



BRITISH ENGLISH

# NEW FRONTIERS

TEACHER'S GUIDE

2

**A1<sup>+</sup>**

Elementary

# Scope and Sequence

## HOW TO USE

..... Page 4

| UNIT / PAGE  | VOCABULARY  | GRAMMAR & STRUCTURES   | LISTENING   |
|--|---|--|---|
| <b>HELLO!</b><br>Page 6 <b>1</b>   | Personal information<br>Introductions<br>Jobs<br>The theatre                          | <i>Wh</i> -questions<br>Stative verbs<br>Possessive adjectives   | Understand questions about personal information       |
| <b>LET'S HAVE SOME FUN!</b><br>Page 18<br>Page 30 <b>Review 1-2</b> <b>2</b> | Hobbies and pastimes<br>Talents<br>Skills   | Expressions of frequency<br><i>want (to)</i> and <i>would like (to)</i><br>Object pronouns                               | Ask and answer questions about fun activities         |
| <b>WHERE TO?</b><br>Page 32 <b>3</b>   | Errands<br>Places around town<br>Making arrangements<br>Directions                    | <i>need to</i> and <i>have got to</i><br>Prepositions of place and movement  | Listen to people talk about their errands             |
| <b>WHERE CAN I FIND IT?</b><br>Page 44<br>Page 56 <b>Review 3-4</b> <b>4</b> | Locations around the house<br>Local locations<br>Describing objects<br>Personal items | Prepositions of place<br>Singular and plural possessive nouns  | Listen to people talk about where things can be found |
| <b>I DON'T FEEL VERY WELL</b><br>Page 58 <b>5</b>                            | Health problems<br>The body<br>Health check-up  | Modal verb <i>should (not)</i> for suggestions<br>Modal verbs <i>may</i> and <i>might</i> for possibility<br>Quantifiers | Listen to people talk about being sick                |
| <b>AROUND SCHOOL</b><br>Page 70<br>Page 82 <b>Review 5-6</b> <b>6</b>        | School events<br>Helping out<br>School facilities<br>School staff                     | Present continuous with future meaning<br>Modal verbs <i>can</i> and <i>could</i> for polite requests                    | Learn about school events and activities              |
| <b>ON TOUR</b><br>Page 84 <b>7</b>   | Travel<br>At a restaurant   | Past time expressions<br>Simple past<br>Past continuous  | Understand a travel story                             |
| <b>LIFE'S AN ADVENTURE</b><br>Page 96<br>Page 108 <b>Review 7-8</b> <b>8</b> | Adventure sports<br>Describing experiences<br>Animals<br>Extreme activities           | Present perfect vs Past simple<br>Past time clauses  | Listen and understand a story about an adventure      |
| <b>I LOVE NATURE!</b><br>Page 110 <b>9</b>                                   | Animals<br>Natural environment  | Adjective comparatives<br>Superlatives   | Understand talks about animals                        |
| <b>LET'S GO OUT!</b><br>Page 122<br>Page 134 <b>Review 9-10</b> <b>10</b>    | Entertainment<br>Amusement parks<br>Attractions                                       | Making suggestions with <i>let's will</i> vs <i>going to</i><br><i>because</i> and <i>because of</i>                     | Listen to people inviting others out for fun          |

| SPEAKING  | READING   | WRITING   | PRONUNCIATION                      | PROJECT                        |
|---|---|---|------------------------------------|--------------------------------|
| Introduce someone important                         | Read about a team                               | Write interview questions                                   | Expansion: /ə/                     | A Fine Business Plan           |
| Talk about fun activities                           | Read about child prodigies                      | Write an invitation to a friend to join you for an activity | /e/ vs /eɪ/                        | Making Weekend Plans           |
| Talk about errands and where to do them             | Read about a special place and how to get there | Give written directions                                     | /ɛ/, /æ/, and /ʌ/                  | Make Detailed Instructions     |
| Ask and answer questions to describe an object      | Read about famous works of art                  | Write a flyer describing a lost object                      | /ʊ/ vs /u:/                        | Design a Machine               |
| Talk about being sick and give advice               | Read about childhood illnesses                  | Write about being sick or hurt                              | /ɒ/ vs /əʊ/                        | Survey about Experiences       |
| Make polite requests for people to do tasks         | Read about special school events                | Make an announcement for an upcoming special event          | Tonic stress                       | Event Proposal                 |
| Ask and answer questions about past events          | Read about a famous traveller                   | Review a place you visited                                  | Past tense -ed, /t/, /d/, and /ɪd/ | A Thief on the Orient Express  |
| Ask and answer questions about exciting experiences | Read adventure trip adverts                     | Add to an online discussion about adventure activities      | /b/ vs /v/                         | Adventure Planner              |
| Talk about nature                                   | Read about amazing things in nature             | Write about things in nature                                | /aʊ/                               | Posters for Endangered Animals |
| Take turns inviting a partner to do something       | Read about an interesting place to have fun     | Write about your plans for your next holiday                | /kr/ vs /kl/                       | Theme Park Tycoon              |

# How to Use

## QR Codes

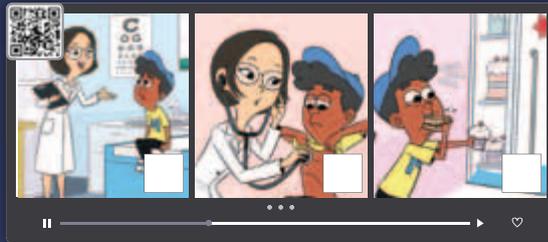
### AUDIO

Scan the QR code at the start of each lesson to get the audio for the unit.



### VIDEO

Scan the QR code on Project Lessons to link to our animated shorts.



## Comics

Every animated short comes with a companion comic.



Download the comics at [www.compasspub.com/newfrontiersBE2](http://www.compasspub.com/newfrontiersBE2)

## Class Booster

Every unit has a digital supplemental unit on the Class Booster platform. Download to enjoy additional activities and fun games.



# Classroom Language



Scan for Audio

## 1 Listen and number. 00-01

|           |                     |
|-----------|---------------------|
| listen    | talk with a partner |
| read      | talk with a group   |
| write     | look at the board   |
| speak     | open your books     |
| answer    | close your books    |
| repeat    | research            |
| role-play | watch               |

## 2 Read the questions.

How do you spell "board"?

Can you repeat that?

Can you say that again more slowly?

How do you say " \_\_\_\_\_ " in English?

What does "board" mean?

How do you pronounce this word?

I have a question.

What's the answer to number four?



**NOTE**  
Keep an eye out for Notes! They provide extra information and activities.



## Answer Key

From left to right, top to bottom

7. listen
4. talk with a partner
10. read
12. talk with a group
5. write
8. look at the board
1. speak
14. open your books
6. answer
2. close your books
3. repeat
11. research
9. role-play
13. watch

- Practise again. Give the classroom commands. Ask them to follow along.
- Ask students if they have any questions.

## 2 Read the questions.

- Read the questions to the students.
- Ask students if they understand the questions.
- Practise again. Ask students if they can ask you some questions.

## Classroom Language

### Teacher's Note

#### Classroom Language

Explain to students that this page is there to help them when they need to understand a direction line, or need help asking questions.

## 1 Listen and number. 00-01

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

# UNIT 1

# HELLO!

This unit will give students the ability to talk about personal information and introduce themselves and others to other people.

Scan the QR code to download Unit 1 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 1 AIMS

Lesson A: Understand questions about personal information

Lesson B: Introduce someone important

Lesson C: Read about a team

Lesson D: Write interview questions

Lesson E: Make a business plan

### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

### Target Vocabulary

| Lesson A  | Lesson B   |
|---|--|
| come from<br>culture<br>exchange<br>experience<br>grow up<br>miss<br>weird<br>worry | beautiful<br>boyfriend<br>girlfriend<br>guest<br>important<br>introduce<br>pleased<br>roommate |
| Lesson C  | Lesson D   |
| accident<br>dancer<br>decide<br>fan<br>leader<br>make sure<br>manager<br>work       | act<br>actor<br>actress<br>group<br>musical<br>opera<br>play<br>stage<br>story<br>theatre      |
| Lesson E  |  |
| chess<br>cooking<br>football<br>singing<br>writing                                  |  |

**UNIT 1 HELLO!**

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Listening** Understand questions about personal information
- B Speaking** Introduce someone important
- C Reading** Read about a team
- D Writing** Write interview questions
- E Project** Make a business plan

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Look at the photo and answer the questions.

1. What is happening in the photo?
2. Why are they doing that?
3. Would you like to study in another country?
4. Which country would you like to visit?

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## Key Grammar

### wh-questions

Use specific words to ask questions. Because many of them start with *wh-*, these questions are referred to as *wh*-questions. We usually form *wh*-questions with *wh-* + an auxiliary verb (*be*, *do* or *have*) + subject + main verb or with *wh-* + a modal verb + subject + main verb.

| wh-word      | Usage  | Example                   |
|--------------|--------|---------------------------|
| <b>Who</b>   | Person | <b>Who</b> is she?        |
| <b>What</b>  | Thing  | <b>What</b> is that?      |
| <b>When</b>  | Time   | <b>When</b> is the party? |
| <b>Where</b> | Place  | <b>Where</b> is it?       |
| <b>Why</b>   | Reason | <b>Why</b> did it happen? |

### stative verbs

Stative verbs describe states of being, such as feelings and thoughts, rather than actions. Stative verbs are not used in continuous tenses. Some stative verbs can be used as "dynamic" or "action" verbs.

ex. *I like this song* (stative).

*I'm liking this song* (dynamic/action).

| Stative verb | Example                           |
|--------------|-----------------------------------|
| <b>need</b>  | I <b>need</b> your help.          |
| <b>see</b>   | Owls <b>see</b> well in the dark. |
| <b>know</b>  | I <b>know</b> Kung-Fu.            |
| <b>want</b>  | I <b>want</b> to be better.       |

### possessive adjectives

Possessive adjectives can be used to show something belongs to somebody. Also, they can be used for relations and friends, as well as parts of the body.

ex. *This is my house* (belonging).

*His mum is very nice* (relations).

*She washed her hair* (body).

| Possessive adjectives | Example                        |
|-----------------------|--------------------------------|
| <b>my</b>             | This is <b>my</b> computer.    |
| <b>your</b>           | This is <b>your</b> computer.  |
| <b>his</b>            | This is <b>his</b> computer.   |
| <b>her</b>            | This is <b>her</b> computer.   |
| <b>its</b>            | This is <b>its</b> computer.   |
| <b>our</b>            | This is <b>our</b> computer.   |
| <b>their</b>          | This is <b>their</b> computer. |

## Unit 1 Discussion

Look at the photo and answer the questions.

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

### Extra Practice More Discussion

Ask more questions about introductions.

#### Ex.

Where are the people in the photo?  
 Why would you need to introduce yourself?  
 Have you ever introduced yourself to someone else?  
 When do people usually introduce themselves?  
 What would you say to someone to introduce yourself to him or her?  
 Introduce your friend or family member.

# Lesson A Listening

Aim: Understand questions about personal information

## Vocabulary

### 1 Listen and write the word(s) you hear. 1-01

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

#### Answer Key

From left to right, top to bottom

1. grow up
2. culture
3. experience
4. exchange
5. come from
6. worry
7. miss
8. weird

### 2 Listen and write the vocabulary word you hear. 1-02

- Listen to the audio.
- Ask students to write the word they hear on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. exchange
2. come from
3. culture
4. miss
5. worry
6. weird

## Teacher's Note

### Hometowns

Explain to students that one's hometown is where they are from and/or where they grew up. Introduce the following questions about hometowns to students.

Where is your hometown? → My hometown is \_\_\_\_\_.  
 Do you miss your hometown?  
 What do you miss about your hometown?  
 What can you do in your hometown?  
 Etc.

# A Listening

Aim Understand questions about personal information

## Vocabulary

### 1 Listen and write the word(s) you hear. 1-01

| grow up<br>worry | come from<br>miss | culture<br>weird | experience<br>exchange |
|------------------|-------------------|------------------|------------------------|
| 1.               | 2.                | 3.               | 4.                     |
| 5.               | 6.                | 7.               | 8.                     |

### 2 Listen and write the vocabulary word you hear. 1-02

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Focus

### 3 Talk with a partner.

Where are you from? → I'm from *the Philippines*.

How do you like *Britain / America / etc.*? → I *like / don't like* it!

Where did you grow up? → I grew up in *Canada*.

What are your hobbies? → My hobbies are *travelling and cycling*.

Why did you choose this school? → I chose this school *because it's close to my house!*

## Focus

### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different places, likes, and dislikes.

### Extra Practice Why do you like/dislike...?

Ask students why they like and dislike the places they live with the phrases:

"What do you like/dislike about \_\_\_\_\_?" → "I like/dislike \_\_\_\_\_."

"Why do you like/dislike \_\_\_\_\_?" → "I like/dislike \_\_\_\_\_ because \_\_\_\_\_."

#### Ex.

What do you dislike about Seoul? → I dislike the air pollution.

Why do you like Seoul? → I like Seoul because there is a lot to do.

**4 Listen and answer the questions.** 1-03

1. Where is Danesh from?



2. Where is Tetsuo studying?



3. Where is Collette living now?



4. Where does Sophia miss living?



**5 Listen again and talk with a partner. Role-play as Danesh, Tetsuo, Collette, or Sophia. Ask and answer the questions.** 1-03

- Where are you from?
- How do you like \_\_\_\_\_ so far?
- Where did you grow up?
- Why did you choose this \_\_\_\_\_?
- What do you like most / least about \_\_\_\_\_?



**Listen Up**

**6 Listen and match the question to the answer.** 1-04

- Who is Janet?
- Where is Janet from?
- Where did Janet grow up?
- Where is Janet living right now?

- Brisbane
- the UK
- an exchange student
- Sydney

**Challenge**

**7 Listen and answer the questions.** 1-05

- What does Kaya usually do in her free time?
  - go shopping
  - eat out
  - play violin
  - sing
- What does Kaya want to do next year?
  - go to Jamaica
  - join the orchestra
  - buy a violin
  - make new friends
- Circle **true** or **false**.
  - Kaya comes from Blackwater.      **true**    **false**
  - Kaya never played violin before.    **true**    **false**
  - Kaya was worried about making friends.    **true**    **false**

**Listen Up**

**6 Listen and match the question to the answer.** 1-04

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

**Answer Key**

- c
- d
- a
- b

**Challenge**

**7 Listen and answer the questions.** 1-05

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

**4 Listen and answer the questions.** 1-03

- 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
- a
- b

**5 Listen again and talk with a partner. Role-play as Danesh, Tetsuo, Collette, or Sophia. Ask and answer the questions.** 1-03

- Listen to the audio.
- Ask students to role-play and take turns asking and answering the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

Sample Answers

- New York, Washington D.C., Canada, Seoul
- school
- New York, Washington D.C., Canada, Seoul

# Lesson B Speaking

Aim: Introduce someone important

## 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 number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

3. introduce, 6. roommate, 8. pleased, 1. beautiful,  
2. important, 7. boyfriend, 5. girlfriend, 4. guest

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

### 2 Fill in the gaps with the vocabulary words. Listen and check your answers. 1-07

- Ask students to read the sentence prompts.
- Ask students to guess and write the best vocabulary words in the gaps.
- Listen to the audio.
- Ask students to check the word they wrote with the word they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. introduce
2. guest
3. beautiful
4. girlfriend
5. pleased
6. roommate
7. important
8. boyfriend

### Extra Practice This is my friend...

Ask students to find a partner. Tell them to each think of a famous celebrity. Then have students write introductions for one another's celebrity without giving the name of the celebrity. When students are done, ask some students to read out their introductions. Ask the other students to guess who the celebrity is.

#### Ex.

This is my friend. He is a famous football player. He is from Argentina, but he lives in Barcelona, now. He is a forward and wears number 10. Who is he? He's Lionel Messi.

# B Speaking

Aim Introduce someone important

## Vocabulary

### 1 Listen and number. 1-06



### 2 Fill in the gaps with the vocabulary words. Listen and check your answers. 1-07

Joe: Mum, I want to 1. \_\_\_\_\_ you to someone.  
Mum: Who's our 2. \_\_\_\_\_? She's very 3. \_\_\_\_\_.  
Joe: This is Lisa. She's my 4. \_\_\_\_\_.  
Mum: I'm 5. \_\_\_\_\_ to meet you, Lisa!  
Lisa: Pleased to meet you too, Mrs Jones.  
Mum: How did you two meet, Joe?  
Joe: Lisa's 6. \_\_\_\_\_ introduced us.  
Mum: I'm so happy that you two met.  
Lisa: I'm happy too. Joe is very 7. \_\_\_\_\_ to me. I couldn't ask for a better  
8. \_\_\_\_\_.

## Expressions Introducing yourself to others

**NOTE** Many people begin a conversation by asking, "How are you?"

### 3 Listen and repeat. 1-08

|                          |  |                                     |
|--------------------------|--|-------------------------------------|
| Self-introduction        | Please allow me to introduce myself. I'm...        | I'm pleased to meet you. I'm...     |
|                          | Thank you for having me. My name's...              | It's great to be here. My name's... |
| Introducing someone else | Please allow me to introduce my friend. This is... | Have you met...?                    |
|                          | I'd like you to meet...                            | This is my friend...                |

## Expressions Introducing yourself to others

### 3 Listen and repeat. 1-08

- 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 is being highlighted.

### 4 Introduce yourself to others. Then practise introducing someone else to a friend.

- Ask students to find a partner.
- Ask them to practise introducing themselves with the patterns in activities 3 and 4.
- Check students' introductions to make sure they're speaking properly.
- Ask some students to present their introductions to the class.
- Give feedback.

**4 Introduce yourself to others. Then practise introducing someone else to a friend.**

It's nice to meet you.



Let me introduce myself. I'm \_\_\_\_\_.

Please let me introduce my \_\_\_\_\_. This is \_\_\_\_\_.

I'm very pleased to meet you.

**Grammar**

**5 Look at the table. Then listen and repeat.**

Stative verbs are verbs that describe feelings and thoughts rather than actions.

|            |                |             |
|------------|----------------|-------------|
| see        | like / dislike | love / hate |
| think      | want           | need        |
| understand | know           | have        |

- Ex. 1. Josh has a car.  
2. Lisa sees Josh.  
3. I know kung fu.

**6 Fill in the gaps with the words in the box.**

know love want

- The exchange students from China \_\_\_\_\_ a lot about Chinese history.
- My girlfriend doesn't \_\_\_\_\_ a biscuit because she isn't hungry.
- I \_\_\_\_\_ my grandmother because she is always kind to me.

**Focus**

**7 Talk with a partner.**

What do you think about my *girlfriend*?

I think *she is very nice*.

What do you love about *school*?  
What do you hate about *school*?

I love *all the nice people*.  
I hate *all the homework*!

Why do you want to eat *sushi*?

I want to *have fish*.

**Speak Up**

**8 Introduce yourself and your partner to the class. Include the following information.**

- Where are you and your partner from?
- Where did you and your partner grow up?
- What do you and your partner think of English class?
- What do you and your partner love / hate to do?



**Pronunciation**

**9 Listen and repeat.**

/ə/ air fire

**10 Listen and circle the /ə/ sounds in the words.**

- banana
- away
- police
- elephant
- carrot

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**6 Fill in the gaps with the words in the box.**

- Ask students to read the sentence prompts.
- Ask students to fill in the gaps with the best verbs from the box.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- know
- want
- love

**Focus**

**7 Talk with a partner.**

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again, but to use different nouns and ideas.

**Speak Up**

**8 Introduce yourself and your partner to the class. Include the following information.**

- Ask students to work with a partner.
- Ask students to read the questions.
- Tell students to practise introducing themselves and one another with the patterns in activities 3 — 7.
- Check students' introductions to make sure they're speaking properly.
- Ask some students to present their introductions to the class.
- Give feedback.

**Pronunciation**

**9 Listen and repeat.**

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

**10 Listen and circle the /ə/ sound in the word.**

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to circle the /ə/ sound in each word.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- banana
- away
- police
- elephant
- carrot

**Grammar**

**5 Look at the table. Then listen and repeat.**

- 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 point is being highlighted.

**Teacher's Note**

**Stative Verbs**

This NOTE illustrates that stative verbs usually relate to thoughts, emotions, relationships, senses, states of being, and measurements. Also, stative verbs cannot be used in the present continuous, even when discussing temporary situations or states. Below is a list of common stative verbs.

*agree, appear, be, believe, belong to, cost, depend on, deserve, disagree, dislike, doubt, feel, hate, have, hear, imagine, know, lack, like, look, love, matter, mean, measure, mind, need, own, promise, realise, recognise, remember, resemble, see, seem, smell, sound, suppose, surprise, taste, think, understand, want, weigh, wish*

# Lesson C Reading

Aim: Read about a team

## Vocabulary

### 1 Listen and repeat. 1-12

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

### 2 Write the vocabulary word that matches the definition.

- Ask students to read the definitions.
- Ask students to write the correct vocabulary word on the line next to the definition.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. manager
2. decide
3. dancer
4. make sure
5. fan
6. work
7. leader
8. accident

## Pre-reading

### 3 Match the words in the box with the pictures. Can you name any famous people with these jobs?

- Ask students to read the words.
- Ask students to match the word with the correct picture.
- Check students' answers.

#### Answer Key

1. singer
2. dancer
3. rapper
4. leader
5. manager

- Ask students to name famous people with the jobs.
- Ask students to complete the activity.

# C Reading

Aim Read about a team

## Vocabulary

### 1 Listen and repeat. 1-12



### 2 Write the vocabulary word that matches the definition.

1. \_\_\_\_\_ someone who controls an office, team, or shop
2. \_\_\_\_\_ to choose between options
3. \_\_\_\_\_ someone who moves their body to music
4. \_\_\_\_\_ to confirm something is true or completed
5. \_\_\_\_\_ someone who loves something such as a sports team
6. \_\_\_\_\_ something that is usually done for money
7. \_\_\_\_\_ someone who controls a group, country, or situation
8. \_\_\_\_\_ something that was not supposed to happen

## Pre-reading

### 3 Match the words in the box with the pictures. Can you name any famous people with these jobs?

|         |  |   |   |
|---------|--|---|---|
| leader  |    |    |  |
| manager | 1. _____   | 2. _____  | 3. _____  |
| singer  |  |  |   |
| dancer  | 4. _____   | 5. _____  |   |
| rapper  |  |   |   |

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## Extra Practice My Favourite Entertainer

Practise asking students who their favourite entertainers are with the phrases:

"Who is your favourite singer/rapper/pop group/rock band?" → "My favourite singer/ rapper/ pop group/ rock band is \_\_\_\_\_."

"What song do/does he/she/they sing(s)/play(s)?" → He/she/they sing(s)/play(s) \_\_\_\_\_."

#### Ex.

Who is your favourite rapper? → My favourite rapper is MC Hammer.

What song does he sing? → He sings *U Can't Touch This*.

4 Read the introductions. 1-13

Manager – Joo-Yeon Park

My name is Joo-Yeon Park. I'm the manager of the K-Pop group *Hello Beautiful*. I make sure that the group knows their schedule. I drive them to their concerts. Also, I make sure that there are no accidents at the shows. Anything can happen at a concert, so I need to make sure the group and fans are OK.



Singer – Anya

My name is Anya. I'm the leader and singer of *Hello Beautiful*. I write songs and sing them, too. I decide what songs we should sing during a show. I know how to sing in Korean, English, Japanese, and Thai. Maja and DJ Moon only speak English and Korean, so I teach them how to say things in Japanese and Thai.



Rapper – DJ Moon

My name is DJ Moon. I am the group's rapper. I write new songs every day. I love to listen to music while I work. It helps me think. I practise a lot so I don't say the wrong words on stage. I need to speak fast and make sure that everyone understands me.



Dancer – Maja

I'm Maja. I am the lead dancer of *Hello Beautiful*. I want to dance well for the fans, and I teach the other members of the group how to dance better. I practise a lot and do my best to not make mistakes. One time, I jumped too high and fell during a show. I couldn't dance for a week!



Comprehension

5 Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Joo Yeon Park makes sure that <i>Hello Beautiful</i> know their schedule. | true | false |
| 2. Anya teaches the others how to dance better.                              | true | false |
| 3. Maja decides which songs they will sing.                                  | true | false |
| 4. DJ Moon writes new songs every day.                                       | true | false |

6 Discuss with a partner.

- Who is your favourite band or musical group?
- Who is your favourite member of the group?
- What do you like about their music?

Challenge

7 Read the text and decide which person to add to the K-Pop group *Hello Beautiful*. Explain to the class why you chose that person. Use the phrases in the box.



Hi. My name is May B. I always wanted to be in a K-Pop group. I trained for many years and even wrote my own music. But one day, I was in a big accident. Doctors told me I couldn't sing anymore. But I worked hard for two years and learned to sing again!



