>when</i> I was in middle school.
<i>When</i> James was younger, he played football.

UNIT 6

present simple *has/have*

Use *has* and *have* to show things that people own.

<i>has</i> (singular subject)	<i>have</i>
He <i>has</i> a big bed.	They <i>have</i> a big bed.
His <i>bed</i> is big.	Their <i>bed</i> is big.

present continuous tense

Use the present continuous tense to talk about things that are ongoing or happening now.

Usage	Example
actions happening right now	I am walking.
a trend	I'm drinking more coffee these days.
an action or event in the future that has already been planned	I'm meeting my friends tonight for dinner.
a temporary event or situation	It's usually very hot in August, but it's freezing this year.
emphasizing a continuing series of repeated actions	He's <i>always</i> arguing with the waiters here.

adjectives joined with *and*

Use *and* to join two adjectives together to describe objects. When describing color and length, the order should be 1) length → 2) color. When describing size and length, the order should be 1) size → 2) length.

Adjective 1	Adjective 2	Adjective 1 + Adjective 2
Her hair is black.	Her hair is long.	Her hair is long and black.
The snake is big.	The snake is long.	The snake is big and long.

adjectives and commas

When multiple adjectives come before a noun, we sometimes use commas.

Adjective 1	Adjective 2	Adjective 1 + Adjective 2
Look at that black snake!	Look at that big snake!	Look at that black, shiny car!
The brown horse runs away.	The small horse runs away.	The hairy, green insect runs away.

Example
You <i>must</i> submit this paper by tomorrow. (obligation)
You <i>must not</i> throw trash into the recycling bins. (prohibition)

WORD LIST

MODULE 1

UNIT 1

Lesson A

bat
belt
diary
magic
medal
racket
squash
writer

Lesson B

aerobics
card game
checkers
energy
enter
explore
hobby
radio/podcast

Lesson C

active
boxing
competition
match
quiet
relaxed
rugby
yoga

Lesson D

fact
foreign
information
member
neighbor
playmate
profile
tourist

Lesson E

analyze
code
figure out
shuffle

UNIT 2

Lesson A

loose
magazine
pockets
size
sleeves
tight
try on
uniform

Lesson B

brand
celebrity
chain
design
fashion
jewelry
skirt
sneakers

Lesson C

casual
cheap
expensive
formal
popular
secret
trend
whisper

Lesson D

blouse
collar
lipstick
old-fashioned
outfit
pattern
perfume
unusual

Lesson E

scarf

MODULE 2

UNIT 3

Lesson A

admission
audience
hit
influence
inspiration
origin
performer
style

Lesson B

ceremony
custom
dull
entertainment
firework
magnificent
regular
traditional

Lesson C

annual
community
eager
ordinary
participate
recognize
register
spectacular

Lesson D

analysis
brief
conclusion
plot
provide
review
scene
worth

Lesson E

goal
guide
scoop
wrestling

UNIT 4

Lesson A

cycling
desert

explain
forest
lake
river
sightseeing
traveling

Lesson B

bills
credit card
luggage / baggage
menu
the bill / check
tickets
vacation
waiter / waitress

Lesson C

army
castle
king
land
prison
queen
sea
ship
treasure
war

Lesson D

complaint
discount
fantastic / wonderful
friendly
market
refund
terrible
tip

Lesson E

ceiling
shocked
shuttle
trick
weird

MODULE 3

UNIT 5

Lesson A

adventure
ice fishing
ice skating
mountain biking
riding a motorcycle
rock climbing
scuba diving
skydiving

Lesson B

awful
crazy
dangerous
go out
lucky
memory
pleasant
quick
special
strange

Lesson C

bear
bite
build
carry
duck
guide
insect
rabbit
snake
view

Lesson D

battery
blanket
compass
knife
plan
supplies
towel
wool

Lesson E

helicopter
reporter
result
unlucky

WORD LIST

UNIT 6

Lesson A

beard
blonde hair
earrings
fat
glasses
handsome
pretty
thin

Lesson B

boots
coat
dress
hat
jacket
jeans
pants
suit
sweater
T-shirt

Lesson C

gloves
it's hot
it's bright
it's cold
sandals
shirt
socks
sunglasses
umbrella
wet

Lesson D

comfortable
curly hair
dark hair
light hair
slim
straight hair
strong
uncomfortable

Lesson E

beach
crowded
steal
thief