Hello! I'm Sori Kim. I'm a singer and dancer. I started singing three years ago. I was so surprised when I won first place at my first singing contest! I really want to be a singer!

- |  |                                       |
|--|---------------------------------------|
| I choose _____ because I feel that...  | I like her because I know...          |
| I choose _____ because I think that... | I like her because she understands... |

6 Discuss 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.

Challenge

7 Read the text and decide which person to add to the K-pop group *Hello Beautiful*. Explain to the class why you chose that person. Use the phrases in the box.

- Ask students to read both readings.
- Tell students to choose the person who they want to add to *Hello Beautiful*.
- Tell students to use the patterns in the box to explain their decisions.
- Check students' reasoning to make sure they're speaking properly.
- Ask some students to present their reasoning to the class.
- Give feedback.

Teacher's Note

Different Kinds of Music

Explain some different kinds of music to students, such as *pop, rock, hip-hop, electronic, jazz, classical*, etc. Explain some of the instruments involved with each kind of music, such as *synthesisers, guitars, drums, pianos, violins, cellos*, etc. Make sure students understand the different English names of the different styles. Prepare some songs in the different musical styles to play to students. Ask them to name some artists from the different musical styles in their country.

Aim: Write interview questions

## Vocabulary

1 Read the words. Look at the pictures, and complete the words.

- Ask students to read the words.
- Ask students to look at the pictures.
- Ask students to write the missing letters in the gaps.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- |            |            |
|------------|------------|
| 1. act     | 2. group   |
| 3. play    | 4. actress |
| 5. story   | 6. musical |
| 7. theatre | 8. actor   |
| 9. opera   | 10. stage  |

2 Fill in the gaps with the best vocabulary words. Listen and check your answers.  1-14

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- Listen to the audio.
- Ask students to check the word they wrote with the word they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- |            |           |
|------------|-----------|
| 1. musical | 2. act    |
| 3. actress | 4. actor  |
| 5. theatre | 6. plays  |
| 7. stage   | 8. group  |
| 9. opera   | 10. story |

## Grammar

3 Read the table. 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 words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the questions and answers.
- Ask students if they would like to share their discussion with the class.

# D Writing

Aim Write interview questions

## Vocabulary

1 Read the words. Look at the pictures, and complete the words.

|         |       |       |         |       |
|---------|-------|-------|---------|-------|
| musical | opera | actor | actress | play  |
| act     | story | group | theatre | stage |

1.  a \_\_\_\_\_

2.  \_\_\_\_\_ r \_\_\_\_\_ u \_\_\_\_\_

3.  p \_\_\_\_\_ y

4.  \_\_\_\_\_ c t r \_\_\_\_\_ s

5.  s \_\_\_\_\_ o r \_\_\_\_\_

6.  m \_\_\_\_\_ i c a l

7.  t \_\_\_\_\_ e a \_\_\_\_\_ r \_\_\_\_\_

8.  \_\_\_\_\_ c \_\_\_\_\_ o \_\_\_\_\_

9.  o \_\_\_\_\_ r \_\_\_\_\_

10.  s t a \_\_\_\_\_

**NOTE**  
When an actor or actress acts like a character in a film or movie, we say that the actor or actress *plays* the character.

2 Fill in the gaps with the best vocabulary words. Listen and check your answers.  1-14

1. Amy stars in a(n) 1. \_\_\_\_\_. She can sing, dance, and 2. \_\_\_\_\_ on stage. She is a very good 3. \_\_\_\_\_.
2. Peter is a(n) 4. \_\_\_\_\_. He works at a(n) 5. \_\_\_\_\_ that has a big stage and a red curtain.
3. Judith 6. \_\_\_\_\_ a teacher in a musical. She loves to be on 7. \_\_\_\_\_. She loves practising with her theatre 8. \_\_\_\_\_, too.
4. Minji is a singer. She sings an aria in a(n) 9. \_\_\_\_\_. The 10. \_\_\_\_\_ is about a mother and a son.

## Grammar

3 Read the table. Talk with a partner.

|         |                          |                  |
|---------|--------------------------|------------------|
| What's  | my<br>your<br>his<br>her | favourite group? |
| This is | its<br>our<br>their      | favourite group. |

4 Fill in the gap with the correct possessive adjective.

- Ex.** John's favourite musical is Les Misérables.  
His favourite musical is Les Misérables.
1. Judy and Yusef's favourite actor is Liam Hemsworth. \_\_\_\_\_ favourite actor is Liam Hemsworth.
  2. Shelly's favourite actress is Emily Blunt. \_\_\_\_\_ favourite actress is Emily Blunt.
  3. You and I both love the opera *Madama Butterfly*. \_\_\_\_\_ favourite opera is *Madama Butterfly*.

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4 Fill in the gap with the correct possessive adjective.

- Ask students to read the sentences.
- Ask students to write the correct possessive adjective that matches the subject of the sentence in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. Their, 2. Her, 3. Our

### Extra Practice Guess Who

Choose a student and tell him or her to describe another student in the class using possessive adjectives. Then have the other students guess who he or she is. Repeat.

**Ex.**

A : Her hair is brown. Her jacket is yellow. Her name starts with a 'J'.

B : I know! It's Jane.

**5** Fill in the gap with the correct possessive adjective.

1.  She is in a musical. \_\_\_\_\_ musical is fun to watch.

2.  She is singing. \_\_\_\_\_ songs are beautiful.

3.  They are dancing. \_\_\_\_\_ dance is beautiful.

**6** Listen and fill in the gaps.  1-15

 This is Demi. She is a singer and 1. \_\_\_\_\_. She played Dani in the TV show *Happy*.

 This is Mika and Jin. They are both 2. \_\_\_\_\_. They play a brother and sister in the TV show *All About Us*.

 This is Mitch. He is a 3. \_\_\_\_\_. He dances to all kinds of music, even ballet. Mitch started dancing when he was two years old.

 This is Stef. Stef wants to sing, act, and dance in a 4. \_\_\_\_\_. He goes to a special school to learn music.

**Writing**

**7** Write four questions you'd like to ask a famous person. Then talk with a partner. Role-play an interview with the person.

| Interviewer: | Interviewee: (Whom you would like to meet) |
|--------------|--|
| Questions    | Answers                                    |
| 1.           |  |
| 2.           |  |
| 3.           |  |
| 4.           |  |

**8** Go online and research a famous person chosen in **7**. Write three more interview questions that ask about what they are working on now.

**Teacher's Note**

**More on Possessive Adjectives**

Possessive adjectives modify the nouns which follow them in order to show possession. Make sure students don't confuse them with possessive pronouns, which substitute a noun phrase to attribute ownership.

**Ex.**

Possessive adjective: That's my car. / Its colour is red.  
 Possessive pronoun: That's mine. / Where is yours?

**5** Fill in the gap with the correct possessive adjective.

- Ask students to read the sentences.
- Ask students to write the correct possessive adjective in the gap.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. Her
2. Her
3. Their

**6** Listen and fill in the gaps.  1-15

- Listen to the audio.
- Ask students to fill in the gap with the correct answer.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. actress
2. actors
3. dancer
4. musical

**Writing**

**7** Write four questions you'd like to ask a famous person. Then talk with a partner. Role-play an interview with the person.

- Tell students to find a partner.
- Ask students to write four questions they want to ask a famous person.
- Ask students to write the questions and answers in the table or on a separate sheet of paper.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

**Challenge**

**8** Go online and research a famous person chosen in **7**. Write three more interview questions that ask about what they are working on now.

- Ask students to use the internet to find out more about their famous person from activity **7**.
- Ask students to write three interview questions asking about what the famous person is working on at the moment.
- Tell students to write their questions and answers on a separate sheet of paper.
- Check students' questions and answers.
- Ask some students to present their questions and answers to the class.
- Give feedback.

# Lesson E Project

Aim: Make a business plan

## 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 1 video.

2 Watch the video. Number the pictures in order.

Video 1

- 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

1, 2, 3

3 Watch again. Put a tick (✓) on the things Gimmie likes.

Video 1

- Play the video again.
- Ask students to put a tick on all the things Gimmie likes.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

cooking, singing, football

4 Watch again. Fill in the gaps with the correct words.

Video 1

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

### Answer Key

1. sounds
2. pleased
3. fond
4. into
5. decide
6. thinking

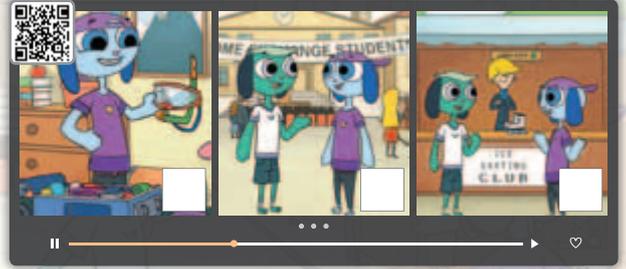
# E Project

Aim Make a business plan

## 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.



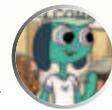
3 Watch again. Put a tick (✓) on the things Gimmie likes.



4 Watch again. Fill in the gaps with the correct words.



1. Yeah, that \_\_\_\_\_ like fun. What looks interesting?
3. Yes, I'm very \_\_\_\_\_ of skating. It snows a lot at home.
5. Hmm... I can't \_\_\_\_\_.



2. I'm \_\_\_\_\_ to meet you. My name's Wanty.
4. Are you \_\_\_\_\_ cooking?
6. Are you \_\_\_\_\_ what I'm thinking?

5 Circle the correct answer.

1. Gimmie is nervous because he's going on \_\_\_\_\_.  
a. holiday      b. exchange      c. a club trip
2. Gimmie meets a new friend named \_\_\_\_\_.  
a. Wanty      b. Mine      c. Canada
3. Gimmie wants to join \_\_\_\_\_.  
a. the chess club      b. the writing club      c. the cooking club
4. Gimmie can't decide on \_\_\_\_\_.  
a. an exchange school      b. which club to join      c. what sport he wants to play

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5 Circle the correct answer.

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

## Teacher's Note

### School Clubs

Explain English names of various school clubs, such as *chess club*, *drama club*, *hiking club*, *photography club*, etc. Have students describe the clubs that their schools might have. Tell them the corresponding English names for those clubs. Also, explain how school clubs and school sports are different.

## Expressions

Asking about what others like to do

**NOTE**  
In British English, fancy means like.

6 Read the table. Listen and then talk with a partner. 1-16

|                    |                           |   |
|--------------------|---------------------------|---|
| Questions          | Are you into football?    |   |
|                    | Do you enjoy chess?       |   |
|                    | Do you fancy writing?     |   |
|                    | Are you fond of singing?  |   |
| Positive Responses | Yeah, I'm into football.  | No, I don't like football.                |
|                    | Yeah, I enjoy chess.      | No, I'm not into chess.                   |
|                    | Yes, I fancy writing.     | Nah, I don't enjoy writing.               |
|                    | Yes, I'm fond of singing. | No, thanks. I'm not very fond of singing. |

## 21<sup>st</sup> Century Skills

A Fine Business Plan

Creativity Collaboration

7 Work in a group. Make a business plan. Give every person a different role in the group. Explain your plan to the class.

What do you like to do?

I love **baking!** Let's make **a bakery!**

Ex. 1

1. Team Name: The Great Bakery

1. baker 2. cake artist 3. cleaner

2. Roles:

1. Baker: bakes bread  
2. Cake artist: makes cakes look beautiful  
3. Cleaner: keeps the bakery clean

1. Team Name: \_\_\_\_\_

1. \_\_\_\_\_

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

3. \_\_\_\_\_

2. Roles:

1. \_\_\_\_\_ : \_\_\_\_\_

2. \_\_\_\_\_ : \_\_\_\_\_

3. \_\_\_\_\_ : \_\_\_\_\_

3. If you join this team, which team member do you want to be? Explain why.

Ex. I want to be the baker because I love working in the kitchen!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## Expressions

Asking about what others like to do

6 Read the table. Listen and then talk with a partner. 1-16

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

## 21<sup>st</sup> Century Skills

7 Work in a group. Make a business plan. Give every person a different role in the group. Explain your plan to the class.

- Ask students to get into groups.
- Ask students to think of something they'd like to make a business out of.
- Tell students to follow the example to find out the roles and jobs they need.
- Ask students to write the roles and the jobs associated with each role in the book or on a separate sheet of paper.
- Ask each student to choose a role they want and explain why they want that role.
- Ask students to write their explanations in the book 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.

### Extra Practice Giving Reasons

Explain to students the importance of giving reasons. Have students practise giving reasons for liking and disliking things with the phrases:

"I like/love/enjoy/am into/fancy (activity) because (reason)."

Ex.

I love playing football because it's fun, it's good exercise, and I'm good at it.

I enjoy reading science fiction novels because I like imagining new worlds and aliens.

### Teacher's Note

#### British English vs American English

Explain other differences in vocabulary between British English and American English. Some common differences are below.

| British English | American English |
|-----------------|------------------|
| biscuit         | cookie           |
| bonnet (car)    | hood             |
| boot (car)      | trunk            |
| chemist's       | pharmacy         |
| chips           | French fries     |
| crisps          | chips            |
| flat            | apartment        |
| football        | soccer           |
| jumper          | sweater          |
| lorry           | truck            |
| pants           | underwear        |
| trainers        | sneakers         |
| trousers        | pants            |

UNIT  
**2**

# LET'S HAVE SOME FUN!

This unit will give students the ability to use object pronouns, talk about things they would like to have and do, as well as offer invitations and excuses about doing fun activities.

Scan the QR code to download Unit 2 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 2 AIMS**

- Lesson A: Read about child prodigies
- Lesson B: Ask and answer questions about fun activities
- Lesson C: Talk about fun activities
- Lesson D: Write an invitation to a friend to join you for an activity
- Lesson E: Make weekend plans for someone visiting your hometown

**Target Skills**

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

**Target Vocabulary**

| Lesson A   | Lesson B  |
|--|---|
| board game<br>camera<br>drums<br>electric guitar<br>instruments<br>keyboard<br>kite<br>model | advanced<br>beginner<br>biscuit<br>(cup of) coffee<br>difficult<br>easy<br>sweets<br>(cup of) tea |
| Lesson C   | Lesson D  |
| bowling<br>choose<br>perform<br>puzzle<br>rest<br>save<br>skating<br>training                | arrive<br>ask<br>congratulations<br>excuse<br>leave<br>message<br>reply<br>sorry                  |
| Lesson E   |   |
| cruise ship<br>engine<br>rude<br>separate<br>workshop  |   |





Look at the photo and answer the questions.

1. Where are they?
2. What are they doing?
3. How do they feel?
4. How often do you play with your friends?

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## Key Grammar

### expressions of frequency

Use expressions of frequency to show how often something occurs. These expressions usually go at the end of a sentence.

| Expressions of frequency          | Example                                       |
|-----------------------------------|---|
| Once a day/week/month/etc.        | I go to the gym <b>once a day</b> .           |
| Twice a day/week/month/etc.       | They go hiking <b>twice a week</b> .          |
| Three times a day/week/month/etc. | They go shopping <b>three times a month</b> . |

### want (to) and would like (to)

*Want* and *would like* are used in the same manner. However, *would like* is less direct and is used in more polite speech.

| want                                 | would like                           |
|--------------------------------------|--------------------------------------|
| I <i>want</i> to eat pizza.          | I <i>would like</i> to eat pizza.    |
| Do you <i>want</i> to have biscuits? | <i>Would you like</i> some biscuits? |
| Do you <i>want</i> to dance?         | <i>Would you like</i> to dance?      |

### object pronouns

Use object pronouns either as the direct or indirect object of a verb, or as the object of a preposition. In a sentence, there is a subject and object noun or pronoun. The subject is the one doing the action. The object is the one receiving the action.

| Subject pronoun | Object pronoun | Example                             |
|-----------------|----------------|-------------------------------------|
| I               | <i>me</i>      | My family loves <i>me</i> .         |
| you             | <i>you</i>     | Joslyn likes <i>you</i> .           |
| he              | <i>him</i>     | Cathy met <i>him</i> last year.     |
| she             | <i>her</i>     | I know <i>her</i> .                 |
| they            | <i>them</i>    | Don't talk to <i>them</i> .         |
| we              | <i>us</i>      | She asked <i>us</i> many questions. |

## 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 each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about meeting friends.

#### Ex.

When do you meet with your friends?  
 Where do you meet your friends?  
 Do you hang out at home or outside? Why?  
 What do you like doing when you meet with your friends?  
 How often do you meet with your friends?  
 How many friends do you usually meet with?  
 What are some good activities to do with friends? Why?

# Lesson A Reading

Aim: Read about child prodigies

## Vocabulary

### 1 Match the words in the box with the pictures.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to match the word with the correct picture.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

- d. electric guitar
- f. instruments
- c. board game
- e. kite
- a. drums
- g. model
- h. camera
- b. keyboard

### 2 Fill in the gaps with the vocabulary words.

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

#### Answer Key

1. instruments, drums, keyboard, electric guitar
2. board game
3. model
4. kite
5. camera

## Grammar

### 3 Read 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.

### 4 Look at Ella's schedule and fill in the gaps.

- Ask students to look at the schedule.
- Ask students to read the sentence prompts.
- Ask students to write the answer in the gap.
- Tell students to use the patterns in activity 3.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Sample Answers

1. seven days a week
2. once a week
3. once every two days
4. twice a week
5. three times a week
6. once a week

# A Reading

Aim Read about child prodigies

## Vocabulary

### 1 Match the words in the box with the pictures.

- a. drums
- b. keyboard
- c. board game
- d. electric guitar
- e. kite
- f. instruments
- g. model
- h. camera



### 2 Fill in the gaps with the vocabulary words.

1. I love music. In my band, I play three \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. Every weekend, my friends and I play a(n) \_\_\_\_\_, such as *Monopoly* or *Risk*.
3. I made a(n) \_\_\_\_\_ of the Eiffel Tower with toothpicks.
4. It's very windy today. Let's go and fly my \_\_\_\_\_.
5. Do you have your \_\_\_\_\_? Please take a photo of me!

## Grammar

### 3 Read the table.

We use expressions of frequency to express how often something occurs. Expressions of frequency include expressions such as *every day*, *twice a week*, *once a month*, etc.

|   |  |
|---|--|
| 1 time : 1 day = once a day (or every day)        | 1 time : 2 days = once every two days (or every other day) |
| 2 times : 1 day = twice a day                     | 1 time : 3 days = once every three days                    |
| 3/4/5 times : 1 day = three/four/five times a day | See Grammar Reference for more information.                |

### 4 Look at Ella's schedule and fill in the gaps.

| Mon                     | Tue                 | Wed                     | Thu                 | Fri                        | Sat                       | Sun                     |
|-------------------------|---------------------|-------------------------|---------------------|----------------------------|---------------------------|-------------------------|
| 8 a.m. trumpet practice | 8 a.m. study french | 7 a.m. trumpet practice | 9 a.m. study french | 9 a.m. study french        | 2 p.m. weekly tennis game | 9 a.m. trumpet practice |
| 9 a.m. study french     | 7 p.m. homework     | 10 a.m. study french    | 8 p.m. homework     | 3.30 p.m. trumpet practice | 6 p.m. study french       | 2 p.m. homework         |
| 5 p.m. go swimming      |                     | 8 p.m. film night       |                     | 4.30 p.m. go swimming      |                           | 6 p.m. study french     |

1. Ella studies French \_\_\_\_\_.
2. She plays tennis \_\_\_\_\_.
3. She practises trumpet \_\_\_\_\_.
4. She goes swimming \_\_\_\_\_.
5. She does her homework \_\_\_\_\_.
6. She watches a film \_\_\_\_\_.

## Extra Practice How Often Do You...?

Practise asking students how often they do certain activities with the phrases below. Ask one student, after he or she answers, let that student choose another student to ask a question.

"How often do you (activity)?" → I (activity) (expression of frequency). "

#### Ex.

How often do you practise the piano? → I practise the piano every other day.

How often do you go to school? → I go to school five days a week.

## Pre-reading

### 5 Talk with a partner.

1. Name someone who became famous at a young age.
2. Do you think video gaming should become a professional sport?
3. What kind of secret talents do you have?

**NOTE**  
A prodigy is a person who shows impressive or outstanding ability at something.

### 6 Look at the pictures. What do you think the article is about? Read the article. 2-01

Joey Alexander was born in 2003. He was born in Bali, Indonesia. Joey loved jazz. So, Joey's father gave him a small electric keyboard. When Joey was six years old, he was already an amazing pianist. And he taught himself! Joey used the keyboard and his father's jazz CDs to learn. Now, Joey is a famous musician. He plays concerts all around the world. He even played for President Obama in 2015!

Mya Reyes is an American. She's 14 years old. Mya has a fun job. She is a YouTuber! She makes videos about science. She records these videos with her camera at home. Then she edits the videos on her laptop. Mya uploads the finished videos on her YouTube channel. Her videos are very popular. Children love them. Mya's videos are so popular she now earns money from them.

Kyle Jackson is 13 years old. He is from Kent, England. He is the youngest professional *Fortnite* player in the world. He is on a pro team called Team Secret. They compete in competitions around the world. They can win huge cash prizes at these competitions. But Kyle doesn't just play games all day. He does well in school, too. Kyle also has a 9 p.m. curfew. And he is not allowed to play the game late into the night.



## Comprehension

### 7 Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Joey learned piano from a piano teacher.    | true | false |
| 2. Joey plays concerts in many countries.      | true | false |
| 3. Mya is older than Kyle Jackson.             | true | false |
| 4. Mya makes a new video twice a week.         | true | false |
| 5. Kyle Jackson is the youngest in his family. | true | false |
| 6. Kyle Jackson quit school to be a pro gamer. | true | false |

### 8 Read the quotes. Who do you think said each one? Write their name.

- |   |  |  |
|---|--|--|
| 1. "Currently, I'm doing very well in pretty much every subject at school, so they're not really worried about me playing as much as I do." | 2. "I want to focus on the music, and let the music speak for itself." | 3. "My dad introduced me to YouTube, and I loved it. He said anyone can upload a video for people to watch." |
| <input type="text"/>  | <input type="text"/>   | <input type="text"/>   |

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## Pre-reading

### 5 Talk with a partner.

- Read the questions aloud or ask students to read the questions aloud.
- Ask students to practise asking and answering the questions with a partner.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

### 6 Look at the pictures. What do you think the article is about? Read the article. 2-01

- Ask students to look at the pictures.
  - Ask students to make predictions about the reading.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.
  - 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

### 7 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. false
6. false

### 8 Read the quotes. Who do you think said each one? Write their name.

- Ask students to read the quotes.
- Ask students to write the name of the speaker in the box.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. Kyle Jackson
2. Joey Alexander
3. Mya Reyes

## Teacher's Note

### Prodigies

Talk about some other child prodigies and what they did. Then ask students about famous child prodigies from their country. Below is a brief list of some famous child prodigies.

- Wolfgang Amadeus Mozart: Austrian composer
- Enrico Fermi: Italian mathematician and physicist
- Sor Juana Ines de la Cruz: Mexican genius, writer, and scholar
- Pablo Picasso: Spanish painter
- Blaise Pascal: French mathematician
- Arthur Rimbaud: French writer
- Clara Schumann: German composer
- Jean-Francois Champollion: French scholar and linguist

# Lesson B Listening

Aim: Ask and answer questions about fun activities

## Vocabulary

### 1 Listen and repeat. 2-02

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

### 2 Fill in the gaps with the vocabulary words.

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

### Answer Key

1. advanced
2. beginner
3. sweets, biscuits
4. difficult
5. easy
6. tea, coffee

## Focus

### 3 Practise with a partner.

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

### 4 Read the table.

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

### 5 Use the table in 4 to ask a partner questions about activities.

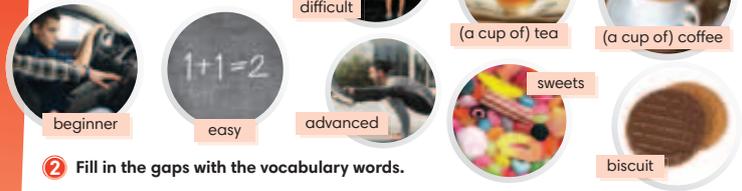
- Ask students to work with a partner.
- Tell students to practise asking and answering questions about what they want with the patterns in activities 3 and 4.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

# B Listening

Aim Ask and answer questions about fun activities

## Vocabulary

### 1 Listen and repeat. 2-02



### 2 Fill in the gaps with the vocabulary words.

1. If you want to be a(n) \_\_\_\_\_ violin player, you have to practise every day.
2. I don't know many words in English because I'm still a(n) \_\_\_\_\_.
3. I love sugar! I really like \_\_\_\_\_, and I always have a \_\_\_\_\_ with tea!
4. The maths homework is so \_\_\_\_\_! I'm getting a headache.
5. I help my younger brother with his homework. He's only six, so it's \_\_\_\_\_ for me.
6. Mum! Do you want a cup of \_\_\_\_\_ or \_\_\_\_\_?

## Focus

### 3 Practise with a partner.



### 4 Read the table.

| Do you want / Would you like + (noun) / (to + verb) |  |                                   |                                      |
|---|--|-----------------------------------|--------------------------------------|
|   | Question                                 | Answer (for yes)                  | Answer (for no)                      |
| Informal  | Do you want <i>some pizza</i> ?          | Sure. / Yes. / OK. / Sounds good! | No (thanks). / Not really. / I'm OK. |
|   | Do you want <i>to play football</i> ?    |                                   |                                      |
| More formal   | Would you like <i>some pizza</i> ?       | Yes (please).                     | No, thank you. / I'm OK, thank you.  |
|   | Would you like <i>to play football</i> ? | That would be nice/great.         |                                      |

### 5 Use the table in 4 to ask a partner questions about activities.

|               | yes | no |              | yes | no |
|---------------|-----|----|--------------|-----|----|
| a cup of tea? |     |    | a biscuit?   |     |    |
| study maths?  |     |    | some sweets? |     |    |
| go swimming?  |     |    | play hockey  |     |    |

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## Teacher's Note

### More on Would Like and Want

*Want* and *would like* can also be used to tell others what one wants. As presented in the table in activity 4, *want* is less formal than *would like*. Explain to students that *would like* is also commonly used when ordering food at a restaurant or asking for help at a store, etc. For example, "I *would like* to order a hamburger." *Would like* can also be made a little less formal with the contraction *I'd like*. For example, "I'd like to try on these shoes." Don't forget to explain to students that when a verb follows either *want* or *would like*, it is usually in the *to*-infinitive form.

## Listen Up

6 Listen and match the pictures with the conversations. 2-03



7 Listen again. Circle and fill in the gaps. Then circle the person's response. 2-03



A: Do you want / Would you like to play \_\_\_\_\_?  
B: Sure. / No thanks, Dan.

1. Dan



A: Do you want / Would you like some \_\_\_\_\_, Sir?  
B: Yes, OK. / I'm OK, thanks.

2. Sam



A: Excuse me, Madam. Do you want / Would you like to buy this beautiful \_\_\_\_\_?  
B: Yes, thank you! / No, thank you!

3. Eric



A: Do you want / Would you like to \_\_\_\_\_ TV?  
B: OK, sure! / I'm OK.

4. Laura

A: So, do you want / would you like to go \_\_\_\_\_ today?  
B: Yes! It's really nice weather. / Yes! The weather is really bad.



5. Karen

## Challenge

8 Listen again. Write the reason the speakers accepted or refused the invitation. 2-03

- Ex: No thanks, Dan. It's too difficult \_\_\_\_\_!
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9 Listen and put a tick (✓) on the things each person wants to do. 2-04

| I want to...   | Joni | Dan |
|----------------|------|-----|
| watch a film.  |      |     |
| go outside.    |      |     |
| play football. |      |     |
| go swimming.   |      |     |

## Answer Key

- Do you want to, chess, No thanks, Dan.
- Would you like, water, I'm OK, thanks.
- Would you like, sofa, No, thank you!
- Do you want, watch, OK, sure!
- do you want, skiing, Yes! It's really nice weather.

## Challenge

8 Listen again. Write the reason the speakers accepted or refused the invitation. 2-03

- Listen to the audio.
- Ask students to write the reason on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

- No thanks, Dan. It's too difficult!
- I'm OK, thanks. I have some.
- No, thank you! It's too expensive.
- OK sure. There is a good film on.
- Yes! It's really nice weather.

9 Listen and put a tick (✓) on the things each person wants to do. 2-04

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

## Answer Key

Joni : go outside, play football, go swimming  
Dan : watch a film, go outside, go swimming

## Listen Up

6 Listen and match the picture with the talk. 2-03

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

## Answer Key

From left to right  
1, 5, 2, 4, 3

7 Listen again. Circle and fill in the gaps. Then circle the person's response. 2-03

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

## Extra Practice Ordering Food

Tell students to work with a partner and pretend they are in a restaurant. One student is the waiter and the other is the customer. Have students practise asking and telling what they want to eat and drink with the phrases:

"Would you like me to take your order?" → "Yes, please. I'd/I would like to order/have/eat \_\_\_\_\_."

"Would you like anything to drink?" → "Yes, I'd/I would like \_\_\_\_\_."

### Ex.

Would you like me to take your order? → Yes, please. I'd like to eat a cheeseburger.

Would you like anything to drink? → Yes, I'd like a glass of water.

# Lesson C Speaking

Aim: Talk about fun activities

## Vocabulary

### 1 Listen and repeat. 2-05

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

### 2 Listen. Write the speaker's number (1-5) next to the vocabulary words you hear. 2-06

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

#### Answer Key

1. puzzle
2. bowling
3. training
4. rest
5. perform

### 3 Match to make complete sentences.

- Ask students to read the sentence parts.
- Ask students to match the first sentence part with the correct second sentence part.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b
2. d
3. f
4. e
5. c
6. a

## Grammar

### 4 Read the table.

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

### 5 Circle the object of the second sentence and replace it with the correct pronoun.

- Ask students to read the sentences.
- Ask students to circle the object of the second sentence.
- Ask students to replace the object with the correct pronoun.
- Ask students to complete the activity.
- Check students' answers.

# C Speaking

Aim Talk about fun activities

## Vocabulary

### 1 Listen and repeat. 2-05



puzzle



bowling



skating



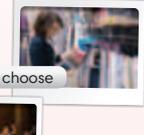
training



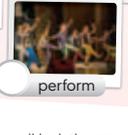
save



rest



choose



perform

### 2 Listen. Write the speaker's number (1-5) next to the vocabulary words you hear. 2-06

### 3 Match to make complete sentences.

- |                             |   |   |
|-----------------------------|---|---|
| 1. She likes to rest        | • | a. a new phone; they all look the same. |
| 2. I want to save           | • | b. on her couch every Sunday.           |
| 3. They performed the song  | • | c. when you go skating.                 |
| 4. His football team has    | • | d. my money, so I don't buy much.       |
| 5. Please wear a helmet     | • | e. training three times a week.         |
| 6. It's difficult to choose | • | f. on stage in their school.            |

## Grammar

### 4 Read the table.

Object pronouns: *me, him, her, them, it*

If we have already said the name of a person or thing, the second time we can use a pronoun.

If it's the **subject**, we use:

*I / he / she / they / it*

If it's the **object**, we use:

*me / him / her / them / it*

**Ex** This is my friend Bob. → I met *him* yesterday.  
She is my mum. → I always talk to *her*.  
They are my sisters. → I play tennis with *them*.  
My bike is great. → I bought *it* last year.

### 5 Circle the object of the second sentence and replace it with the correct pronoun.

1. I always save my money. I put the money in the bank every week.
2. This is my best friend. I love my best friend so much!
3. I heard skating is very difficult. Anyway, I want to try skating.
4. My dream is to be an artist. I can achieve my dream.
5. My brother and sister love pizza. My brother and sister eat pizza three times a week!

#### Answer Key

1. the money, I put it in the bank every week.
2. my best friend, I love him/her so much!
3. skating, Anyway, I want to try it.
4. my dream, I can achieve it.
5. pizza, My brother and sister eat it three times a week!

## Teacher's Note

### Subject Pronouns vs Object Pronouns

If students are having trouble differentiating between subject and object pronouns, explain to them that subject pronouns perform the action in a sentence while object pronouns receive the action in a sentence.

#### • Subject Pronouns

*I* make biscuits every Sunday.

*He* is very smart.

#### • Object Pronouns

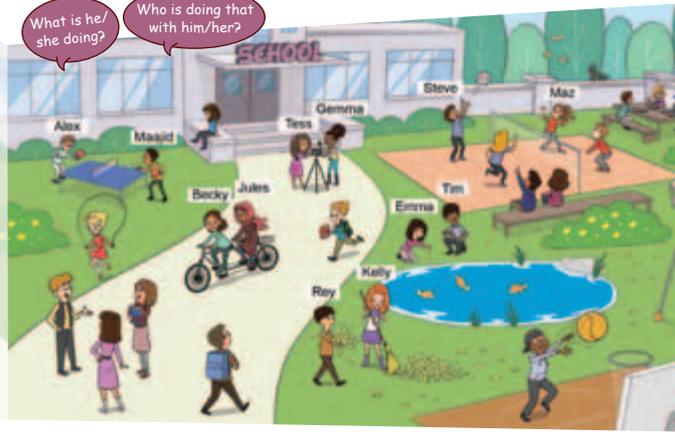
I make biscuits for *her* every Sunday.

Polly gave *Jim and me* extra biscuits.

## Speak Up

- 6 Look at the picture and talk with a partner. Find Maajid, Emma, Tess, Rey, Steve, and Becky. Ask and answer the questions.

**Ex.** Maajid is playing table tennis. Alex is playing with him.



- 7 Write sentences about five kids in the picture. Rank the activities they are doing from 1 (most fun) to 5 (least fun).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Pronunciation

- 8 Listen and repeat. 2-07

|     |      |
|-----|------|
| /e/ | /ei/ |
| let | late |

- 9 Talk with a partner. One partner will read each line out loud. The other will try to find the word that sounds different.

|   |      |      |      |       |      |
|---|------|------|------|-------|------|
| A | get  | pain | sell | taste | red  |
| B | gate | pain | sale | taste | raid |
| C | get  | pen  | sell | test  | red  |

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## Speak Up

- 6 Look at the picture and talk with a partner. Find Maajid, Emma, Tess, Rey, Steve, and Becky. Ask and answer the questions.

- Tell students to find a partner.
- Ask students to find Maajid, Emma, Tess, Rey, Steve, and Becky.
- Ask students to use the patterns to ask and answer questions about what the people are doing.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

- 7 Write sentences about five kids in the picture. Rank the activities they are doing from 1 (most fun) to 5 (least fun).

- Ask students to write a sentence about what another kid is doing on the line.
- Ask students to rank the activity from 1 to 5, with 1 being the most fun and 5 being the least fun.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

### Sample Answers

1. Becky is riding a bike. Jules is riding with her., 1
2. Emma is feeding fish. Tim is feeding them with her., 4
3. Rey is raking leaves. Kelly is raking them with him., 5
4. Tess is taking a photo. Gemma is taking it with her., 3
5. Steve is playing volleyball. Maz is playing with him., 2

## Pronunciation

- 8 Listen and repeat. 2-07

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

- 9 Talk with a partner. One partner will read each line out loud. The other will try to find the word that sounds different.

- Tell students to find a partner.
- Ask one student to read each line.
- Ask the other student to say the word that sounds different.
- Check students' answers.

## Answer Key

1. gate
2. pen
3. sale
4. test
5. raid

## Extra Practice Object Pronouns

Choose a student at random and ask him or her to make two sentences about a kid from the picture in activity 6. One sentence should have an object pronoun. After the student answers, have that student choose another student to make sentences about a different kid from the picture. Repeat.

### Ex.

That is Ted's blue rucksack. He carries it every day. Rey and Kelly are raking leaves. They don't like raking them.

# Lesson D Writing

**Aim:** Write an invitation to a friend to join you for an activity

## Vocabulary

1 Fill in the gaps with the best words in the box.

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

### Answer Key

1. leave
2. Congratulations
3. excuse
4. Sorry
5. reply, message
6. arrive
7. ask

## Expressions Making an invitation

2 Use the words and phrases in the box to make invitations with a partner.

- Tell students to find a partner.
- Ask students to make invitations using the words in the blue box.
- Tell students to use the patterns in the white box.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

3 Talk with a partner. Write a message inviting your partner to do an activity together. Write your partner's response.

- Ask students to work with the same partner.
- Ask students write invitations and replies.
- Tell students to write their invitations and replies in the table or on a separate sheet of paper.
- Ask students to discuss the invitations and replies.
- Check students' answers.
- Give feedback.

### Answer Key

#### Sample Answers

1. Hi, do you want to help me clean my room? → I want to, but I'm busy.
2. Shall we play football? → Sure, I love football.
3. How about studying? → Sorry, I have to go home.
4. Shall we cook lunch? → Yes, I'm hungry.
5. How about drinking a cup of tea? → Well, I don't really like tea.

# D Writing

**Aim** Write an invitation to a friend to join you for an activity

## Vocabulary

1 Fill in the gaps with the best words in the box.

|        |                 |         |        |
|--------|-----------------|---------|--------|
| excuse | leave           | message | reply  |
| ask    | congratulations | sorry   | arrive |

1. I have to go to bed early, so I will \_\_\_\_\_ the party at 8 p.m.
2. I heard you got an A on the exam! \_\_\_\_\_!
3. I missed class because I was sick. That was my \_\_\_\_\_.
4. \_\_\_\_\_! I forgot to call you.
5. Please \_\_\_\_\_ quickly when I send you a(n) \_\_\_\_\_.
6. He is going to \_\_\_\_\_ late to school because he missed the bus.
7. Can I \_\_\_\_\_ you a question, please?



## Expressions

### Making an invitation

Do you want to *play tennis with me?*  
 Would you like to *play tennis with me?*  
 Shall we *play tennis?*  
 How about *playing tennis?*

2 Use the words and phrases in the box to make invitations with a partner.

|            |                     |
|------------|---------------------|
| board game | cup of coffee / tea |
| bowling    | skating             |
| guitar     | hockey              |
| clean      | cook                |

3 Talk with a partner. Write a message inviting your partner to do an activity together. Write your partner's response.

**NOTE**  
 Polite rejections:  
 22 Sorry, I'm busy.  
 I want to, but... [excuse]  
 Well, I don't really like [subject of the invitation]

| Your invitation  | Partner's reply                      |
|--|--------------------------------------|
| <b>Ex.</b> Hi, do you want to clean my toilet with me? | Sorry, I can't. I'm very busy today. |
| 1.   |                                      |
| 2.   |                                      |
| 3.   |                                      |
| 4.   |                                      |

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## Extra Practice Excuses Tag

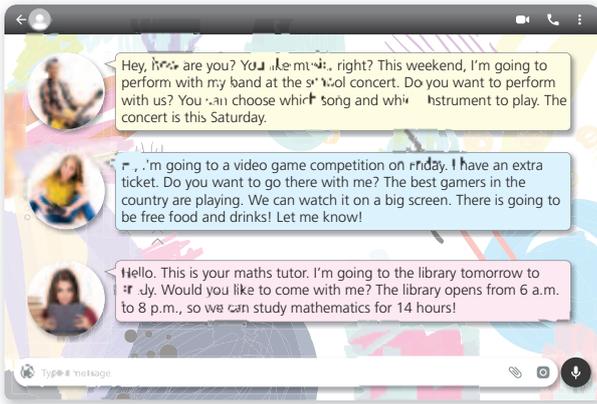
Have students practise making invitations and giving excuses by asking one student to choose another student and invite him or her to do something. Tell the student who got invited to say something to make an excuse why he or she can't do it. Then have that student choose a different student to invite to do something. Repeat. Tell the students to be creative and silly with their invitations and excuses.

### Ex.

Hey, do you want to help me clean the yard? → Sorry, I can't. I have to go home early today.  
 Would you like to have Hawaiian pizza with me? → I want to, but I just decided to stop eating pineapple.  
 Shall we go to the cinema tonight? → I can't because I have to wash my pencils.

## Writing

- 4 Read the messages. Write a reply to each person on a separate piece of paper.



## Challenge

- 5 Get into groups. Create events using the chart. Share your event invitations and decide which events you would like to go to and which you would not. Write responses to each person's request.

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## Writing

- 4 Read the messages. Write a reply to each person on a separate piece of paper.

- Ask students to read the messages.
- Ask students to write a reply to each message.
- Tell students to use the patterns from activities 2 and 3.
- Ask students to complete the activity.
- Check students' replies to make sure they're writing properly.
- Ask some students to present their replies to the class.
- Give feedback.

## Challenge

- 5 Get into groups. Create events using the chart. Share your event invitations and decide which events you would like to go to and which you would not. Write responses to each person's request.

- Tell students to get into groups.
- Ask students to create events.
- Tell students to use the chart to write the details for their events.
- Ask students to choose the events they like and dislike.
- Ask students to write replies to the events on a separate sheet of paper.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Teacher's Note

### Excuses, Excuses, Excuses

Explain to students that the past simple is used for making simple excuses for events that have already occurred.

#### Ex.

Why didn't you do your homework? → I did my homework, but my dog ate it.

How come you didn't go to the party? → I had to wash my hair.

Meanwhile, the present simple is usually used for making simple excuses for events that will happen at a later time.

#### Ex.

Do you want to see a film later? → I'd like to, but I have to go home.

Let's eat pizza. → I can't. I don't like pizza.

# Lesson E Project

**Aim:** Make weekend plans for someone visiting your hometown

## Video

### 1 Listen and repeat. 2-08

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

### 2 Fill in the gap with the best vocabulary word(s).

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

#### Answer Key

1. separate      2. workshop      3. cruise ship  
4. engine      5. rude

### 3 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.

### 4 Watch the video and match to make complete sentences. 2

- Play the video for students.
- Ask students to read the sentence parts.
- Ask students to match the first sentence part with the correct second sentence part.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. d      2. b      3. a      4. c

### 5 Watch the video again and circle the answers. 2

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

#### Answer Key

1. cruise      2. rude      3. leave  
4. month      5. separated      6. I wouldn't

# E Project

**Aim** Make weekend plans for someone visiting your hometown

## Video

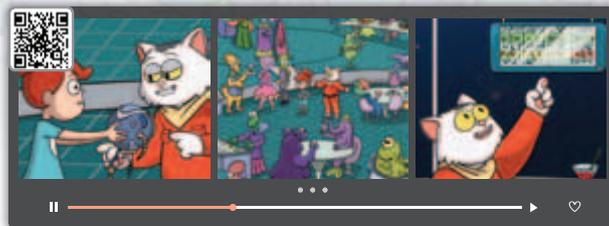
### 1 Listen and repeat. 2-08



### 2 Fill in the gap with the best vocabulary word(s).

1. Do you want to \_\_\_\_\_? You look in that room, and I will look in this one.
2. I keep my \_\_\_\_\_ clean so it's easy to find tools.
3. I went on a(n) \_\_\_\_\_ last summer. It was fun, but I got seasick.
4. The plane has a big \_\_\_\_\_ on its wing.
5. The \_\_\_\_\_ man was talking on his phone during the film.

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



### 4 Watch the video and match to make complete sentences. 2

1. That looks like \_\_\_\_\_
2. No beginner can \_\_\_\_\_
3. Well, this boat stops \_\_\_\_\_
4. There's a shuttle that \_\_\_\_\_

- a. every other month.
- b. fix it.
- c. leaves once every three days.
- d. a World Hopper engine.

### 5 Watch the video again and circle the answers. 2



1. This is a space / cruise ship?
3. How often do they arrive / leave?
5. We got separated / lost.



2. How rude / delicious!
4. This boat stops every other day / month.
6. No, I won't / I wouldn't.

## Extra Practice Space Cruise

Practise asking students about things they would like to do on a space cruise with the phrases:

"What would you want to do on a space cruise?" →  
"I would want to \_\_\_\_\_."

"What would you like to do on a space cruise?" →  
"I would like to \_\_\_\_\_."

### Ex.

What would you want to do on a space cruise? →  
I would want to meet aliens from other planets.

What would you like to do on a space cruise? →  
I would like to eat different kinds of space food.

A foreign exchange student is visiting your school. He has free time at the weekend, so you have to create a fun weekend plan for him.

**6 List interesting and fun places and activities.**

|    |       |
|----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |
| 5. | _____ |

**7 Get into groups. Share your ideas and choose the most fun things to do. Work with a partner to plan a day of activities. The others will plan the next day's activities.**

|           | Saturday                                 | Sunday |
|-----------|--|--------|
| Morning   | <b>Ex.</b> 10 a.m.: visit the toy museum |        |
| Afternoon |  |        |
| Evening   |  |        |

**8 Choose a role and role-play with a partner.**

| Role A   | Role B  |
|--|---|
| You are going take care of the foreign student who is visiting your school. Call him and tell him about the weekend schedule.<br><b>Ex.</b> Do you want to visit a toy museum on Saturday morning? | You are a foreign student. Next week you will visit a new country. Speak to a student in the school about what you want to do.<br><b>Ex.</b> No, thanks. I don't want to go outside in the morning. |

**9 Make changes to your schedule based on what your partner said in 8.**

**21<sup>st</sup> Century Skills**

A foreign exchange student is visiting your school. He has free time at the weekend, so you have to create a fun weekend plan for him.

**6 List interesting and fun places and activities.**

- Ask students to think of fun places and activities.
- Ask students to write the places and activities in the book.
- Check students' work to make sure they're doing it properly.

**7 Get into groups. Share your ideas and choose the most fun things to do. Work with a partner to plan a day of activities. The others will plan the next day's activities.**

- Ask students to get into groups.
- Ask students to share their ideas from activity 6 and choose the best ones.
- Tell each student in the group to plan a full day of activities.
- Ask students to write their plans in the book or on a separate sheet of paper.
- Check students' plans to make sure they're writing properly.
- Give feedback.

**8 Choose a role and role-play with a partner.**

- Tell students to find a partner.
- Ask students to choose either Role A or Role B.
- Ask students to offer invitations and replies based on the plans from activities 6 and 7.
- Tell students to use excuses in their replies.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

**9 Make changes to your schedule based on what your partner said in 8.**

- Tell students to work with the same partner.
- Ask students to change their schedules based on their partner's excuses.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

**Teacher's Note**

**More Excuses**

Explain some other ways to give excuses for not wanting to do something. Below are some common phrases.

**Polite Excuses:**

- Sorry, I'm not a morning person.
- I'd like to, but I'm busy in the afternoon.
- I can't, I usually go to bed early.
- I would love to, but I already have plans.
- I'm busy then. Could we go another time?
- Sorry, I have something I need to do at home.

**Honest/Rude Excuses:**

- No, I can't be bothered to do that.
- No, I don't want to.
- I don't feel like doing that.
- No, that sounds boring.
- I don't think so. I'd rather do something else.
- No, I'd rather hang out with someone else.

## 1 Read and circle the best word to fill in the gaps.

- Ask students to read the reading.
- Ask students to circle the best word.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. b, reply
2. a, roommate
3. c, grew up
4. b, fan
5. a, miss
6. d, introduce

## 2 Read and fill in the gaps with the words in the box. Some words are not used.

- Ask students to read the reading.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. instruments
2. perform
3. beginner
4. choose
5. message

### Teacher's Note

#### Musical Instruments

Ask students what instruments they know. Then explain some other instruments to them. Make sure students understand what kind of instrument each one is. Below are some common instruments.

Brass: trumpet, trombone, French horn, tuba, cornet, bugle

Percussion: drums, cymbals, triangle, tam-tam, glockenspiel, timpani, xylophone

Strings: guitar, violin, cello, viola, harp, bass, dulcimer

Woodwind: flute, piccolo, clarinet, recorder, bassoon, oboe

## 1 Read and circle the best word to fill in the gaps.

Hi, Kate.

How are you? Sorry I didn't 1. \_\_\_\_\_ to your email sooner. I was busy getting to know my new 2. \_\_\_\_\_. His name is Marcus, and he's also in his first year of secondary school. He 3. \_\_\_\_\_ in a small town, so living in a big city is exciting for him. Like me, he's a big football 4. \_\_\_\_\_, so we can go to matches together.

I 5. \_\_\_\_\_ you, sis! Come and visit me soon so I can 6. \_\_\_\_\_ you to everybody.

Love,  
Benjamin

- |                |           |               |              |
|----------------|-----------|---------------|--------------|
| 1. a. work     | b. reply  | c. play       | d. arrive    |
| 2. a. roommate | b. puzzle | c. model      | d. guest     |
| 3. a. decided  | b. asked  | c. grew up    | d. worried   |
| 4. a. opera    | b. fan    | c. stage      | d. leader    |
| 5. a. miss     | b. leave  | c. act        | d. come from |
| 6. a. choose   | b. worry  | c. experience | d. introduce |



## 2 Read and fill in the gaps with the words in the box. Some words are not used.

- |          |         |         |             |
|----------|---------|---------|-------------|
| beginner | message | manager | heater      |
| perform  | leave   | choose  | instruments |

### Guitar Lessons

Do you want to learn the guitar? I can help! I'm Janice, and I have been playing the guitar and many other 1. \_\_\_\_\_ since I was 7 years old. I also 2. \_\_\_\_\_ in a band.

I teach guitar to people of all ages, so it's OK if you're a(n) 3. \_\_\_\_\_ or if you're advanced. You can 4. \_\_\_\_\_

how often you want to have lessons: once, twice, or three times a week. Lessons are 45 minutes long and cost £30 each.

If you're interested, please call, text, or leave me a(n) 5. \_\_\_\_\_ on 07826 419 367.

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## 3 Circle the correct words.

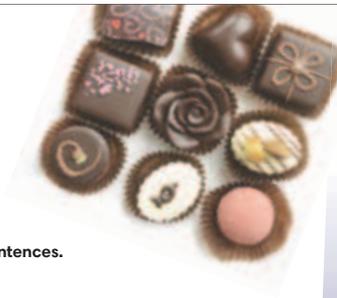
- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. my
2. your
3. her
4. them
5. him

**3 Circle the correct words.**

1. This is my / me cousin Victor.
2. Who's you / your favourite football player?
3. Laura took us home in she's / her car.
4. Thanks again for the chocolates! I love them / it.
5. If you see Josh, tell him / his to call me.



**4 Correct the underlined errors. Rewrite the sentences.**

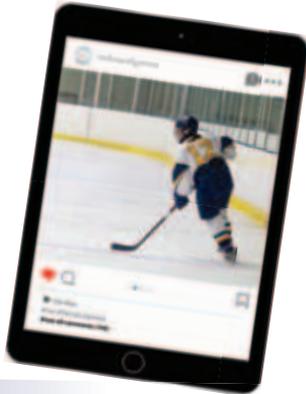
1. I'm not understand you.  
→ \_\_\_\_\_
2. We go every day to the park.  
→ \_\_\_\_\_
3. Brush your teeth three times day.  
→ \_\_\_\_\_
4. Do you want have a cup of coffee?  
→ \_\_\_\_\_

**5 Listen and circle true or false.** R1-1

- |   |      |       |
|---|------|-------|
| 1. Violet's dream is to act in films.               | true | false |
| 2. She has some experience in acting.               | true | false |
| 3. She teaches acting and singing at a theatre.     | true | false |
| 4. Her parents won't let Violet move to California. | true | false |

**6 Listen and circle the correct answer.** R1-2

1. What does the man suggest?  
a. playing board games  
b. going skating  
c. going bowling  
d. doing a puzzle
2. The woman \_\_\_\_\_.  
a. doesn't like bowling  
b. doesn't like skating  
c. is good at bowling  
d. is bad at skating
3. The man \_\_\_\_\_.  
a. often goes skating  
b. doesn't want to go skating  
c. doesn't know how to skate  
d. played ice hockey as a kid



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**5 Listen and circle true or false.** R1-1

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

**Answer Key**

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

**6 Listen and circle the correct answer.** R1-2

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

**Answer Key**

1. c
2. a
3. c

**Teacher's Note**

**More on Possessive Adjectives**

Possessive adjectives can be used to talk about relations and friends: *my mother, her sister, my best friend*. They can also be used to talk about the parts of the body: *my head, his foot, their legs*. Remind students to be careful with the possessive adjective *its*. Make sure they understand that *its* is not the same as the contraction *it's*.

**4 Correct the underlined errors. Rewrite the sentences.**

- Ask students to read the sentences.
- Ask students to correct the error and write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. I don't understand you.
2. We go to the park every day.
3. Brush your teeth three times a day.
4. Do you want to have a cup of coffee?

This unit will give students the ability to talk about errands and the places they are carried out. Students will also gain the ability to give directions to people looking for certain places.

Scan the QR code to download Unit 3 audio.

#### WHAT YOU WILL DO IN THIS UNIT

#### Unit 3 AIMS

Lesson A: Listen to people talk about their errands  
 Lesson B: Talk about errands and where to do them  
 Lesson C: Read about a special place and how to get there  
 Lesson D: Give written directions  
 Lesson E: Make detailed instructions

#### Target Skills

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

#### Target Vocabulary

| Lesson A  | Lesson B  |
|---|---|
| buy<br>deliver<br>drop off<br>fix<br>help<br>look after<br>meet<br>return<br>send<br>wash                           | department store<br>dry cleaner<br>garage<br>hotel<br>pet shop<br>post office<br>square<br>swimming pool<br>train station<br>university |
| Lesson C  | Lesson D  |
| beside<br>between<br>block<br>go straight<br>near<br>on the corner<br>opposite<br>street<br>turn left<br>turn right | bridge<br>building<br>car park<br>clock tower<br>crossing<br>factory<br>statue<br>streetlight<br>traffic lights<br>tunnel               |

# WHERE TO?



Scan for Audio

#### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about their errands
- B Speaking** Talk about errands and where to do them
- C Reading** Read about a special place and how to get there
- D Writing** Give written directions
- E Project** Make detailed instructions



Look at the photo and answer the questions.

1. What is happening in the picture?
2. Where do you think the person is going?
3. Have you ever helped someone by giving directions?
4. When was the last time you needed help finding a place? How did you find it?

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## Key Grammar

### ***need to* and *have got to***

Use the phrases *need to* and *have got to* when you want to talk about things you must do. These verbs are called modals of necessity.

| <i>need to</i>  | <i>have got to</i>                              |
|---|---|
| What do you <i>need to</i> do before the appointment?         | What <i>have you got to</i> do today?           |
| I <i>need to</i> buy balloons and a cake.                     | I <i>have got to</i> get my schedule organised. |
| She <i>needs to</i> clean the house before the guests arrive. | He <i>has got to</i> stop chewing his nails.    |

## prepositions of place and movement

Prepositions can be used to describe where something is. They can also be used to talk about direction and distance. Prepositions of place give a sense of place or location.

| Prepositions of place | Example                        |
|-----------------------|--------------------------------|
| <b>over</b>           | Go <b>over</b> the bridge.     |
| <b>under</b>          | Go <b>under</b> the bridge.    |
| <b>through</b>        | Go <b>through</b> the tunnel.  |
| <b>around</b>         | Go <b>around</b> the building. |
| <b>up</b>             | Go <b>up</b> the hill.         |
| <b>down</b>           | Go <b>down</b> the road.       |

## Unit 3 Discussion

Look at the photo and answer the questions.

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

### Extra Practice More Discussion

Ask more questions about directions.

**Ex.**

- Have you or has someone you know ever been lost?
- How did you find your direction?
- What do people look at when they are lost?
- Do you know how to read a map?
- Give directions from your home to your school.

# Lesson A Listening

Aim: Listen to people talk about their errands

## Vocabulary

### 1 Listen and number. 3-01

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

#### Answer Key

From left to right, top to bottom

5. buy, 1. fix, 8. return, 3. deliver, 10. help,  
2. send, 6. wash, 4. look after, 7. drop off, 9. meet

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

### 2 What are they talking about? Listen and write the word. 3-02

- Listen to the audio.
- Ask students to write the word they hear on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. send
2. help
3. meet
4. return
5. fix
6. wash

## Focus

### 3 Talk with a partner about your errands.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different errands.

### 4 Listen to the conversations and circle what they have to do. 3-03

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

#### Answer Key

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

# A Listening

Aim Listen to people talk about their errands

## Vocabulary

### 1 Listen and number. 3-01



### 2 What are they talking about? Listen and write the word. 3-02

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_

## Focus

### 3 Talk with a partner about your errands.



### 4 Listen to the conversations and circle what they have to do. 3-03

1. Kelly a. wash b. help
2. George a. meet b. return
3. Andrew a. deliver b. drop off
4. Rebekah a. buy b. fix

### 5 Listen again. Answer the questions. 3-03

1. Who will Kelly make a garden with?  
\_\_\_\_\_
2. What's wrong with George's clothes?  
\_\_\_\_\_
3. When will Andrew go to the library?  
\_\_\_\_\_
4. What does Rebekah need to get?  
\_\_\_\_\_

### 5 Listen again. Answer the questions. 3-03

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

#### Answer Key

Sample Answers

1. She will make a garden with her cousin.
2. His clothes are too big.
3. He will go to the library after his class.
4. She has to get eggs, milk, butter, and cereal.

## Teacher's Note

### Errands

Introduce other common errands to students, such as dropping clothes off at/picking up clothes from the drycleaners, mailing a letter/picking up a package at the post office, taking the dog/cat to the vet, picking someone up at the airport/train station, driving someone somewhere, etc.

## Listen Up

6 Where do the speakers have to go? Listen and number. 3-04



7 Listen again. Circle the words you hear. 3-04

|            |      |        |          |      |
|------------|------|--------|----------|------|
| buy        | fix  | return | deliver  | help |
| look after | send | wash   | drop off | meet |

8 Listen again. Fill in the gaps. 3-04

1. Stan: I have to \_\_\_\_\_ her cats.

2. Lisa: We have to \_\_\_\_\_ my sister in front of the school.

3. Terry: I have to \_\_\_\_\_ him do a few things.

4. Amy: I have to \_\_\_\_\_ some books.

## Challenge

9 Listen and answer the questions. 3-05

- Where are Tim and Nancy?
  - birthday party
  - supermarket
  - comic book shop
- Which is NOT one of Nancy's errands?
  - return a comic book
  - buy food
  - deliver food
- Circle true or false.
  - Tomorrow is Nancy's aunt's birthday. true false
  - Nancy bought a present for her cousin. true false
  - Nancy will give her cousin a comic book. true false

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## Listen Up

6 Where do the speakers have to go? Listen and number. 3-04

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

### Answer Key

Left to right

4, 3, 1, 2

7 Listen again. Circle the words you hear. 3-04

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

### Answer Key

Left to right, top to bottom

fix, return, deliver, help, look after, wash, drop off, meet

8 Listen again. Fill in the gaps. 3-04

- Listen to the audio again.
- Ask students to write the correct word(s) in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- look after
- drop off
- help
- return

## Challenge

9 Listen and answer the questions. 3-05

- 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
- a. false  
b. false  
c. true

### Extra Practice Running Errands

Practise talking about errands by asking a student what errand he or she needs to run. After the student answers, tell that student to ask another student. Repeat. Tell students to use the phrases:

"What errand do you have/need to run?" → "I have/need to stop by/go to (place) to (errand)."

#### Ex.

What errand do you have to run? → I have to stop by the post office to mail a letter.

What errand do you need to run? → I need to go to the pharmacy to pick up a prescription.

# Lesson B Speaking

Aim: Talk about errands and where to do them

## Vocabulary

### 1 Listen and repeat. 3-06

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

### 2 Fill in the gaps with the words in the box.

- Ask students to read the sentence prompts.
- Ask students to write the best word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. dry
2. garage
3. post
4. department
5. pet
6. station
7. university
8. hotel

## Focus

### 3 Talk with a partner.

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

### 4 Listen and fill in the gaps. 3-07

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

#### Answer Key

Left to right, top to bottom

dry cleaner, repair shop, swimming pool, train station

# B Speaking

Aim Talk about errands and where to do them

## Vocabulary

### 1 Listen and repeat. 3-06



### 2 Fill in the gaps with the words in the box.

1. I drop off my father's suit at the \_\_\_\_\_ cleaner.
2. My uncle fixes his car at the \_\_\_\_\_.
3. My mother sends a parcel at the \_\_\_\_\_ office.
4. I buy some socks at the \_\_\_\_\_ store.
5. I see the cats and birds at the \_\_\_\_\_ shop.
6. I have to greet my grandmother at the train \_\_\_\_\_.
7. I need to deliver an essay to my professor at the \_\_\_\_\_.
8. I have to return my room key to the \_\_\_\_\_.

post  
garage  
dry  
pet  
hotel  
station  
department  
pool  
university

## Focus

### 3 Talk with a partner.

Where are you going?

Why are you going there?

I'm going to the post office.

I have to send a letter to my cousin.

### 4 Listen and fill in the gaps. 3-07

#### Saturday's To-do List

- Drop off clothes at the \_\_\_\_\_.
- Pick up my sister from the \_\_\_\_\_.
- Take my car to the \_\_\_\_\_.
- Meet my aunt at the \_\_\_\_\_.

**NOTE**  
A to-do list is a list of errands that someone needs to do.

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## Extra Practice Running Errands Speed Game

Split the class up into two teams. Have each team stand in line at the front of the class so there are two lines. Make sure the students are facing forwards. Tell the students that you will say a place. The two students at the front of the line then have to quickly say an errand that is done at that place. The student that says an errand first gets a point for their team. Those two students then go to the back of the line. Repeat. If a student says a wrong errand, no point is awarded and the other student gets a chance to say an errand.

### Ex.

Teacher says: "department store"

Student 1 says: "mail a letter" (wrong answer)

Student 2 says: "buy socks" (correct answer and gets a point)

Students 1 and 2 go to back of their respective lines and the next students come forward.

Etc.

## Expressions

### Talking about where you're going

#### 5 Listen and repeat. 3-08

|                          |   |
|--------------------------|---|
| Where are you going?     | I'm <i>going to</i> the train station.<br>I'm <i>headed to</i> the train station.<br>I'm <i>off to</i> the train station. |
| Why are you going there? | I <i>have to</i> meet my grandfather.<br>I <i>must</i> meet my grandfather.<br>I <i>need to</i> meet my grandfather.      |

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

|                 |                        |                   |                      |
|-----------------|------------------------|-------------------|----------------------|
| at the square   | buy a present          | meet my cousin    | at the train station |
| return my shoes | look after the animals | at the university | at the hotel         |

## Speak Up

#### 7 Look at the map. Write some errands on the To-do List and ask a partner where you can do them.



## Speak Up

#### 7 Look at the map. Write some errands on the To-do List and ask a partner where you can do them.

- Tell students to find a partner.
- Ask students to look at the map.
- Ask students to write some errands on the To-do List.
- Ask students to practise asking and answering where the errands can be done.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Teacher's Note

### Grouping Errands

Tell students to use the patterns in activities 5 and 6 and the sentences they made in activity 7 to group their errands together with transition words, such as *first*, *next*, *then*, and *finally*.

#### Ex.

First, I have to buy a present for my sister at the department store.  
Then, I must go to the post office to send a letter.  
Next, I'm off to the repair shop to fix my bike.  
Etc.

## Expressions

### Talking about where you're going

#### 5 Listen and repeat. 3-08

- 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 is being highlighted.

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

- Tell students to find a partner.
- Ask students to use the patterns in activity 5 and the words in the box to make sentences.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Extra Practice Things to Do

Tell students to look at the map in activity 7. List the different buildings on the board. Then take turns going around and asking students what they can do at each location. Write the answers on the board. See how many different answers you can get.

#### Ex.

|   |  |   |
|---|--|---|
| department store                                      | supermarket  | dry cleaner   |
| - buy clothes<br>- buy pants<br>- eat at a restaurant | - buy food<br>- buy fruit<br>- buy cleaning supplies | - drop off clothes<br>- pick up clothes<br>- pay the bill |

Aim: Read about a special place and how to get there

## Vocabulary

### 1 Listen and repeat. 3-09

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

### 2 Look at the map and fill in the gaps.

- Ask students to look at the map.
- Ask students to read the sentence prompts.
- Ask students to write the correct vocabulary words in the gaps.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. go straight
2. turn right
3. between
4. opposite

## Pre-reading

### 3 Look at the map and fill in the gaps with your own locations. Talk with a partner. Give directions to locations on the map.

- Ask students to look at the map.
- Tell students to fill in the gaps with different locations.
- Tell students to find a partner.
- Tell students to practise giving directions to each other.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### Teacher's Note

##### Direction Words

Introduce other direction words and phrases, such as *take a left/right, make a U-turn, cross the street/ junction/crossing, next to, behind, in front of, road, pavement, traffic lights, stop sign, around the corner from, etc.*

# C Reading

Aim Read about a special place and how to get there

## Vocabulary

### 1 Listen and repeat. 3-09



### 2 Look at the map and fill in the gaps.



1. Dave: Where's the bank?  
Susan: \_\_\_\_\_ and turn left.
2. Dave: Where's the library?  
Susan: Go straight and \_\_\_\_\_.
3. Dave: Where's the department store?  
Susan: It's \_\_\_\_\_ the school and the supermarket.
4. Dave: Where's the dry cleaner?  
Susan: It's \_\_\_\_\_ the school.

## Pre-reading

### 3 Look at the map and fill in the gaps with your own locations. Talk with a partner. Give directions to locations on the map.



4 Read the app. 3-10

**NOTE**  
Use *known for* to talk about what makes something famous. For example, Egypt is known for pyramids.

**Paris, FRANCE**

Paris is a beautiful city. It is known for its buildings, culture, and food. The Eiffel Tower is a famous landmark. Be sure to see the view from the top. Then, experience the art at the Louvre. Also, don't forget to eat at some delicious restaurants. You can find tasty food all over town. Just open the app and start travelling wise!

**The Eiffel Tower**  
This is a famous tower. Take the lift to the top to see all of Paris. You can stop at the second floor and eat at the restaurant. It has a great view of the city.

To get to the Eiffel Tower, go straight one block and turn right. It will be on the left. You can't miss it!

**The Louvre**  
The Louvre is a large art museum. It is home to the *Mona Lisa* and *Venus de Milo*.

Go straight two blocks and turn left. It's on the right. The entrance is in a glass pyramid.

**E P I C U R E**  
This five-star restaurant offers everything you want from French cuisine. Be sure to leave room for dessert!

Go straight and turn left. Then, go straight one more block and turn left again. It's between a bookshop and a gallery.

**Comprehension**

5 Circle the best answer.

1. The Louvre is a museum for art / history / science.
2. The restaurant at the Eiffel Tower is on the first / second / top floor.
3. Epicure is between / next to / around a bookshop and a gallery.
4. Epicure is a French / English / German restaurant.

6 Talk with a partner.

1. What do you know about Paris, France?
2. Does your area have something like the Eiffel Tower?
3. How do you get to your favourite restaurant?

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.

**Extra Practice** Places in Your Town

Tell students to work with a partner. Then tell them to choose three famous places in their city or town. Have them write one or two sentences about why each place is famous. Then tell them to describe where each place is located. Tell students to use the patterns and vocabulary from the lesson.

**Ex.**

*Lotte World:*

This is a famous amusement park. It is a fun place to visit at the weekend. Lotte World is located at Jamsil Station. Go out of the station and you can see it.

*Banpo Han River Park:*

This is a famous park on the Han River. Banpo Bridge is also there. You can ride a bike or play with your friends at the park. It is located in the middle of Seoul next to Banpo Bridge.

*Myeong Dong:*

This is a famous place to go shopping. There are lots of good restaurants, too. Myeong Dong is located at Myeong Dong Station near City Hall.

4 Read the app. 3-10

- 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 the best answer.

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

**Answer Key**

1. art
2. second
3. between
4. French

# Lesson D Writing

Aim: Give written directions

## Vocabulary

### 1 Listen and number. 3-11

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

#### Answer Key

From left to right, top to bottom

- |             |                    |             |                |
|-------------|--------------------|-------------|----------------|
| 4. factory  | 7. tunnel          | 2. bridge   | 5. clock tower |
| 1. statue   | 10. traffic lights | 8. crossing | 3. building    |
| 6. car park | 9. streetlight     |             |                |

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

### 2 Listen and write the vocabulary word. 3-12

- 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. statue
2. crossing
3. factory
4. tunnel
5. car park
6. bridge

## Focus

### 3 Look at the map. Match the question to the answer.

- Ask students to look at the map.
- Ask students to read the questions and the answers.
- Ask students to match the question with the correct answer.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

# D Writing

Aim Give written directions

## Vocabulary

### 1 Listen and number. 3-11



### 2 Listen and write the vocabulary word. 3-12

- |                            |                          |
|----------------------------|--------------------------|
| 1. It's next to the _____. | 2. Go over the _____.    |
| 3. It's near the _____.    | 4. Go through the _____. |
| 5. It's beside the _____.  | 6. Go over the _____.    |

## Focus

### 3 Look at the map. Match the question to the answer.

- |                                     |   |  |
|-------------------------------------|---|--|
| 1. How do I get to the bank?        | • | a. Go straight two blocks and turn right. Go past the park. It's straight in front of you.         |
| 2. How do I get to the supermarket? | • | b. Go straight one block. Turn left when you see the park on your right. Then go straight.         |
| 3. How do I get to the bridge?      | • | c. Go straight two blocks and turn left. It's opposite the factory.                                |
| 4. How do I get to the museum?      | • | d. Go straight one block. Turn right when you see the park. It's on your right, before the tunnel. |



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## Extra Practice More Directions

Using the map in activity 3, choose a different starting point and ending point. Then ask a student for directions to get to the ending point. Tell the student to use the phrases and vocabulary from the lesson. After the student gives directions, have that student choose another student to ask for directions. Repeat. Start with the phrase:

"How can I get to \_\_\_\_\_ from \_\_\_\_\_?"

### Ex.

How can I get to the museum from the factory? →  
Go straight one block. Then turn left and go straight until you see the park on your left. Go straight for one more block, and turn right. The museum is on your right.

## Grammar

### 4 Look at the table. Then listen and fill in the gaps. 3-13

How do I get to *the shop*?

Go **over** the bridge.  
Go **under** the bridge.  
Go **through** the tunnel.  
Go **around** the square.  
Go **up** the hill.  
Go **down** the street.

- Go \_\_\_\_\_ the block.
- Go \_\_\_\_\_ the street.
- Go \_\_\_\_\_ the hill.
- Go \_\_\_\_\_ the traffic lights.
- Go \_\_\_\_\_ the square.
- There's a taxi \_\_\_\_\_ the streetlight.

### 5 Listen and circle the correct sentence. 3-14

- a. Go over the bridge.

b. Go under the bridge.
- a. Go around the square.

b. Go through the square.
- a. Go up the hill.

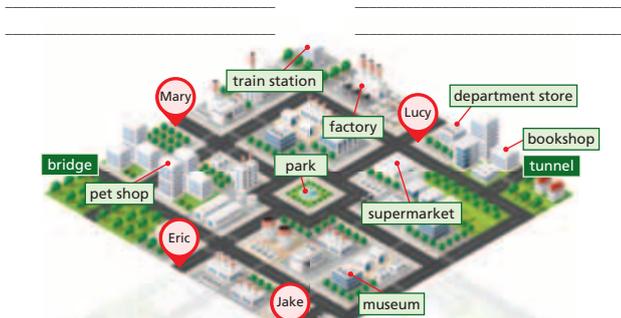
b. Go around the hill.
- a. Go down the street.

b. Go under the street.

## Writing

### 6 Look at the map. Help each person reach their destination.

- Eric: How do I get to the bookshop?
- Mary: How do I get to the museum?



- Jake: How do I get to the supermarket?
- Lucy: How do I get to the bridge?

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## Grammar

### 4 Look at the table. Then listen and fill in the gaps. 3-13

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what is being highlighted.
- Listen to the audio.
- Ask students to write the correct answer in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- up
- down
- over
- through
- around
- under

### 5 Listen and circle the correct sentence. 3-14

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

#### Answer Key

- a
- b
- b
- a

## Writing

### 6 Look at the map. Help each person reach their destination.

- Ask students to look at the map.
- Ask students to read the questions.
- Ask students to write directions for each person in the book or on a separate sheet of paper.
- Tell students to use the patterns and vocabulary from the unit.
- Check students' directions to make sure they're writing properly.
- Ask some students to present their directions to the class.
- Give feedback.

#### Teacher's Note

#### Prepositions: British English and American English

Explain to students that some prepositions are used differently in British and American English. Some common differences include:

| British English   | American English           |
|-------------------|----------------------------|
| enrol on a course | enroll in a course         |
| different from/to | different from/than        |
| fill in a form    | fill out a form            |
| at the weekend    | on/during/over the weekend |

# Lesson E Project

Aim: Make detailed instructions

## 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 3 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

1, 3, 2

3 Watch again. Put a tick (✓) on the errands they talk about.

- Play the video again.
- Ask students to put a tick on the errands that are talked about.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

feed the cat  
sweep the floor

4 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. feed the cat  
2. make the bed  
3. send  
4. sweep the floor

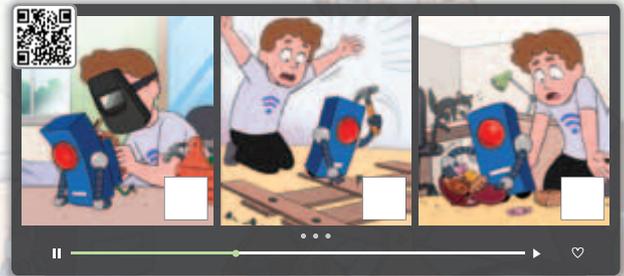
# E Project

Aim Make detailed instructions

## 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. Put a tick (✓) on the errands they talk about.

- read the book       feed the cat       make dinner  
 sweep the floor       wash the car

4 Watch again. Circle the words you hear.



1. Collector, please feed the bird / feed the cat.
3. I should return / send you to the scrapyard.



2. Just make dinner / make the bed, please.
4. Can you pick up the floor / sweep the floor?

5 Circle the correct answers.

1. Collector \_\_\_\_\_ the cat.      a. feeds      b. reads      c. picks up
2. Mario puts together \_\_\_\_\_.      a. a bed      b. an oven      c. a robot
3. Collector \_\_\_\_\_ a bed.      a. makes      b. picks up      c. bakes
4. Collector \_\_\_\_\_ the floor.      a. sleeps on      b. sweeps      c. washes

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5 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. a  
2. c  
3. a  
4. b

## Teacher's Note

### Chores and Errands

There is a difference between chores and errands. Make sure students understand that chores are typically routine tasks done around the house like *washing dishes* and *doing homework*. Errands are typically things done outside the house at different places, like *going food shopping*, *picking up clothes from the dry cleaner*, etc.

## Pronunciation

### 6 Listen and repeat. 3-15

| /ɛ/        | /æ/    | /ʌ/    |
|------------|--------|--------|
| left       | map    | tunnel |
| restaurant | statue | up     |
| head       | bad    | under  |

### 7 Listen and put a tick (✓) on the sound. 3-16

|           | /ɛ/ | /æ/ | /ʌ/ |
|-----------|-----|-----|-----|
| 1. stamp  |     |     |     |
| 2. cut    |     |     |     |
| 3. yellow |     |     |     |
| 4. nap    |     |     |     |
| 5. apple  |     |     |     |
| 6. bed    |     |     |     |
| 7. chest  |     |     |     |
| 8. summer |     |     |     |

## 21<sup>st</sup> Century Skills

### Make Detailed Instructions

Critical Thinking Communication

### 8 Give a classmate directions to an object in your classroom. Do not directly say what you want them to get.

|                |    |
|----------------|----|
| Object to find |    |
| Directions     | 1. |
|                | 2. |
|                | 3. |
|                | 4. |
|                | 5. |

### 9 Talk with a partner. Exchange directions and try to locate the items. Did you find the right item? Present the items and directions to your class.

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## 21<sup>st</sup> Century Skills

### 8 Give a classmate directions to an object in your classroom. Do not directly say what you want them to get.

- Ask students to think of an item in the class.
- Ask students to write directions to that item from where they are in the class in the book or on a separate sheet of paper.
- Check students' directions to make sure they're writing properly.
- Give feedback.

### 9 Talk with a partner. Exchange directions and try to locate the items. Did you find the right item? Present the items and directions to your class.

- Tell students to find a partner.
- Tell students not to tell their partner what the item is.
- Ask students to use their partners' directions to find the item.
- Ask some students to present their directions and items to the class.
- Give feedback.

### Extra Practice Where's the Item

Take some of the directions that students wrote in activity 8. Then read some to the class. If students hear the directions they wrote, tell them not to call out what the item is. Continue reading the directions. Tell students to follow the directions mentally, not physically. When the directions are over, ask students what the item is. Bring the first student who guesses correctly to the front of the class. Let that student read a new set of directions for the students to follow and guess what the item is.

# WHERE CAN I FIND IT?

This unit will give students the ability to describe objects, their locations, and who owns them. Students will also gain the ability to talk about lost and found objects.

Scan the QR code to download Unit 4 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 4 AIMS

Lesson A: Listen to people talk about where things can be found

Lesson B: Ask and answer questions to describe an object

Lesson C: Read about famous works of art

Lesson D: Write a flyer describing a lost object

Lesson E: Design a machine to do errands

### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

### Target Vocabulary

| Lesson A  | Lesson B   |
|---|--|
| basement<br>corridor<br>cupboard<br>downstairs<br>entrance<br>exit<br>garage<br>gate<br>shelf<br>upstairs | cardboard<br>hard<br>heavy<br>light<br>metal<br>plastic<br>round<br>soft<br>square<br>wood   |
| Lesson C  | Lesson D   |
| bright<br>broken<br>clear<br>dirty<br>gold<br>new<br>pale<br>silver<br>spotted<br>striped                 | bracelet<br>earring<br>key<br>money<br>necklace<br>purse<br>ring<br>scarf<br>wallet<br>watch |
| Lesson E  |  |
| guard<br>manager<br>office<br>staff<br>stone  |  |

# WHERE CAN I FIND IT?



Scan for Audio

## WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about where things can be found
- B Speaking** Ask and answer questions to describe an object
- C Reading** Read about famous works of art
- D Writing** Write a flyer describing a lost object
- E Project** Design a machine to do errands



Look at the photo and answer the questions.

1. What are the girls doing in the picture?
2. Is it easy to find what you want at a supermarket?
3. Have you ever lost something important? What was it?
4. Describe a time you lost and found something important.

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## Key Grammar

### prepositions of place

Prepositions show the relationship between subjects and objects. We use prepositions of place to show where something is.

| Preposition        | Example   |
|--------------------|---|
| <b>on</b>          | The key is <b>on</b> the desk.                    |
| <b>above</b>       | The television is <b>above</b> the fireplace.     |
| <b>over</b>        | The man is famous all <b>over</b> the world.      |
| <b>at</b>          | The man is <b>at</b> the bus stop.                |
| <b>in</b>          | The woman is <b>in</b> the car.                   |
| <b>beside</b>      | The chair is <b>beside</b> the desk.              |
| <b>by</b>          | The cat is <b>by</b> the chair.                   |
| <b>in front of</b> | The bicycle is <b>in front of</b> the store.      |
| <b>between</b>     | I'm sitting <b>between</b> my brother and sister. |

## singular and plural possessive nouns

Use singular possessive to express possession for singular nouns and plural possessive for plural nouns. There are some nouns that have irregular plurals, such as *child/children* and *person/people*. There are also special words that are from Greek or Latin that make irregular plural nouns, such as *nucleus/nuclei* and *cactus/cacti*.

| Singular possessive                | Example  | Plural possessive                | Example   |
|------------------------------------|--|----------------------------------|---|
| Singular noun + apostrophe (') + s | The windows of the house are dirty. → The house's windows are dirty. | Plural noun + s + apostrophe (') | The windows of the houses are dirty. → The houses' windows are dirty. |

## 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 each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about shopping and lost items.

#### Ex.

- How often do you go shopping per week?
- Where do you usually go shopping?
- What do you usually buy?
- What is your most prized possession?
- Where did you get it?
- How would you feel if you lost it?
- How would you try to find it?

# Lesson A Listening

Aim: Listen to people talk about where things can be found

## Vocabulary

### 1 Listen and number. 4-01

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

#### Answer Key

From left to right, top to bottom

- upstairs
- downstairs
- wardrobe
- shelf
- garage
- gate
- corridor
- basement
- entrance
- exit

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

### 2 What are the items? Listen and write the vocabulary word. 4-02

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

#### Answer Key

- |           |             |             |
|-----------|-------------|-------------|
| 1. garage | 2. basement | 3. shelf    |
| 4. exit   | 5. entrance | 6. wardrobe |

- Check students' answers.

### 3 Look at the house. Listen and number the places. 4-03

- Ask students to look at the house.
- Listen to the audio.
- Ask students to write the number in the correct room.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- |             |             |            |
|-------------|-------------|------------|
| 1. bathroom | 2. basement | 3. bedroom |
|-------------|-------------|------------|

## Focus

### 4 Talk with a partner.

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

# A Listening

Aim Listen to people talk about where things can be found

## Vocabulary

### 1 Listen and number. 4-01

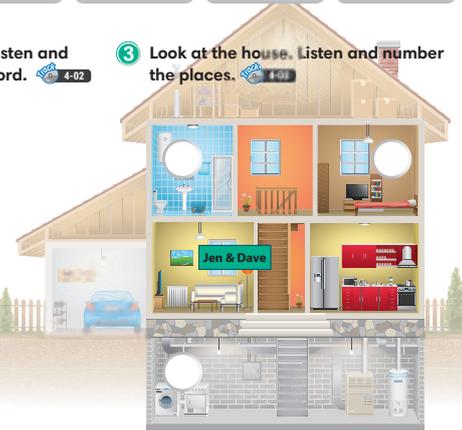


**NOTE**  
Garage can mean a place where cars are stored, where they are mended, or where fuel is bought.

### 2 Where are the items? Listen and write the vocabulary word. 4-02

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

### 3 Look at the house. Listen and number the places. 4-03



## Focus

### 4 Talk with a partner.

Where are my **keys**?

They're **on top of** the table.

Do you know where the **cup** is?

Yes, it's **by** the plant. (No, I don't.)

**NOTE**  
You can use **by** instead of **near** or **next to**.

### 5 Listen and fill in the gaps. 4-04

- The book is \_\_\_\_\_ the television.
- The \_\_\_\_\_ is by the stairs.
- The \_\_\_\_\_ is over there.
- The cheese is \_\_\_\_\_ the entrance.

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### 5 Listen and fill in the gaps. 4-04

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

#### Answer Key

- |              |         |         |       |
|--------------|---------|---------|-------|
| 1. on top of | 2. exit | 3. gate | 4. by |
|--------------|---------|---------|-------|

## Teacher's Note

### American English vs British English

Explain to students that some parts of the house have different names in British English and American English. Below are a few common examples.

| British English | American English  |
|-----------------|-------------------|
| garden          | backyard          |
| pavement        | sidewalk          |
| postbox         | mailbox           |
| rubbish bin     | garbage/trash can |

## Listen Up

6 Where are the speakers? Listen and number. 4-05



at a museum



in a garage



in a classroom



at a supermarket

7 Listen again. Circle the words you hear. 4-05

|          |            |          |          |        |
|----------|------------|----------|----------|--------|
| upstairs | downstairs | cupboard | shelf    | garage |
| gate     | corridor   | basement | entrance | exit   |

8 Listen again. Circle and fill in the gaps. 4-05



1. Amanda

The exit / entrance is down  
the \_\_\_\_\_.



2. George

The sugar is by / on top of  
the \_\_\_\_\_.



3. Elsa

The key is in / on top of  
the \_\_\_\_\_.



4. Wendy

The ball is by / in the  
\_\_\_\_\_.

## Challenge

9 Listen and answer the questions. 4-06

- What is the boy talking about?
  - eating a snack
  - watching TV
  - finding the garage key
  - cleaning the fridge
- What does the boy find under the couch?
  - a key
  - a ball
  - a toy
  - a snack
- Circle **true** or **false**.
  - The boy looks on top of the fridge. true false
  - The key is under the table in the dining room. true false
  - The boy looks in the bathroom. true false

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## Listen Up

6 Where are the speakers? Listen and number. 4-05

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

### Answer Key

Left to right

1, 3, 4, 2

7 Listen again. Circle the words you hear. 4-05

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

### Answer Key

Left to right, top to bottom

wardrobe, shelf, hall, basement, entrance, exit

8 Listen again. Circle and fill in the gaps. 4-05

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

### Answer Key

- exit, corridor
- on top of, shelf
- on top of, table
- by, cupboard

## Challenge

9 Listen and answer the questions. 4-06

- 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

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

## Extra Practice Hot or Cold with Prepositions of Place

Choose an item in the classroom, but don't tell students what it is. Have students guess what the item is by asking questions using prepositions of place. If their guesses are near the item, say the words "you're warm." If their guesses are very near the item, say the words "you're hot." If their guesses are farther away, say the words "you're cool." Finally, if their guesses are very far away from the item, say the words "you're cold." Let students guess the item when they are hot. Ask them to say where the item is. When a student guesses the item, let them choose the next item for the students to ask about.

### Ex.

Is it on the table? → You're cold.  
Is it by the window? → You're cool.  
Is it under the clock? → You're warm.  
Is it on the teacher's desk? → You're hot.  
I know! It's the teacher's computer.

Aim: Ask and answer questions to describe an object

## Vocabulary

### 1 Listen and number. 4-07

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

#### Answer Key

From left to right, top to bottom

- light
- soft
- heavy
- square
- metal
- hard
- cardboard
- plastic
- round
- wood

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

### 2 Fill in the gaps with the correct vocabulary word.

- Ask students to read the sentence prompts.
- Ask students to write the best word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- |              |          |
|--------------|----------|
| 1. soft      | 2. Wood  |
| 3. cardboard | 4. round |
| 5. plastic   | 6. Metal |
| 7. hard      | 8. heavy |

## Focus

### 3 Talk in small groups. Ask and answer questions using the vocabulary.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations in small groups.
- Tell students to practise the conversations again but to talk about different things and materials.

# B Speaking

Aim Ask and answer questions to describe an object

## Vocabulary

### 1 Listen and number. 4-07



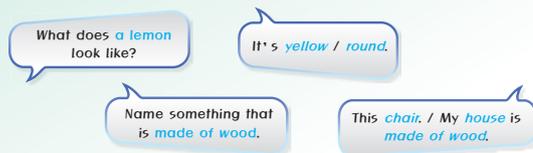
### 2 Fill in the gaps with the correct vocabulary word.

1. A feather is \_\_\_\_\_ and light.
2. \_\_\_\_\_ comes from trees.
3. Send it in a(n) \_\_\_\_\_ box.
4. The sun isn't square. It's \_\_\_\_\_.
5. The shop put our things in a(n) \_\_\_\_\_ bag.
6. \_\_\_\_\_ comes from the ground.
7. A rock is \_\_\_\_\_ and heavy.
8. An elephant is not light. It's \_\_\_\_\_.



## Focus

### 3 Talk in small groups. Ask and answer questions using the vocabulary.



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## Teacher's Note

### Made from, Made of, Made out of, Made with

*Made from, made of, made out of, and made with* are used to talk about different ideas. Make sure students understand that *made from* is used to talk about how something is made. For example, "Plastic is made from oil, and this canoe is made from a tree trunk." *Made of* is used to talk about the basic materials or qualities of something and is like *composed of*. For example, "All of my furniture is made of oak." *Made out of* is used to talk about something that was changed or transformed from one thing to another. For example, "Her bag is made out of old T-shirts, and her earrings are made out of old bottle caps." Finally, *made with* is used to talk about the ingredients of foods and drinks. For example, "This dish is made with chicken, mushrooms, and herbs."

## Expressions

### Describing objects

#### 4 Listen and repeat. 4-08

|                                       |                             |
|---------------------------------------|-----------------------------|
| What does an apple <i>look like</i> ? | It's <i>round and red</i> . |
| What is the chair <i>made of</i> ?    | It's made of <i>wood</i> .  |
| Is it <i>light or heavy</i> ?         | It's <i>heavy</i> .         |

**NOTE**  
We usually describe the shape before the colour. So, use *round and red* instead of *red and round*.

#### 5 Use the words from the box to make questions. Talk with a partner.

a desk      a chair      a table      a rubber  
a pencil      a ruler      a clock      a book

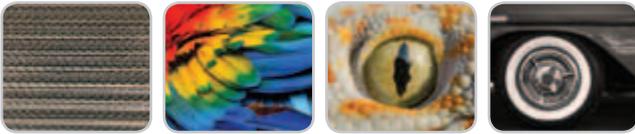
## Speak Up

#### 6 Talk with a partner. Choose an item in the picture. Your partner will ask questions about the items in the room until they guess the item you chose. Take turns.

**Ex.**  
Is it round?  
Yes, it is.  
Is it orange and yellow?  
No, it isn't.



#### 7 Talk with a partner. Describe the pictures and guess what they are.



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## Expressions

### Describing objects

#### 4 Listen and repeat. 4-08

- 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 is being highlighted.

#### 5 Use the words from the box to make questions. Talk with a partner.

- Tell students to find a partner.
- Ask students to use the patterns in activity 4 and the words in the box to ask questions and make answers.
- 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 Talk with a partner. Choose an item in the picture. Your partner will ask questions about the items in the room until they guess the item you chose. Take turns.

- Tell students to find a partner.
- Ask students to look at the picture of the room.
- Ask one student to choose an item from the room.
- Ask the other student to ask questions about what the item is using the patterns and vocabulary in activities 4, 5, and 6.
- Tell students to switch roles when a student correctly guesses the item.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### 7 Talk with a partner. Describe the pictures and guess what they are.

- Tell students to find a partner.
- Ask students to describe the items in the pictures.
- Tell students to use the patterns and vocabulary in activities 4, 5, and 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

### Extra Practice I Spy with My Little Eye

Play *I Spy with My Little Eye* by choosing something in the room and describing its properties until students guess the item. The student who guesses correctly can then describe an item of their choosing for the rest of the students to guess. Repeat.

#### Ex.

I spy with my little eye something that is round, made of wood and glass, and is on the wall. → It's the clock. → You're correct.

Aim: Read about famous works of art

## Vocabulary

### 1 Listen and repeat. 4-09

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

### 2 Fill in the gaps with the best vocabulary word.

- Ask students to read the sentence prompts.
- Ask students to write the best word in the gap.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- |           |            |
|-----------|------------|
| 1. dirty  | 2. striped |
| 3. gold   | 4. spotted |
| 5. clear  | 6. new     |
| 7. bright | 8. broken  |

## Pre-reading

### 3 Talk with a partner or as a group. Ask and answer questions about the items.

- Tell students to find a partner or get into groups.
- Ask students to ask and answer questions about the items in the pictures.
- Tell students to use the patterns in activity 3 and from Lesson B.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### Extra Practice Describing Items

Get students to describe items. Pick items from the classroom and ask students to describe them with the phrases from activity 3 and the phrases:

"Describe \_\_\_\_." → "It's/They're \_\_\_\_ and \_\_\_\_."

#### Ex.

Describe the teacher's desk. → It's wooden and square.  
 What does her rucksack look like? → It's big, red, and full of books.  
 Etc.

## C Reading

Aim Read about famous works of art

### Vocabulary

#### 1 Listen and repeat. 4-09



#### 2 Fill in the gaps with the best vocabulary word.

1. We washed our \_\_\_\_\_ clothes.
2. A zebra is \_\_\_\_\_.
3. The fastest runner got a(n) \_\_\_\_\_ medal.
4. A cheetah is \_\_\_\_\_.
5. The beach has beautiful \_\_\_\_\_ water.
6. We moved to a(n) \_\_\_\_\_ house.
7. I wear sunglasses on \_\_\_\_\_ and sunny days.
8. My watch is \_\_\_\_\_, so I don't know what time it is.

### Pre-reading

#### 3 Talk with a partner or as a group. Ask and answer questions about the items.

#### Ex.

What does it look like?

It's gold and round.



**4** Read the article. 4-10

# THE HIRSHHORN MUSEUM AND SCULPTURE GARDEN

The Smithsonian Museums in Washington, DC, have many important objects. One interesting museum is the Hirshhorn. It is a museum of modern art and has a large sculpture garden. You can enjoy many works of art for free while walking through the sculpture garden.

**NOTE**  
A sculpture is a work of art that is three dimensional.



**YAYOI KUSAMA / PUMPKIN (2016)**

The artist Yayoi Kusama loves pumpkins. She has made all different types of pumpkins, including glass, wooden, and metal pumpkins. Here, she has a big, round, spotted pumpkin. Doesn't it look delicious?



**ARNALDO POMODORO / SPHERE WITHIN SPHERE, SPHERE NO.6 (1965)**

Pomodoro made many metal balls. Today, you can find these round sculptures all over the world. If you visit Hakone, Rome, Dublin, New York, or Washington, DC, be sure to look for one of these balls.



**JIMMIE DURHAM / STILL LIFE WITH SPIRIT AND XITLE (2007)**

This work of art shows the power of nature. This rock is very heavy. The metal car is not strong enough for the hard rock. What do you think this sculpture means?

## Comprehension

**5** Circle true or false.

- The pumpkin sculpture is spotted.
- The rock on the car is light.
- The sphere is made of metal.
- The Hirshhorn is a history museum.

true false  
true false  
true false  
true false

**6** Talk with a partner.

- Have you seen an interesting work of art?
- What did it look like?
- Which work of art is your favourite?

**7** Sketch your favourite work of art here and write a description.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** Read the article. 4-10

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

**Answer Key**

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

**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.

**7** Sketch your favourite work of art here and write a description.

- Ask students to draw a picture of their favourite work of art.
- Ask students to write a description of the work of art.
- Tell students to use the patterns in the reading, activity **3**, and Lesson B to write their descriptions.
- Check students' descriptions to make sure they're writing properly.
- Ask some students to present their work to the class.
- Give feedback.

### Teacher's Note

#### Different Kinds of Art

Explain to students that there are different kinds of art. They typically include *architecture, sculpture, painting, literature, music, performing, and film*. Make sure students understand the difference between each kind. Also, ask students to name a famous work from each kind of art. Ask students to describe the works of art they name. You can additionally prepare images of different kinds of famous art from around the world. Ask students to describe them.

Aim: Write a flyer describing a lost object

## Vocabulary

### 1 Listen and number. 4-11

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

#### Answer Key

From left to right, top to bottom

3. key, 5. bracelet, 6. earring, 1. ring, 10. necklace,  
9. purse, 2. wallet, 8. money, 7. watch, 4. scarf

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

### 2 Write the vocabulary words under the correct picture.

- Ask students to look at the pictures.
- Ask students to write the vocabulary words under the correct picture.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Picture 1: wallet, key, watch

Picture 2: purse, bracelet, earrings, necklace

Picture 3: ring, money

## Pronunciation

### 3 Listen and repeat. 4-12

- 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.

### 4 Listen and put a tick (✓) on the sound. 4-13

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- |         |         |
|---------|---------|
| 1. /ʊ/  | 2. /u:/ |
| 3. /ʊ/  | 4. /u:/ |
| 5. /ʊ/  | 6. /ʊ/  |
| 7. /u:/ | 8. /u:/ |

# D Writing

Aim Write a flyer describing a lost object

## Vocabulary

### 1 Listen and number. 4-11



### 2 Write the vocabulary words under the correct picture.



## Pronunciation

### 3 Listen and repeat. 4-12

|      |        |
|------|--------|
| /ʊ/  | /u:/   |
| book | choose |



### 4 Listen and put a tick (✓) on the sound. 4-13

|          | /ʊ/ | /u:/ |
|----------|-----|------|
| 1. foot  |     |      |
| 2. move  |     |      |
| 3. wood  |     |      |
| 4. whose |     |      |
| 5. look  |     |      |
| 6. good  |     |      |
| 7. group |     |      |
| 8. true  |     |      |

## Extra Practice Describing Accessories

Have students practise describing the accessories they are wearing with the phrases:

"What accessories are you wearing?" → "I'm wearing \_\_\_\_." / "My \_\_\_\_ is \_\_\_\_ and \_\_\_\_."

### Ex.

What accessories are you wearing? → I'm wearing a bracelet and a watch. → My bracelet is long and thin. → My watch is big and silver.

Check accessories that students are wearing. Introduce the accessories students are wearing that they don't know the names of.

## Expressions

### Talking about price

#### 5 Talk with a partner.

What's the price like?  
What's the price of this necklace?  
What's the cost of this necklace?

It's free. It's on sale. It's £150.  
It's cheap. It's expensive.

Can I get a discount?

Sure, you can. /  
No, sorry.

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

|             |            |                  |            |
|-------------|------------|------------------|------------|
| a ring      | a necklace | a suit           | a car      |
| a toy robot | a bike     | a glass of water | a bracelet |

#### 7 Read and answer the questions.

##### Missing!

I last saw my ring at this café. It is silver. There is a round, clear stone on it. It's very expensive. Do you know where it is? Call me on 467 3214.



Mary

##### Lost Cat!

My cat is missing. I last saw her on this street. She is striped. Her stripes are black and brown. Her name is Mango. Have you seen her? Call me on 820 3280 with information.



Jack

1. What did Mary lose? \_\_\_\_\_
2. Was Mary's lost item cheap? \_\_\_\_\_
3. What does Jack's cat look like? \_\_\_\_\_
4. What is his cat's name? \_\_\_\_\_

## Writing

#### 8 Make a poster for a "lost" item you own on a separate piece of paper. Use the space below to write a description. Share your poster with the class.

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## Expressions

### Talking about price

#### 5 Talk with a partner.

- Read the sentences aloud or ask two students to read the sentences aloud.
- Ask students to practise the sentences with a partner.
- Tell students to practise the sentences again but to talk about different items and prices.

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

- Tell students to find a partner.
- Ask students to use the patterns in activity 5 and the words and phrases in the box to ask questions and make answers.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### 7 Read and answer the questions.

- Ask students to read the readings.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

#### Sample Answers

1. Mary lost her ring.
2. No, Mary's lost item was expensive.
3. Jack's cat has black and brown stripes.
4. Jack's cat's name is Mango.

## Writing

#### 8 Make a poster for a "lost" item you own on a separate piece of paper. Use the space below to write a description. Share your poster with the class.

- Ask students to think of a lost item they own.
- Ask students to write a description of their item in the box.
- Ask students to make a "lost" poster of their item on a separate sheet of paper.
- Tell students to use the patterns in activities 5, 6, and 7.
- Check students' posters to make sure they're writing properly.
- Ask some students to present their posters to the class.
- Give feedback.

### Teacher's Note

#### Rewards for Lost Items

Explain to students that people often offer monetary rewards for lost items that they have lost. Tell students that rewards are usually higher the more expensive the lost item is. Tell students to include rewards in their posters from activity 8.

# Lesson E Project

Aim: Design a machine to do errands

## 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 4 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

1, 3, 2

3 Watch again. Circle the words you hear.

- Ask students to look at the pictures and 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

manager, staff, office, guard, stone

4 Watch again. Match the question with the answer.

- Play the video again.
- Ask students to read the questions and answers.
- Ask students to match the question with the correct answer.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. b
2. c
3. a

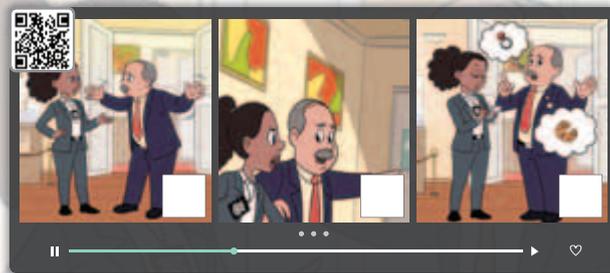
# E Project

Aim Design a machine to do errands

## 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.



4 Watch again. Match the question with the answer.

1. What does the ring look like? • a. It's down the corridor.
2. What is the bracelet made of? • b. It's silver.
3. Where is the office? • c. It's made of wood.

5 Circle the correct answer.

1. The necklace is \_\_\_\_\_.  
a. gold      b. silver      c. wood
2. The ring is round and \_\_\_\_\_.  
a. light      b. square      c. heavy
3. The last thing the thief took was a \_\_\_\_\_.  
a. bracelet      b. necklace      c. ring
4. Philip is a \_\_\_\_\_.  
a. police officer      b. guard      c. manager

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5 Circle the correct answer.

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

## Extra Practice A Night with the Guard

Have students get into small groups. Ask them to come up with a story about the museum guard. Have them include how he ended up with the jewellery, why he's wearing a dress, why he thinks it was all a dream, and what happened next. Give students 10 minutes to write their stories. After 10 minutes, ask some groups to present their stories to the class. Don't forget to give feedback.

## Grammar

### 6 Look at the table.

| Singular possessive  |
|--|
| There is one car.<br>The windows of the car are dirty. → The car's windows are dirty.    |
| Plural possessive  |
| There are two cars.<br>The windows of the cars are dirty. → The cars' windows are dirty. |

### 7 Circle the correct word.

1. There is one house. The house's / houses' windows are broken.
2. Alice's / Alices' book is lost.
3. There are two bugs. The bug's / bugs' legs are long.
4. There is one man. The man's / mans' watch is silver.
5. Steve's / Steves' left leg is broken.
6. There are eight birds. The bird's / birds' nests are in the trees.

### 8 Fill in the gap with the possessive form of the given word.

1. (Harry) \_\_\_\_\_ hands are dirty.
2. There are two girls. The (girls) \_\_\_\_\_ shirts are pink.
3. There are ten students. The (students) \_\_\_\_\_ homework is not finished.
4. There is one horse. The (horse) \_\_\_\_\_ legs are long.
5. There are two rabbits. The (rabbits) \_\_\_\_\_ tails are white.
6. There is one woman. The (woman) \_\_\_\_\_ ring is silver.

## 21<sup>st</sup> Century Skills

### Design a Machine

Critical Thinking Communication

### 9 Design a machine to make your life easier. Sketch your new machine. Don't let your partner see your machine.

### 10 Describe your machine to your partner. Have your partner draw it on a separate sheet of paper. Compare your drawing with your partner's.

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### 8 Fill in the gap with the possessive form of the given word.

- Ask students to read the sentence prompts.
- Ask students to write the correct possessive form of the word in parentheses in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. Harry's
2. girls'
3. students'
4. horse's
5. rabbits'
6. woman's

## 21<sup>st</sup> Century Skills

### 9 Design a machine to make your life easier. Sketch your new machine. Don't let your partner see your machine.

- Ask students to create a machine that makes some aspect of life easier.
- Ask students to write what their machine does and draw what it looks like in the book or on a separate sheet of paper.
- Tell students not to let anyone else see their machine.
- Check students' work to make sure they're doing it properly.
- Give feedback.

### 10 Describe your machine to your partner. Have your partner draw it on a separate sheet of paper. Compare your drawing with your partner's.

- Tell students to find a partner.
- Tell students to not let their partner see their machine.
- Ask one student to describe what their machine does.
- Ask the other student to draw what they think the machine should look like.
- Ask students to compare both drawings.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their descriptions and drawings to the class.
- Give feedback.

### Teacher's Note

#### More on Possessive Nouns

Make sure students understand the following rules for possessive nouns.

- Hyphenated and compound nouns need an apostrophe and "s" added to the last noun. For example: My father-in-law's dog.
- If two nouns are joined together and share ownership, add an apostrophe and "s" to the last one. For example: Tom and Mario's dog.
- For two nouns together, but which each have different ownership, each will need an apostrophe and "s" added. For example: Tom's and Mario's dogs.

## 1 Read and circle the best word to fill in the gaps.

- Ask students to read the reading.
- Ask students to circle the best word to fill in the gaps.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- c, meet
- a, return
- b, dry cleaner
- a, dirty
- d, upstairs
- b, look after

## 2 Look at the items in the lost and found. Use the words in the box to fill in the gaps. Some words are not used.

- Ask students to look at the items.
- Ask students to read the sentence prompts.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- striped
- bracelet
- broken
- wallet
- metal
- purse

## 3 Circle the correct word(s).

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

### Answer Key

- to do
- headed
- up
- factory's
- over
- parents'

## 1 Read and circle the best word to fill in the gaps.

Tomorrow is Saturday, and it will be a busy day. In the morning, I have to 1. \_\_\_\_\_ my study group at the coffee shop near the university. Then I have to 2. \_\_\_\_\_ a book to the library and take some clothes to the 3. \_\_\_\_\_. When I get home, I need to help my parents clean the house. Dad wants me to clean all the windows—they're really 4. \_\_\_\_\_. And I have to dust the 5. \_\_\_\_\_ bedrooms. In the evening, my parents are going out for dinner, so I have to 6. \_\_\_\_\_ my little brother and sister. I hope Sunday is more relaxing!



- |                |                |                |             |
|----------------|----------------|----------------|-------------|
| 1. a. fix      | b. send        | c. meet        | d. deliver  |
| 2. a. return   | b. buy         | c. turn        | d. help     |
| 3. a. factory  | b. dry cleaner | c. post office | d. garage   |
| 4. a. dirty    | b. broken      | c. striped     | d. gold     |
| 5. a. entrance | b. garage      | c. cupboard    | d. upstairs |
| 6. a. drop off | b. look after  | c. send        | d. fix      |

## 2 Look at the items in the lost and found. Use the words in the box to fill in the gaps. Some words are not used.

|         |        |          |       |
|---------|--------|----------|-------|
| wood    | wallet | broken   | metal |
| striped | watch  | bracelet | purse |

### LOST-AND-FOUND ITEMS

- A colourful 1. \_\_\_\_\_ scarf
- A gold and silver 2. \_\_\_\_\_
- A pair of 3. \_\_\_\_\_ glasses
- A black 4. \_\_\_\_\_ with money in it
- A key on a 5. \_\_\_\_\_ key ring
- A small round 6. \_\_\_\_\_



## Teacher's Note

### More Prepositions of Place

Explain some other prepositions of place to students, such as *across*, *against*, *among*, *behind*, *below*, *close to*, *opposite*, *past*, *round*, *towards*. Make sure students understand when to use them. Test them on this by asking them where certain things in the classroom, or where certain places outside, are located.

**3 Circle the correct word(s).**

1. What do you need do / to do this weekend?
2. We're head / headed to the bus station.
3. I can't carry this heavy bag up / through the stairs.
4. The factory's / factories' owner wants to sell it.
5. To get to the next town, you have to drive over / up the bridge.
6. My parents' / parents car is that silver one.



**4 Correct the underlined mistakes. Rewrite the sentences.**

1. How Lget to the hotel?  
→ \_\_\_\_\_
2. These bags are make of plastic.  
→ \_\_\_\_\_
3. Australia is know for its beaches.  
→ \_\_\_\_\_
4. Bonnie has to working tonight.  
→ \_\_\_\_\_

**5 Listen and circle true or false.**

- |   |      |       |
|---|------|-------|
| 1. The lost earring is square and blue.           | true | false |
| 2. The woman last saw the earring in the bedroom. | true | false |
| 3. The woman did not look in the bathroom.        | true | false |
| 4. The man found the earring in the corridor.     | true | false |

**6 Listen and fill in the gaps.**

1. Christina is going to the \_\_\_\_\_.  
It is beside the \_\_\_\_\_.
2. The woman asks for directions to a(n) \_\_\_\_\_.  
She must turn left at the \_\_\_\_\_ and  
go three or four blocks.
3. The Belmont Tower is \_\_\_\_\_ the  
train station. There is a(n) \_\_\_\_\_ in  
front of the Belmont Tower.



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**6 Listen and fill in the gaps.**

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

**Answer Key**

1. pet shop, post office
2. department store, traffic light
3. opposite, (big) statue

**Teacher's Note**

**Parts of a Map**

Explain to students that most maps usually have five basic parts: *title*, *compass rose*, *key*, *grid*, and *scale*. The title describes what the map is showing. The compass rose shows directions. It is a simple compass that can look like a plus sign with arrows. At the ends of the arrows, the four cardinal directions are listed: *north*, *south*, *east*, and *west*. The key of a map shows the meaning of the symbols that are on the map. The symbols represent the points, lines, and patterns that depict the different places and features on the map. A map's grid is the set of horizontal and vertical lines that show the coordinates. Each line has its own number or letter. The scale illustrates how large the real area of land is compared to the map.

**4 Correct the underlined mistakes. Rewrite the sentences.**

- Ask students to read the sentences.
- Ask students to correct the error and write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. How do I get to the hotel?
2. These bags are made of plastic.
3. Australia is known for its beaches.
4. Bonnie has to work tonight.

**5 Listen and circle true or false.**

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

**Answer Key**

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

UNIT  
**5**

# I DON'T FEEL VERY WELL

This unit will give students the ability to talk about body parts, describe illnesses and how their bodies feel, and give advice. Students will also gain the ability to give excuses for missing an event due to illness or injury.

Scan the QR code to download Unit 5 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 5 AIMS**

- Lesson A: Listen to people talk about being sick
- Lesson B: Talk about being sick and give advice
- Lesson C: Read about childhood illnesses
- Lesson D: Write about being sick or hurt
- Lesson E: Make and give a health survey

**Target Skills**

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

**Target Vocabulary**

| Lesson A  | Lesson B   |
|---|--|
| a cold<br>arm<br>back<br>earache<br>fever<br>headache<br>hurt<br>illness<br>leg<br>stomach ache | advice<br>ankle<br>cough<br>hospital<br>itchy<br>knee<br>medicine<br>pain<br>shoulder<br>X-ray |
| Lesson C  | Lesson D   |
| air<br>feet<br>forehead<br>neck<br>runny nose<br>sneeze<br>spots<br>virus                       | appointment<br>body<br>check-up<br>elbow<br>finger<br>hand<br>muscle<br>wrist                  |
| Lesson E  |  |
| cake<br>honest<br>jab<br>temperature  |  |

UNIT  
**5**

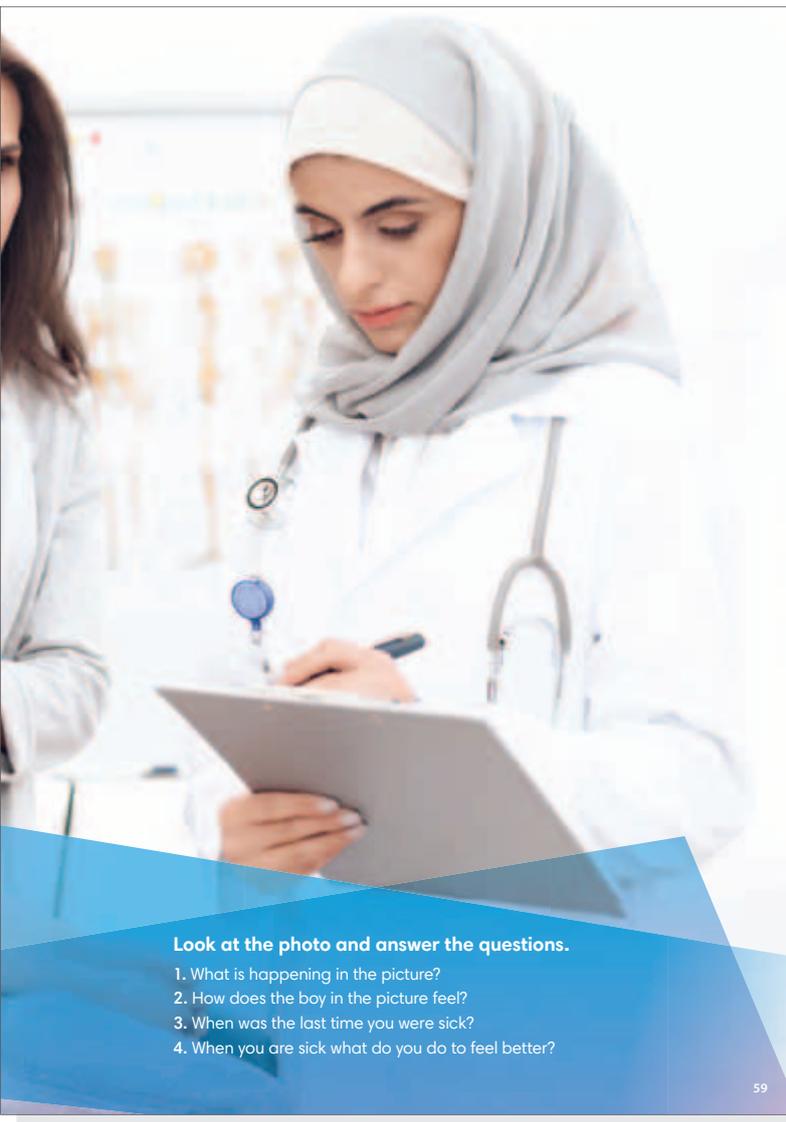
# I DON'T FEEL VERY WELL

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Listening** Listen to people talk about being sick
- B Speaking** Talk about being sick and give advice
- C Reading** Read about childhood illnesses
- D Writing** Write about being sick or hurt
- E Project** Make and give a health survey

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Look at the photo and answer the questions.

1. What is happening in the picture?
2. How does the boy in the picture feel?
3. When was the last time you were sick?
4. When you are sick what do you do to feel better?

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## Key Grammar

### modal verb *should* (not) for suggestions

Use modal verbs *should* and *should not* (*shouldn't*) to make suggestions.

| <i>should</i>                         | <i>shouldn't</i>                         |
|---------------------------------------|--|
| You <i>should</i> take some medicine. | You <i>shouldn't</i> take that medicine. |
| You <i>should</i> see a doctor.       | You <i>shouldn't</i> see that doctor.    |
| You <i>should</i> go to bed.          | You <i>shouldn't</i> go to bed yet.      |

### modal verbs *might* / *may* for possibility

Use modal verbs *may* or *might* to say that something is possibly true. In informal situations, *might* is more commonly used than *may*.

| <i>may</i>                             | <i>might</i>                                   |
|--|--|
| You <i>may</i> need to see the doctor. | You <i>might</i> get a fever.                  |
| You <i>may</i> have the flu.           | You <i>might</i> get spots all over your body. |
| You <i>may</i> leave early today.      | You <i>might</i> need to go home early.        |

### quantifiers

Use quantifiers to express amounts or degree of things.

| Quantifier      | Meaning                | Example                              |
|-----------------|------------------------|--------------------------------------|
| <b>a little</b> | a very small amount    | I am <b>a little</b> hungry.         |
| <b>several</b>  | many                   | She has <b>several</b> trophies.     |
| <b>any</b>      | one or more            | You shouldn't drink <b>any</b> cola. |
| <b>some</b>     | a few / a small amount | He should take <b>some</b> medicine. |

## 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 each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about being sick.

#### Ex.

- How often do you get sick in a year?
- What kinds of illnesses do you usually get?
- What do you do at school when you are sick?
- How can you stay healthy?
- How often should a person see a doctor?
- How often should a person see a dentist?

# Lesson A Listening

Aim: Listen to people talk about being sick

## Vocabulary

### 1 Listen and number. 5-01

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

#### Answer Key

From left to right, top to bottom

2. stomach ache
8. earache
3. headache
9. hurt,
10. illness
6. leg
5. arm
7. back
4. fever
1. a cold

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

### 2 What are they talking about? Listen and write the vocabulary word you hear. 5-02

- Listen to the audio.
- Ask students to write the word they hear on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. headache
2. a cold
3. hurt, arm
4. earache
5. fever
6. back, hurt

## Focus

### 3 Talk with a partner.

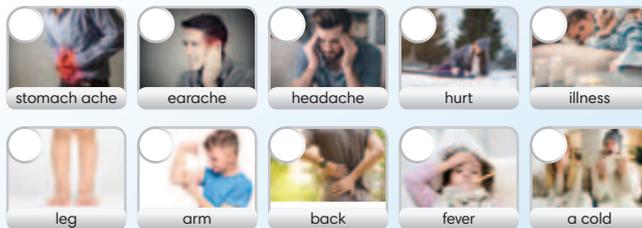
- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again but to talk about different problems.

# A Listening

Aim Listen to people talk about being sick

## Vocabulary

### 1 Listen and number. 5-01



### 2 What are they talking about?

Listen and write the vocabulary word you hear.  5-02

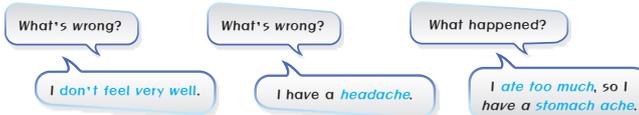
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Focus

### 3 Talk with a partner.

NOTE

Use the past tense to talk about things that happened already.



### 4 Listen and circle the body parts they talk about. 5-03



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### 4 Listen and circle the body parts they talk about.

 5-03

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

#### Answer Key

1. back
2. stomach ache
3. headache
4. earache

### Extra Practice What do you do when...?

Practise asking students what they do when their bodies hurt, with the phrases:

"What do you do when \_\_\_\_\_?" → "I \_\_\_\_\_ when \_\_\_\_\_."

**Ex.**

What do you do when you have a cold? → I take medicine when I have a cold.

What do you do when your back hurts? → I lay down when my back hurts.

Etc.

5 Look at the picture. Listen and fill in the gaps with the correct body parts. 5-04



### Listen Up

6 Listen and fill in the gaps. 5-05

- I have a bad cold, so my \_\_\_\_\_ hurts.
- I ate too much for lunch, so my \_\_\_\_\_ hurts.
- I fell off my bike and hurt my \_\_\_\_\_.
- I have a sore \_\_\_\_\_.
- I fell and hurt my \_\_\_\_\_.
- She has a(n) \_\_\_\_\_ ache.

**NOTE**  
There are many ways to describe pain or discomfort in your body. Can you name others?

### Challenge

7 Write three kinds of 'aches' we learned about and draw a line to each body part.

- s \_\_\_\_\_ ache •
- h \_\_\_\_\_ ache •
- e \_\_\_\_\_ ache •

8 Listen and circle true or false. 5-06

- |  |      |       |
|--|------|-------|
| 1. Laura has a stomach ache.                 | true | false |
| 2. Laura has a headache.                     | true | false |
| 3. Laura feels hot.                          | true | false |
| 4. Laura has a fever.                        | true | false |
| 5. Laura is getting medicine for an earache. | true | false |



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5 Look at the picture. Listen and fill in the gaps with the correct body parts. 5-04

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

#### Answer Key

Top to bottom

stomach, head, eyes, ear, arm, leg, foot

### Listen Up

6 Listen and fill in the gaps. 5-05

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

#### Answer Key

- head
- stomach
- leg
- foot
- foot
- ear

### Challenge

7 Write three kinds of 'aches' we learned about and draw a line to each body part.

- Ask students to write the kind of 'ache' in the gap.
- Ask students to draw a line from the word to the correct picture.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- stomach ache-a
- headache-c
- earache-b

8 Listen 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

- false
- true
- false
- true
- true

### Teacher's Note

#### Cold Remedies

Many countries have their own unique cold remedies. Explain some cold remedies from other countries to students. Then ask students about some remedies from their country. Below is a list of some cold remedies from other countries.

**Hong Kong:** lizard soup, helps sinuses

**England:** dirty socks and lard scarf, rub lard on neck and wrap dirty sock around it

**Germany:** snail syrup, helps sore throats

**Spain:** garlic tea, acts as decongestant

**Japan:** smelling onions, clears sinuses

**Russia:** gogol-mogol, like eggnog, helps sore throat

# Lesson B Speaking

Aim: Talk about being sick and give advice

## Vocabulary

### 1 Listen and repeat. 5-07

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

### 2 Fill in the gap with the best vocabulary word. Answers may vary.

- Ask students to read the sentence prompts.
- Ask students to write the best word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

#### Sample Answers

1. x-ray
2. itchy
3. medicine
4. ankle
5. shoulder, pain
6. knee
7. cough
8. advice

## Grammar

### 3 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 practise the conversations with a partner.

### 4 Fill in the gap with *should* or *shouldn't*.

- Ask students to read the sentences.
- Ask students to write *should* or *shouldn't* in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. shouldn't
2. should
3. should
4. should
5. shouldn't

# B Speaking

Aim Talk about being sick and give advice

## Vocabulary

### 1 Listen and repeat. 5-07



### 2 Fill in the gap with the best vocabulary word. Answers may vary.

1. I hurt my arm, so I'm going to get a(n) \_\_\_\_\_ taken.
2. Becky feels \_\_\_\_\_ after her camping trip. She has mosquito bites!
3. My doctor gave me \_\_\_\_\_ for my cold. I have to take it every day.
4. I hurt my \_\_\_\_\_ playing football. I can't walk well.
5. I hit my back and \_\_\_\_\_! I'm in a lot of \_\_\_\_\_!
6. I was running and fell. I hit my \_\_\_\_\_, but it wasn't too bad.
7. My throat hurts, and I have a(n) \_\_\_\_\_. I can't go to school today!
8. My \_\_\_\_\_ is to see a doctor as soon as you can.

## Grammar

### 3 Talk with a partner.

| Problem                | Advice   |
|------------------------|--|
| I have a broken ankle. | You <u>should</u> go to the hospital.<br>You <u>shouldn't</u> walk around. |
| My sister has a cough. | She <u>should</u> take some medicine.<br>She <u>shouldn't</u> drink milk.  |

### 5 Talk with a partner. Change the underlined parts and practise again.

What's wrong?

I feel really sick.

You should go to the hospital and take some medicine.

Thanks! Good idea!

### 4 Fill in the gap with *should* or *shouldn't*.

1. My leg is itchy. → You \_\_\_\_\_ scratch it.
2. I have a backache. → You \_\_\_\_\_ see a doctor.
3. My wrist hurts a lot. → You \_\_\_\_\_ get an X-ray taken.
4. He has a bad cough. → He \_\_\_\_\_ drink hot tea to feel better.
5. My knee is hurt. → You \_\_\_\_\_ try to walk on it.

### 5 Talk with a partner. Change the underlined parts and practise again.

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

## Teacher's Note

### If I were you, I would...

Advice can also be given with the phrase *If I were you, I would...* Make sure that students understand this.

### Ex.

I have a cold. → If I were you, I would go see a doctor.  
My fingers hurt. → If I were you, I would put ice on them.

## Expressions

### Talking about your health

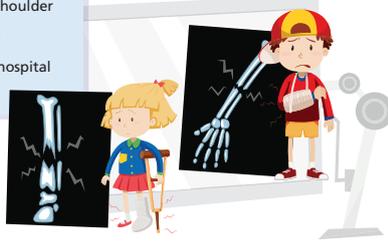
#### 6 Listen and repeat. 5-08

**NOTE**  
"I'm feeling under the weather" means the same as saying "I don't feel very well."

| Question                      | Answer   |
|-------------------------------|--|
| What's wrong?                 | <i>I'm feeling a little</i> under the weather. |
| How do you feel?              | <i>I'm feeling</i> sick today.                 |
| What seems to be the problem? | <i>I have</i> a terrible stomach ache.         |

#### 7 Use the words and phrases from the box to make questions. Talk with a partner.

|                     |                    |
|---------------------|--------------------|
| under the weather   | a broken shoulder  |
| a terrible cough    | a bad cold         |
| a pounding headache | go to the hospital |
| take some pills     | sick               |



## Speak Up

#### 8 What should you do if you break a bone? Talk with a partner. Talk about other illnesses and injuries. Give and take advice.

|                  |                             |
|------------------|-----------------------------|
| You should...    | <b>Ex.</b> go to the doctor |
|                  |                             |
|                  |                             |
| You shouldn't... | <b>Ex.</b> ride a bike      |
|                  |                             |
|                  |                             |

## Pronunciation

#### 9 Listen and repeat. 5-09

| /ɒ/      | /əʊ/   |
|----------|--------|
| cough    | cone   |
| hot      | bone   |
| hospital | broken |

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## Expressions

### Talking about your health

#### 6 Listen and repeat. 5-08

- 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 is being highlighted.

#### 7 Use the words and phrases from the box to make questions. Talk with a partner.

- Tell students to find a partner.
- Ask students to use the patterns in activity 6 and the words and phrases in the box to ask questions and make answers.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Speak Up

#### 8 What should you do if you break a bone? Talk with a partner. Talk about other illnesses and injuries. Give and take advice.

- Tell students to find a partner.
- Ask students to take turns giving advice about what to do if one breaks a bone.
- Tell them to use the patterns, words, and phrases in activities 6 and 7.
- Tell students to talk about what they should or shouldn't do.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Pronunciation

#### 9 Listen and repeat. 5-09

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

### Extra Practice Hypothetical Situations

Practise giving advice for hypothetical situations with should and shouldn't statements. Prepare various hypothetical situations, like "I just met an alien." Try to use fun and unusual ideas. Then have one student read an idea to another student. Have the other student come up with advice. Then, choose two more students to do the same, or have the first two students choose the next students. Repeat.

#### Ex.

I just met an alien. → You should shake his hand and buy him a pizza.

I bought a submarine. → You should go under water and find Nemo.

Etc.

Aim: Read about childhood illnesses

## Vocabulary

### 1 Listen and number. 5-10

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

#### Answer Key

From left to right, top to bottom

1. virus, 6. runny nose, 5. feet, 7. air,
3. forehead, 2. spots, 8. sneeze, 4. neck

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

### 2 Match the word(s) with the definition.

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

#### Answer Key

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

## Focus

### 3 Use the conjunction *and* to combine two sentences into one.

- Ask students to read the sentences.
- Ask students to combine them using *and*.
- Ask students to write the answer on the line.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. You should get lots of rest and take some medicine.
2. He should go to the hospital and get an x-ray.

## Pre-Reading

### 4 Listen and look at the pictures. Fill in the gaps. 5-11

- Listen to the audio.
- Ask students to look at the pictures.
- Ask students to write the correct word in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. earache
2. broken leg

# C Reading

Aim Read about childhood illnesses

## Vocabulary

### 1 Listen and number. 5-10



### 2 Match the word(s) with the definition.

- |               |   |   |
|---------------|---|---|
| 1. feet       | • | a. when air comes out of your nose and mouth suddenly |
| 2. forehead   | • | b. the mix of gases that we breathe to live           |
| 3. spots      | • | c. when liquid is flowing from your nose              |
| 4. virus      | • | d. the space between your eyes and hair               |
| 5. sneeze     | • | e. the part of the body between your head and body    |
| 6. neck       | • | f. the two flat parts on your legs that you stand on  |
| 7. air        | • | g. something that causes disease and illness          |
| 8. runny nose | • | h. small red marks on your skin                       |

## Focus

### 3 Use the conjunction *and* to combine two sentences into one.

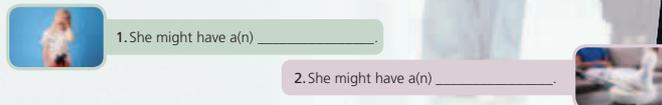
**Ex.** You might get spots on your feet. You might get spots on your arms.  
 You might get spots on your feet and arms.

**NOTE**  
 We use *and* to combine two sentences into one.

1. You should get lots of rest. You should take some medicine.
2. He should go to the hospital. He should get an X-ray.

## Pre-Reading

### 4 Listen and look at the pictures. Fill in the gaps. 5-11



**NOTE**  
 We use the word *might* or *may* when we are not 100% sure.

1. She might have a(n) \_\_\_\_\_.
2. She might have a(n) \_\_\_\_\_.

## Extra Practice Symptoms and Diagnosis

Tell students to find a partner. Then tell one student to describe some symptoms. Tell the other student to say what might be wrong and give advice with the phrases:

"I (symptom) and (symptom)."  
 → / "You might/may \_\_\_\_\_." / "You should \_\_\_\_\_." / "If I were you, I would \_\_\_\_\_."

### Ex.

I have a fever and a cough. → You might have a cold. / You should take some medicine. / If I were you, I would take some medicine.

**5** Read the article.  5-12

**NOTE**  
A rash is a group of small red spots on the skin that are slightly raised. Avoid means to stay away from or stop from happening.

## What's Wrong?

There are many childhood illnesses. Look at these kids. They are both sick. They both have red spots all over their body. Let's look closer to see what's wrong.

**– Chickenpox**

This girl might have chickenpox! Chickenpox is a nasty virus that makes you feel very itchy. It causes large pink or red bumps that appear all over your body. These bumps get big and pop. The chickenpox can also give you a fever and a headache. It's a very painful illness.

**– Measles**

This boy has measles! Measles might look like chickenpox, but it is different. Measles starts as spots that appear on your forehead and travel down your body to your neck, arms, legs, and feet. The spots don't turn into bumps that pop. The spots are more like a rash. After three to five days, the spots will go away. Measles can also give you a fever and also earaches and eye problems! Be careful around measles.

**– How to Stop the Spread of Diseases**

There are many ways diseases and viruses can spread. The best way to avoid them is to be clean. Cover your mouth when you cough and sneeze. Wash your hands often. You can pick up germs from many places. So be careful and avoid touching your face with dirty hands.



## Comprehension

**6** Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. The girl has measles.                         | true | false |
| 2. Chickenpox can give you a fever and headache. | true | false |
| 3. Measles usually starts on your arms and feet. | true | false |
| 4. Measles look like small bumps.                | true | false |
| 5. The best way to not get a virus is be clean.  | true | false |

**7** Discuss with a partner.

- Describe a time you were very sick.
- What are some other scary sicknesses? How can you avoid them?
- How often do you see a doctor? Do you think it's important to see a doctor often? Why?

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**7** Discuss 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

#### Different Kinds of Illnesses

Ask students what other kinds of illnesses and viruses they know. Tell them to describe the symptoms, too. Then introduce some other illnesses and symptoms. Below is a list of common illnesses.

|                |                |                     |
|----------------|----------------|---------------------|
| acne           | diarrhoea      | mumps               |
| allergies      | Ebola          | nosebleed           |
| anxiety/stress | flu            | pneumonia           |
| arthritis      | food poisoning | shortness of breath |
| bronchitis     | gum disease    | sore throat         |
| burns          | head lice      | sunburn             |
| coma           | indigestion    | tonsillitis         |
| constipation   | insomnia       | toothache           |
| cough          | laryngitis     | vertigo             |
| cramp          | malaria        |                     |
| depression     | migraine       |                     |
| diabetes       |                |                     |

**5** Read the article.  5-12

- 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

**6** 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. false
4. false
5. true

Aim: Write about being sick or hurt

## Vocabulary

### 1 Listen and number. 5-13

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

#### Answer Key

From left to right, top to bottom

5. body
6. hand
2. finger
1. elbow,
3. appointment
8. muscle
7. wrist
4. check-up

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

### 2 Listen and write the vocabulary words you hear. 5-14

- Listen to the audio.
- Ask students to write the word they hear on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. finger, hand
2. wrist, elbow
3. muscle
4. body
5. appointment, check-up

### 3 Fill in the gaps with the best vocabulary words. Answers may vary.

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

#### Answer Key

Sample Answers

1. hand
2. muscle
3. check-up, appointment
4. finger
5. elbow
6. wrist

# D Writing

Aim Write about being sick or hurt

## Vocabulary

### 1 Listen and number. 5-13



### 2 Listen and write the vocabulary words you hear. 5-14

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### 3 Fill in the gaps with the best vocabulary words. Answers may vary.

1. Be careful when you close the car door. You might hit your \_\_\_\_\_.
2. When you exercise a lot, you get more \_\_\_\_\_.
3. To get a \_\_\_\_\_, you need to call the doctor to make a(n) \_\_\_\_\_.
4. Watch your \_\_\_\_\_ when you are using a knife.
5. I can't move my arm well because I fell and hit my \_\_\_\_\_.
6. My \_\_\_\_\_ starts to hurt when I play computer games for too long.

## Grammar

### 4 Look at the table. Listen and talk with a partner. 5-15

| Word     | Meaning                | Example sentence   |
|----------|------------------------|--|
| a little | a very small amount    | I am <i>a little</i> tired.                                  |
| several  | many                   | I have <i>several</i> spots.                                 |
| any      | one or more; some      | She shouldn't take <i>any</i> medicine.                      |
| some     | a few / a small amount | They have measles, so they should take <i>some</i> medicine. |

## Grammar

### 4 Look at the table. Listen and talk with a partner. 5-15

- 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 words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the contents of the table.

## Teacher's Note

### Quantifiers and Countable and Non-countable Nouns

Explain to students that some quantifiers are only used with non-countable nouns. For example, *a little*, *not much*, *little*, and *too much*. Meanwhile, some quantifiers are used only with countable nouns. For example, *few*, *many*, *several*, and *a couple of*. Finally, some quantifiers are used with both non-countable and countable nouns. For example, *some*, *a lot of*, *plenty of*, or *enough*.

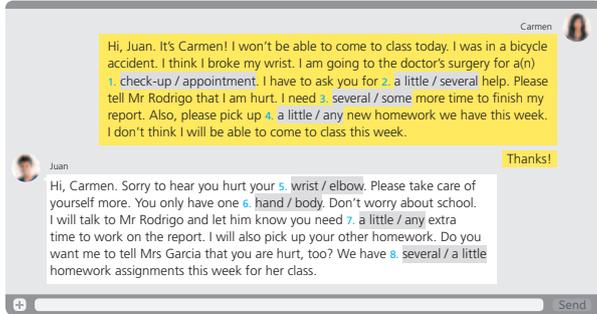
**5 Circle the correct word.**

1. You should take several / some medicine.
2. The boys played hockey for any / several hours.
3. Her mother feels several / a little sick today.
4. Mary drank some / several milk to make her bones strong.
5. The girl broke her ankle any / several times.
6. I feel any / a little tired after running.

**6 Fill in the gaps with the best quantifiers. Answers may vary.**

1. A snake does not have \_\_\_\_\_ hands.
2. I can make an appointment \_\_\_\_\_ time next week.
3. She was feeling \_\_\_\_\_ under the weather yesterday.
4. You should drink \_\_\_\_\_ water if you are thirsty.
5. There are \_\_\_\_\_ muscles in your arms and legs.

**7 Read the message. Circle the correct words.**



**Writing**

**8 Write a message to your teacher explaining why you can't go to school. Use the expressions a little and some in your writing.**

Dear \_\_\_\_\_,

Hi, it's \_\_\_\_\_.

I won't be able to come to class today.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

See you tomorrow! Thank you!



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**5 Circle the correct word.**

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

**Answer Key**

1. some
2. several
3. a little
4. some
5. several
6. a little

**6 Fill in the gaps with the best quantifiers. Answers may vary.**

- Ask students to read the sentence prompts.
- Ask students to write the best quantifier in the gap.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

1. any
2. any
3. a little
4. some
5. several

**7 Read the message. Circle the correct words.**

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

**Answer Key**

1. check-up
2. a little
3. some
4. any
5. wrist
6. body
7. a little
8. several

**Writing**

**8 Write a message to your teacher explaining why you can't go to school. Use the expressions a little and some in your writing.**

- Ask students to look at the sentences and prompts.
- Ask students to write a message explaining why they can't go to school.
- Tell students to write their message in the book or on a separate sheet of paper.
- Tell students to use the patterns in activities **4**, **5**, **6**, and **7**.
- Check students' messages to make sure they're writing properly.
- Ask some students to present their messages to the class.
- Give feedback.

**Extra Practice Teacher's Reply**

Tell students to write a reply from the teacher regarding the messages they wrote in activity **8**. Make sure to tell students to use the patterns in activities **4**, **5**, **6**, and **7**. When they are all done, ask some students to present their messages to the class. Remember to give feedback.

# Lesson E Project

Aim: Make and give a health survey

## 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 5 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

1, 2, 3

3 Watch the video again. Put a tick (✓) on the words you hear.

- Play the video again.
- Ask students to put a tick 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

temperature, jab, honest

4 Watch the video. Answer the questions.

- 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. stomach ache
2. ears
3. totally
4. some, medicine

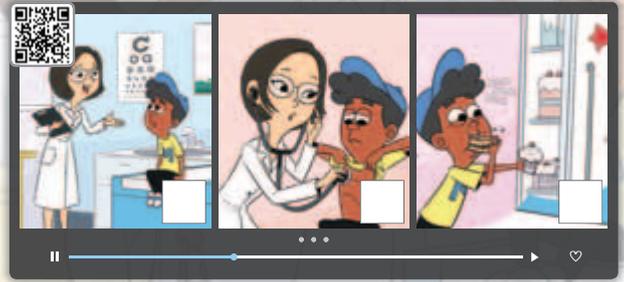
# E Project

Aim Make and give a health survey

## 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 the video again. Put a tick (✓) on the words you hear.



4 Watch the video. Answer the questions.

1. I have a stomach ache / headache.
2. Let me check your forehead / ears. Do you have an earache?
3. I wasn't a little / totally honest.
4. I'm going to give you some / several medicine / jabs.

5 Circle the correct answer.

1. Max is feeling \_\_\_\_\_.  
a. pain      b. hurt      c. under the weather
2. Max has a(n) \_\_\_\_\_.  
a. stomach ache      b. headache      c. earache
3. The doctor checks his \_\_\_\_\_.  
a. forehead      b. stomach      c. wrists
4. Max might have a \_\_\_\_\_.  
a. measles      b. stomach flu      c. chickenpox

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5 Circle the correct answer.

- 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. a      4. b

## Teacher's Note

### Present Perfect Tense

Explain to students that in the case of activities 6, 7, 8, and 9, present perfect tense is used to indicate that an action happened, but the time of the action is unimportant. Check the grammar reference or Unit 8 for more about this.

## Focus

6 Look at the table. Listen and repeat.  5-16

| Question                                  | Answer                        |
|---|-------------------------------|
| Have you ever <b>been to the doctor</b> ? | Yes, I have. / No, I haven't. |
| Have you ever <b>been sick before</b> ?   | Yes, I have been sick before. |
| Have you ever <b>broken a bone</b> ?      | I have broken several bones.  |

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

had a stomach ache   gone to the hospital   in an accident   sick for a week  
had a cold   had a headache   to the dentist   been given a jab

**NOTE**  
When asking about people's experiences, we use present perfect tense. Check the grammar reference or Unit 8 for more about this.

## 21<sup>st</sup> Century Skills

### Survey about Experiences

Communication Collaboration

8 Read the questions. Interview your classmates.

|   | Partner 1 | Partner 2 |
|---|-----------|-----------|
| 1. Have you ever had an X-ray?                  |           |           |
| 2. Have you ever had an earache?                |           |           |
| 3. Have you ever had a headache?                |           |           |
| 4. Have you ever been to the doctor's?          |           |           |
| 5. Have you ever had a cold?                    |           |           |
| 6. Have you ever taken medicine?                |           |           |
| 7. Have you ever broken a bone?                 |           |           |
| 8. Have you ever had the measles or chickenpox? |           |           |
| 9. Have you ever lied about being sick?         |           |           |
| 10. Have you ever been hurt playing sports?     |           |           |

9 Get in groups. Talk about your results. Combine your results and share with the class. Who has the healthiest group?

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## Focus

6 Look at the table. Listen and repeat.  5-16

- 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 point is being highlighted.

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

- Tell students to find a partner.
- Ask students to use the patterns in activity 6 and the phrases in the box to ask questions and make answers.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## 21<sup>st</sup> Century Skills

8 Read the questions. Interview your classmates.

- Tell students to get into groups of three.
- Ask students to read the questions.
- Ask students to ask the questions to each partner.
- Ask students to write yes or no depending on how their partners answer to each question.
- Tell students to write their answers in the book.
- Check students' work to make sure they're doing it properly.
- Give feedback.

9 Get in groups. Talk about your results. Combine your results and share with the class. Who has the healthiest group?

- Tell students to stay in their groups.
- Ask students to talk about the questions and their results.
- Ask students to put all their answers together.
- Check students' conversations to make sure they're speaking properly.
- Ask all the groups to present their survey results to the class.
- At the end, find the group that was the healthiest.
- Give feedback.

### Extra Practice Have You Ever...?

Expand on the questions from the survey in activity 8 by asking, or having students ask one another, follow-up questions. Tell students to use the patterns in activity 6 wherever possible. Mix things up by asking questions that aren't on the survey.

#### Ex.

Have you ever gotten an x-ray? → Yes, I have.  
Why did you get an x-ray? → I broke my arm.  
Have you ever had to wear a cast? → Yes, I wore one when I broke my arm.  
Etc.

# UNIT 6

# AROUND SCHOOL

This unit will give students the ability to talk about school and school events. They will also gain the ability to make, accept, and turn down requests, and use the present continuous to talk about present actions, future plans, and to organise special events.

Scan the QR code to download Unit 6 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 6 AIMS

- Lesson A: Learn about school events and activities
- Lesson B: Make polite requests for people to do tasks
- Lesson C: Read about special school events
- Lesson D: Make an announcement for an upcoming special event
- Lesson E: Plan a large event at your school

### Target Skills

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

### Target Vocabulary

| Lesson A  | Lesson B  |
|---|---|
| book day<br>concert<br>dance<br>festival (fair)<br>field trip (school trip)<br>open day<br>sports day<br>talent show                          | announce<br>borrow<br>decorate<br>join<br>prepare<br>request (ask)<br>share<br>tidy             |
| Lesson C  | Lesson D  |
| auditorium (stage)<br>cafeteria<br>changing room<br>computer lab<br>corridor<br>courtyard / playground<br>gymnasium (gym)<br>laboratory (lab) | bus driver<br>coach<br>cook<br>librarian<br>nurse<br>parents<br>secretary<br>teaching assistant |
| Lesson E  |   |
| briefcase<br>fancy dress party<br>monster<br>police station<br>safe   |   |

**UNIT 6**  
**AROUND SCHOOL**

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Listening** Learn about school events and activities
- B Speaking** Make polite requests for people to do tasks
- C Reading** Read about special school events
- D Writing** Make an announcement for an upcoming special event
- E Project** Plan a large event at your school

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Look at the photo and answer the questions.

1. What are they doing?
2. How do they know each other?
3. How do they feel?
4. Why do you think they are doing this activity?

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## Key Grammar

### present continuous with future meaning

Use present continuous to talk about fixed plans for the future.

Example

I'm **going** to the museum tomorrow.  
 She **is leaving** at 9 a.m.  
 They **are travelling** to London next month.  
 Anna **is picking up** her parents in three hours.

### modal verbs *can* and *could* for polite requests

Use the modal auxiliary verb *can* / *could* for polite requests. *Can* and *could* are also used to express ability or permission, and to offer an opportunity.

| <i>can</i>                         | <i>could</i>                                    |
|------------------------------------|---|
| Can you help me carry this box?    | Could you turn off the lights for me?           |
| Can you read this out loud for me? | Could you get me that book over there?          |
| Can you wait here for me?          | Could you pick up some bananas on the way home? |

### 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 each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

#### Extra Practice More Discussion

Ask more questions about school sports.

**Ex.**

What sport are they doing?  
 Do you think the children are on a team? Why?  
 What team sports do you know?  
 What solo sports do you know?  
 What sports do you play at school?  
 Are you on a team? Why or why not?

# Lesson A Listening

Aim: Learn about school events and activities

## 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 number of the vocabulary word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

5. dance
8. sports day
1. book day
3. field trip
4. open day
6. festival
7. talent show
2. concert

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

### 2 Fill in the gaps with the best vocabulary word.

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

#### Answer Key

- |                             |                |
|-----------------------------|----------------|
| 1. concert                  | 2. talent show |
| 3. field trip (school trip) | 4. dance       |
| 5. sports day               | 6. open day    |

## Focus

### 3 Talk with a partner.

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

### 4 Use the words and the present continuous to make questions about the future. Talk with a partner.

- Ask students to look at the words.
- Ask students to make a question using the present continuous.
- Ask students to write the question on the line.
- Tell students to find a partner.
- Ask students to practise asking and answering the questions.
- Ask students to complete the activity.
- Check students' answers.

# A Listening

Aim Learn about school events and activities

## Vocabulary

### 1 Listen and number. 6-01



### 2 Fill in the gaps with the best vocabulary word.

1. I will play the trumpet at the school \_\_\_\_\_.
2. My friends and I will enter the \_\_\_\_\_ together. We are going to dance.
3. Last week, we went to an amazing art museum for our \_\_\_\_\_.
4. There is a DJ and exciting music playing in the gymnasium. It must be for the \_\_\_\_\_.
5. My favourite event on \_\_\_\_\_ is the relay race. I love running!
6. I'm nervous about the \_\_\_\_\_. My parents will see my school work.

## Focus

### 3 Talk with a partner.

What are you doing tomorrow?

Cool! What time are you going?

I'm going to the city museum. We have a school trip!

We are leaving at 8 a.m. We're going there by bus.

**NOTE** We usually use present continuous tense to talk about what is happening right now, but we can also use it to talk about fixed future plans.

### 4 Use the words and the present continuous to make questions about the future. Talk with a partner.

1. What / you / do / tonight? \_\_\_\_\_?
2. What / you / do / tomorrow? \_\_\_\_\_?
3. Where / you / go / next weekend? \_\_\_\_\_?

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#### Answer Key

1. What are you doing tonight?
2. What are you doing tomorrow?
3. Where are you going next weekend?

### Extra Practice I'm doing my homework tonight.

Have students practise giving answers to the questions they wrote in activity 4 with the patterns :

"What are you doing tonight/tomorrow?" → "I'm \_\_\_\_\_."

"Where are you going next weekend?" → "I'm \_\_\_\_\_."

#### Ex.

What are you doing tonight? → I'm doing my homework tonight.

Where are you going next weekend? → I'm going to an amusement park with my family next weekend.

## Listen Up

5 Listen and match the name to the picture. 6-02

|     |        |      |
|-----|--------|------|
| Tim | Ariana | Demi |
| •   | •      | •    |
| •   | •      | •    |
| a.  | b.     | c.   |

6 Listen again and circle the answer. 6-02

- Tim has so many exams / books / friends.
- Tim is taking an exam today / tomorrow / next week.
- Demi is very / a little / not busy.
- Demi is going to the concert / exam / beach.
- Ariana is playing in a concert today / this Thursday / this Friday.
- Ariana is not going to the beach / playing Mozart / practising.

## Challenge

7 Listen and circle the words you hear. 6-03

concert   sports day   book day   trip   dance   festival

8 Listen again and answer the questions. 6-03

- How many events are happening in May?  
a. one   b. two   c. three   d. four
- What kind of music will the choir and orchestra play?  
a. classical   b. rock   c. pop   d. jazz
- Who is the speaker on Monday 11th?  
a. the headteacher   b. a teacher   c. a radio host   d. a choir

9 Listen again and fill in the chart. Which event do you want to go to? Talk with a partner. 6-03

| Event | Date / Time | Activities |
|-------|-------------|------------|
| 1.    |             |            |
| 2.    |             |            |
| 3.    |             |            |

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## Teacher's Note

### Present Continuous and Be Going To

This NOTE illustrates that the present continuous and *be going to* can both be used to talk about the future, but in some cases there is a difference in meaning.

Make sure students understand that *be going to* puts extra emphasis on the idea of intention.

#### Ex.

I am going to get a new job. (intend to get a job)

I am getting a new job. (already decided)

I am going to study tonight. (intend to study)

I am studying tonight. (already decided)

## Listen Up

5 Listen and match the name to the picture. 6-02

6-02

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

### Answer Key

Left to right

Tim-c, Ariana-a, Demi-b

6 Listen again and circle the answer. 6-02

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

### Answer Key

- |                |                       |
|----------------|-----------------------|
| 1. books       | 2. today              |
| 3. not         | 4. beach              |
| 5. this Friday | 6. going to the beach |

## Challenge

7 Listen and circle the words you hear. 6-03

- 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

concert, festival

8 Listen again and answer the questions. 6-03

- 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
- a
- b

9 Listen again and fill in the chart. Which event do you want to go to? Talk with a partner. 6-03

- Listen to the audio.
- Ask students to fill in the chart.
- Replay the audio if needed.
- Tell students to find a partner.
- Ask students to take turns talking about which event they want to attend.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

# Lesson B Speaking

Aim: Make polite requests for people to do tasks

## Vocabulary

1 Listen and match the verb to the best objects.

6-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to match the verb with the best objects.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- f
- a
- d
- b
- g
- e
- h
- c

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

## Focus

2 Talk with a partner.

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

3 Use the phrases in the box to make questions. Talk with a partner.

- Tell students to find a partner.
- Ask students to use the patterns in activity 2 and the phrases in the box to ask questions and make answers.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

## Expressions Asking for help

4 Look at the table. Practise 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.

# B Speaking

Aim Make polite requests for people to do tasks

## Vocabulary

1 Listen and match the verb to the best objects.

- |                   |                                      |
|-------------------|--------------------------------------|
| 1.  prepare       | a. some money                        |
| 2.  borrow        | b. football team                     |
| 3.  share         | c. my bedroom<br>my desk             |
| 4.  join          | d. the fries<br>the dessert          |
| 5.  decorate      | e. the location<br>the winners       |
| 6.  announce      | f. some food<br>some drinks          |
| 7.  request (ask) | g. the room<br>the tree<br>the walls |
| 8.  tidy          | h. a favour<br>some information      |

## Focus

2 Talk with a partner.

- Could / Can you help me, please?*  
Yes, what is it?  
*Could you decorate the wall, please?*  
*Can you decorate the wall, please?*  
Yes, OK! / Sure!

3 Use the phrases in the box to make questions. Talk with a partner.

- join me for dinner  
tidy up the room  
prepare lunch  
borrow your notes  
request a day off  
announce the winner



## Expressions Asking for help

4 Look at the table. Practise with a partner.

| Appearance                              | Ways to answer |                          |
|---|----------------|--------------------------|
|   | Yes            | No                       |
| Can / Could you help me?                | OK.            | Sorry, I can't.          |
| Would you mind helping me?              | Sure.          | Sorry, [+ excuse].       |
| Could you possibly help me?             | Yes.           | Why don't you ask Peter? |
| Do you think you could help me with...? | No problem.    |                          |

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## Extra Practice

### Making and Accepting/Declining Requests

Tell students to find a partner. Then tell one student to choose one of the vocab words. Have that student use the vocab word and the patterns in activities 2, 3, and 4 to make a request to their partner. The partner can then accept or decline the request using the patterns in activities 2, 3, and 4. If they decline the request, tell them to give an excuse, too. Then, have the students switch roles.

#### Ex.

Can you help me decorate the room? → Sorry, I can't. I have to go to football practice.

5 Listen to the conversations and match the names to the right person. 6-05

John    Henrietta    Maria    Claudette    Sarah



6 Role-play that you're a student in the picture and ask a partner to help you with something.

### Speak Up

7 Make a list of errands. Talk with a group. Ask your partners to help with each task. Fill in the table with their answers.

|                    | Partner 1 | Partner 2 |
|--------------------|-----------|-----------|
| Ex. Fix my bicycle |           |           |
|                    |           |           |
|                    |           |           |
|                    |           |           |

### Pronunciation Tonic Stress

Often we stress the main syllable in the object of the sentence. → Ex. I'm playing **football**.  
If there is no object, we stress the main syllable of the verb. → Ex. She's **working**.

8 Read the sentences in A out loud. Focus on the correct stress. Then, read the sentences in B out loud. Underline where the stress should be.

| A                     | B                            |
|-----------------------|------------------------------|
| He's in the bathroom. | They're leaving home.        |
| She's eating a pizza. | We're having dinner.         |
| The baby's sleeping.  | She's eating tacos.          |
| We're going to China. | I'm watching a film tonight. |

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5 Listen to the conversations and match the names to the right person. 6-05

- Listen to the audio.
- Ask students to draw a line from the name to the correct person.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right

John-boy painting wall, Henrietta-girl with ponytail by barbecue, Maria-one of the girls decorating the tree, Claudette-one of the girls decorating the tree, Sarah-girl sitting on bench

6 Role-play that you're a student in the picture and ask a partner to help you with something.

- Tell students to find a partner.
- Ask students to use the patterns in activities 2 and 4 to take turns asking for help and giving replies.
- 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 Make a list of errands. Talk with a group. Ask your partners to help with each task. Fill in the table with their answers.

- Tell students to get into groups.
- Ask students to write errands in the table.
- Ask students to ask group members for help with each task.
- Tell them to use the patterns in activities 2 and 4.
- Tell students to write the name of the person who will help with each errand in the table.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

### Pronunciation Tonic Stress

8 Read the sentences in A out loud. Focus on the correct stress. Then, read the sentences in B out loud. Underline where the stress should be.

- Read the contents of A.
- OR
- Ask students to read the contents of A.
- Ask students if they know where the stress is in each sentence.
- Ask students to read the sentences in B out loud.
- Ask students to underline where the stress should be.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. They're leaving home.
2. We're having dinner.
3. She's eating tacos.
4. I'm watching a film tonight.

#### Teacher's Note

##### Tonic Stress

Tonic stress refers to the syllable in a word that gets the most stress in an intonation unit. An intonation unit has one tonic stress. A sentence can have more than one intonation unit, and therefore have more than one tonic stress. Make sure students understand this.

##### Ex.

They're waiting.  
They're waiting for their friend.  
They're waiting for their friend at the station.

Aim: Read about special school events

## Vocabulary

### 1 Match the words to the correct picture.

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

### Answer Key

From left to right, top to bottom

1. corridor
2. cafeteria
3. courtyard/playground
4. changing room
5. laboratory (lab)
6. computer lab
7. auditorium (stage)
8. gymnasium (gym)

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

### 2 Read the text and fill in the gaps.

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

### Answer Key

1. laboratory (lab)
2. gymnasium (gym)
3. computer lab, courtyard/playground
4. auditorium (stage)
5. corridor, cafeteria

## Pre-Reading

### 3 What kinds of events does your school have? Can you name a few? Fill in the table.

- Ask students to read the table headings.
- Ask students to write a school event related to the table heading in the box.
- Ask students to complete the activity.
- Ask some students to present their events to the class.
- Give feedback.

Aim Read about special school events

## Vocabulary

### 1 Match the words to the correct picture.

|                        |   |   |   |
|------------------------|---|---|---|
| courtyard / playground |  |  |  |
| cafeteria              | 1. _____  | 2. _____  | 3. _____  |
| changing room          |  |  |  |
| computer lab           | 4. _____  | 5. _____  | 6. _____  |
| auditorium (stage)     |  |  |   |
| gymnasium (gym)        | 7. _____  | 8. _____  |   |
| laboratory (lab)       |   |   |   |
| corridor               |   |   |   |

### 2 Read the text and fill in the gaps.

1. This is my favourite place in school because I love science. We have to wash our hands when we leave this room. I'm in the \_\_\_\_\_.
2. We exercise and play sports here. We can even play here when it's raining. I'm talking about the \_\_\_\_\_.
3. After lunch, I usually go to the \_\_\_\_\_ to use the internet. On other days, I go to the \_\_\_\_\_ and talk with friends. Sometimes, we even play games together here.
4. I like this place because I love singing and I play in the orchestra. Sometimes, other students and parents come here to watch us perform. It's the \_\_\_\_\_.
5. The \_\_\_\_\_ that goes to the \_\_\_\_\_ is always full of students before lunch. That's because the food at my school is surprisingly good.

**NOTE**  
If there is only one of that kind of room in a school, we always use the.  
the gym, the computer room, the library

## Pre-Reading

### 3 What kinds of events does your school have? Can you name a few? Fill in the table.

| Student Events (dances, talent shows) | Sports Events | Academic Events |
|---------------------------------------|---------------|-----------------|
|                                       |               |                 |

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## Teacher's Note

### School Events

Explain some school events to students. Make sure they understand what they are. Then, ask students what kinds of school events they have at their school. Ask them to describe them in detail. Below are some common school events.

prom  
sports day  
talent show  
school play/musical  
academic competition  
swim/track meet  
pep rally  
cake sale  
school jumble sale  
end of year party  
Halloween party

4 Read the article.  6-06

## School Events Around the World

*Bunkasai* is a Japanese school festival. It happens every year at most schools in Japan. It is a kind of open day. Students show their work to parents and other visitors. Students also make art displays, put on shows, and sell food. *Bunkasai* is open to everyone, not just students. So, sometimes students who have graduated go back to their old school to visit.

Prom is an important event in American schools. Prom is a special dance for senior (year 12) students. At prom, boys wear black suits and ties. The girls wear beautiful dresses. It is a tradition that boys ask girls to this event. Asking a prom date out is a special moment for American students. The popular term for this is "promposal". Promposals have even become the subject of many popular online videos.

Teacher's Day is an event in many different countries. It is a really popular event in Vietnam. Students prepare special performances to say thank you to their teachers. These performances include singing, traditional dancing, and orchestras. Sometimes famous pop singers go back to their old schools to perform. Students also give flowers and other gifts to their teachers. On this day, students remember this old Vietnamese saying: "When you eat a fruit, think of the man who planted the tree."

**NOTE**  
A "tradition" is an act or belief that a group of people have done or had for a long time.

### Comprehension

5 Circle true or false.

- |   |      |       |
|---|------|-------|
| 1. Students sell food during <i>Bunkasai</i> .                  | true | false |
| 2. <i>Bunkasai</i> is only for students.                        | true | false |
| 3. In the US, first-year high school students go to prom night. | true | false |
| 4. Promposals are a tradition in America.                       | true | false |
| 5. Teacher's Day is not a big event in Vietnam.                 | true | false |
| 6. Students give gifts to teachers on Teacher's Day.            | true | false |

6 Talk with a partner.

- Which school event is most interesting to you? Why?
- Do you have any of these events in your school?
- Read the old Vietnamese saying again. What do you think it means?

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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.

### Extra Practice Create a School Event

Ask students to get into small groups. Tell them to think of a new school event that they would like to have at their school. Ask students to write down the name of their school event and what it involves. Tell students to be creative in their descriptions. When all the groups are finished, ask some groups to present their new school events to the class. Remember to give feedback and ask follow-up questions.

**Ex.**

Our school event is *Bring Your Pet to School Day*. On this day, students can bring their pets to school. In the afternoon, there will be a special pet show. Students can show off their pets. Other students get to vote on the best pet. The best pet wins a special prize.

4 Read the article.  6-06

- 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 answer the questions.
- 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. false
6. true

**Aim:** Make an announcement for an upcoming special event

## Vocabulary

### 1 Listen and number. 6-07

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

#### Answer Key

From left to right, top to bottom

7. librarian
1. nurse
2. secretary
5. cook
8. parents
3. coach
4. teaching assistant
6. bus driver

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

### 2 Fill in the gaps with the best vocabulary word.

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

#### Answer Key

- |                       |              |
|-----------------------|--------------|
| 1. bus driver         | 2. nurse     |
| 3. teaching assistant | 4. secretary |
| 5. parents            | 6. librarian |
| 7. cook               | 8. coach     |

## 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 Look at the sentences and guess if it's happening right now (RN) or a future plan (FP). Circle the answer.

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

#### Answer Key

- |       |       |
|-------|-------|
| 1. RN | 2. FP |
| 3. RN | 4. FP |
| 5. FP | 6. RN |

# D Writing

**Aim** Make an announcement for an upcoming special event

## Vocabulary

### 1 Listen and number. 6-07



### 2 Fill the gaps with the best vocabulary word.

1. Ask the \_\_\_\_\_ what time the bus leaves.
2. If you feel sick, go and see the \_\_\_\_\_.
3. My teacher is so busy she needs a \_\_\_\_\_.
4. When you call the school, the \_\_\_\_\_ usually answers the phone.
5. I do my homework in my bedroom. Sometimes, my \_\_\_\_\_ help me with it.
6. When I can't find a book in the library, I ask the \_\_\_\_\_ for help.
7. The cafeteria has a new \_\_\_\_\_. She is very nice!
8. The \_\_\_\_\_ helps me practise my skills every day.

## Grammar

### 3 Look at the table.

#### Present continuous

The present continuous (*be + verb + -ing*) can be used for actions in progress right now. It can also be used to talk about future plans.

**Ex.** Are you busy right now? → Yes, I'm  **talking**  to the coach. (right now)  
I'm  **visiting**  my sister next week. (future plan)

## Teacher's Note

### Present Continuous vs. Be Going To vs. Will

*Be going to, will* and the present continuous are used to talk about slightly different things. *Be going to* is used to talk about:

- Prior plans that were made before the time of speaking (I'm going to see a play tomorrow.)
- Evidence and signs that something is likely to happen (Look at the clouds. I think it is going to rain.)
- Making predictions (I think my team is going to win the game.)

Meanwhile, *will* is used to talk about:

- Quick decisions (I'm so hungry. I will buy a snack.)
- Offers (You look thirsty. I will get you a drink.)
- Promises (Don't worry. I will be back.)
- Threats (If you don't clean your room, I will tell your father.)
- Refusals (I don't think she will do what I ask.)
- Making predictions (I think I will pass the test.)

Note that *be going to* and *will* can both be used to make predictions.

The present continuous tense refers to fixed future events and emphasises that plans have already been made (I am seeing a film tomorrow.).

**4** Look at the sentences and guess if it's happening right now (RN) or a future plan (FP). Circle the answer.

1. Hey, we're in your favourite clothing shop. Why are you not buying anything? 

|    |    |
|----|----|
| RN | FP |
|----|----|
2. I'm going to China this winter. 

|    |    |
|----|----|
| RN | FP |
|----|----|
3. So, I'm saving up my money. 

|    |    |
|----|----|
| RN | FP |
|----|----|
4. Ah, when are you leaving for China? 

|    |    |
|----|----|
| RN | FP |
|----|----|
5. I'm going on 27th October. 

|    |    |
|----|----|
| RN | FP |
|----|----|
6. Great. Anyway, look. The shop is closing. Let's go! 

|    |    |
|----|----|
| RN | FP |
|----|----|

**5** Use the present continuous to write a sentence about you *right now* and to write two sentences about your *future plans*.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Writing**

**6** Talk with a group. Make a list of future events happening at or around your school.

**7** Make a poster for the event on a separate piece of paper. Include the key information: event name, date, time, location, people involved, ticket price, etc.



**5** Use the present continuous to write a sentence about you *right now* and to write two sentences about your *future plans*.

- Ask students to write a sentence about them right now and two sentences about their future plans.
- Tell students to use the present continuous.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

1. I am studying English right now.
2. I'm going to the cinema tonight.
3. My family is traveling to France next summer.

**Writing**

**6** Talk with a group. Make a list of future events happening at or around your school.

- Tell students to get into groups.
- Ask students to make a list of future events happening at or near their school.
- Tell students to write the events 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.
- Give feedback.

**7** Make a poster for the event on a separate piece of paper. Include the key information: event name, date, time, location, people involved, ticket price, etc.

- Ask students to stay in their groups.
- Ask students to make a poster for their event.
- Tell students to make their poster on a separate sheet of paper.
- Tell students to include the event name, date, time, location, people involved, ticket price, and any other event information.
- Tell students to use the patterns in activities **3** and **4**.
- Check students' posters to make sure they're writing properly.
- Ask some students to present their posters to the class.
- Give feedback.

**Extra Practice Rank the Events**

Have each group present their posters and events. Remember to give feedback and ask follow-up questions after each group presents. Then, after all the groups have presented, ask students to rank the activities, with 1 being the most interesting, and 10 being the least interesting. Ask them to explain their reasoning.

# Lesson E Project

Aim: Plan a large event at your school

## Video

### 1 Match the word(s) to the picture.

- Ask students to read the words.
- Ask students to look at the pictures.
- Ask students to match the word to the correct picture.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right

- briefcase-e
- fancy dress party-d
- monster-b
- safe-a
- police station-c

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

### 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 partner.

Scan the QR code to link to Unit 6 video.

### 3 Watch the video. Number the pictures in order.

Video 6

- 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

1, 2, 3

### 4 Match to make complete sentences.

- Ask students to read the sentence parts.
- Ask students to match the first sentence part with the correct second sentence part.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. b      2. c      3. d      4. a

# E Project

Aim Plan a large event at your school

## Video

### 1 Match the word(s) to the picture.

|           |                   |         |      |                |
|-----------|-------------------|---------|------|----------------|
| briefcase | fancy dress party | monster | safe | police station |
| •         | •                 | •       | •    | •              |
| a.        | b.                | c.      | d.   | e.             |
|           |                   |         |      |                |

### 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 Match to make complete sentences.

- |                              |   |   |
|------------------------------|---|---|
| 1. OK, could you write       | • | • a. it's safer there.                          |
| 2. Can you choose            | • | • b. your names and phone numbers here, please? |
| 3. The concert is            | • | • c. the decorations?                           |
| 4. I'm going back to prison; | • | • d. starting at 7 p.m.                         |

### 5 Watch again. Then circle true or false.

- |   |   |        |         |
|---|---|--------|---------|
| 1. After four weeks, the boys can take the money. | • | • true | • false |
| 2. The boys invite 500 guests to the party.       | • | • true | • false |
| 3. There is a concert at the party.               | • | • true | • false |
| 4. The two men are wearing good costumes.         | • | • true | • false |
| 5. There is a giant monster at the party.         | • | • true | • false |

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### 5 Watch again. Then circle true or false.

Video 6

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

#### Answer Key

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

### Extra Practice What would you do?

Practise asking students what they would do with all the money from Video 6. Tell them to use the phrases:

"What would you do with all that money?" → "I would \_\_\_\_\_."

"Why would you do that?" → "I would do that because \_\_\_\_\_."

#### Ex.

What would you do with all that money? → I would send my mum on a nice holiday.

Why would you do that? → I would do that because she works very hard and needs time to relax.

## Grammar

### 6 Unscramble the sentences.

- doing / are / now? / you / What  
→ \_\_\_\_\_
- preparing / costume. / I'm / my  
→ \_\_\_\_\_
- Why / wearing / are / a costume? / you  
→ \_\_\_\_\_
- going to / party / Are / tonight? / a / you  
→ \_\_\_\_\_
- wearing / party. / I'm / not / costume / a / at this  
→ \_\_\_\_\_



## 21<sup>st</sup> Century Skills

### Event Proposal

Communication Collaboration

### 7 Your class has to plan an amazing event for your school! Don't worry about money.

Decide on the following:

What kind of event / party is it?

Where is it?

When is it?

What VIP guests / performers will you invite?

What activities will you do?

What kind of food / drink?

What kind of decorations?

### 8 Make small teams (2-3 people). Each group must plan one part of the party (food, drinks, activities, decoration, etc.). Make a list of tasks and who will do each.

| Task | Who will do it? |
|------|-----------------|
| 1.   |                 |
| 2.   |                 |
| 3.   |                 |
| 4.   |                 |
| 5.   |                 |

### 9 Join all the groups. Make an event proposal which shows all your plans to show to your teacher.

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## Grammar

### 6 Unscramble the sentences.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- What are you doing now?
- I'm preparing my costume.
- Why are you wearing a costume?
- Are you going to a party tonight?
- I'm not wearing a costume at this party.

## 21<sup>st</sup> Century Skills

### 7 Your class has to plan an amazing event for your school! Don't worry about money.

- Ask students to read the questions.
- Ask students to write some notes about the questions on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Give feedback.

### 8 Make small teams (2-3 people). Each group must plan one part of the party (food, drinks, activities, decoration, etc.). Make a list of tasks and who will do each.

- Tell students to get into groups of two to three.
- Ask students to decide on a part of the party to plan.
- Ask students to share their notes on the part of the party they will plan.
- Ask students to write down which group member will do each task or part of the party.
- Ask students to make a plan for their part of the party.
- Tell students to write their plans on a separate sheet of paper.
- Tell students to use the present continuous wherever possible.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

### 9 Join all the groups. Make an event proposal which shows all your plans to show to your teacher.

- Ask students to present their group's proposal to the class.
- Write notes about each group's proposal on the board.
- Ask students from other groups to give feedback on proposals of other groups.
- Discuss the proposals as a class.
- Give feedback.

### Teacher's Note

#### Fine-tuning Proposals

Make sure to ask students for their opinions about proposals from other groups. Ask students to give reasons why they like or dislike something. Tell students to give constructive feedback on one another's proposals. Ask students how they can make each proposal better. Don't forget to give feedback and ask follow-up questions.

1 Read and fill in the gaps with the correct words. Use the pictures to help you. Then listen and check your answers.  R3-1

- Ask students to read the reading.
- Ask students to fill in the gaps with the correct word.
- Listen to the audio.
- Ask students to check their answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. courtyard
2. hurt
3. pain
4. coach
5. nurse's office
6. hospital
7. medicine
8. parents

2 Read and fill in the gaps using the words in the box. Some words are not used.

- Ask students to read the reading.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. share
2. join
3. announce
4. auditorium
5. gymnasium
6. preparing

### Teacher's Note

#### Would You Mind...?

When using the phrase *would you mind* to request something, the word *mind* must be followed by a gerund. Also, to give a positive response to the request, the phrase, "No, I don't mind," can be used. Make sure students understand these two points.

1 Read and fill in the gaps with the correct words. Use the pictures to help you. Then listen and check your answers.  R3-1

I'm in the school football team. We practise in the 1. \_\_\_\_\_ after school every day. During practice yesterday, I fell and 2. \_\_\_\_\_ my ankle. The 3. \_\_\_\_\_ was so bad. I couldn't walk. My friends and my 4. \_\_\_\_\_ helped me get up. They took me to the school 5. \_\_\_\_\_. She looked at my ankle and gave me good news: It wasn't broken, so I don't have to go to the 6. \_\_\_\_\_. She gave me some 7. \_\_\_\_\_ for the pain. Then she called my 8. \_\_\_\_\_. My mum came to take me home. Mum said I have to rest for a few days. So, I'm resting now. But I miss football!



2 Read and fill in the gaps using the words in the box. Some words are not used.

|            |            |           |           |
|------------|------------|-----------|-----------|
| join       | auditorium | share     | tidy      |
| decorating | announce   | preparing | gymnasium |



## Talent Show

Do you have any special talents you want to 1. \_\_\_\_\_? Can you sing and dance? Can you play an instrument or do magic? Then 2. \_\_\_\_\_ us at the Fairfield Secondary School Talent Show!

We are pleased to 3. \_\_\_\_\_ that our school's first talent show will be at 6.00 p.m. on Friday 2 March, in the 4. \_\_\_\_\_.

We invite all students to perform. Students can use the 5. \_\_\_\_\_ after school to practise for the show.

We look forward to seeing your talents on 2 March. Start 6. \_\_\_\_\_ now!

3 Circle the correct word.

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

### Answer Key

1. fairs
2. a little
3. any
4. am meeting
5. exercises
6. We're going

**3 Circle the correct word.**

1. Our school has several fair / fairs every year.
2. My feet are feeling a little / some itchy.
3. Edward likes healthy food. He doesn't eat any / some junk food.
4. I meet / am meeting an old friend for lunch tomorrow.
5. Kim exercises / has exercising every day after school.
6. We go / We're going camping next weekend.



**4 Unscramble.**

1. mind / helping / you / would / me?  
→ \_\_\_\_\_
2. have / terrible / a / I / earache.  
→ \_\_\_\_\_
3. a little / he's / the weather. / under / feeling  
→ \_\_\_\_\_

**5 Listen and circle true or false.** R3-2

- |   |      |       |
|---|------|-------|
| 1. The speakers are at school now.                      | true | false |
| 2. The girl is feeling very healthy.                    | true | false |
| 3. The girl's class is going to a museum today.         | true | false |
| 4. The girl says she has a fever.                       | true | false |
| 5. The man thinks the girl should go on the field trip. | true | false |

**6 Listen and circle the correct answer.** R3-3

1. Why is the man calling?
  - a. To ask about medicine
  - b. To make an appointment
  - c. To cancel an appointment
  - d. To speak to Dr Miller
2. The man is feeling pain in his \_\_\_\_\_.
  - a. elbow
  - b. head
  - c. stomach
  - d. shoulder
3. What does the man request?
  - a. more medicine
  - b. a schedule change
  - c. a different doctor
  - d. a longer appointment

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**6 Listen and circle the correct answer.** R3-3

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

**Answer Key**

1. b
2. d
3. b

**Teacher's Note**

**Medicine**

Explain different kinds of medicine to students. For example, people take *antibiotics* for infections, *pain relievers* for pain or a fever, *cough syrup* for coughs, *antihistamines* for allergies, *decongestants* for a stuffy nose, and *antacids* for indigestion. Also explain that medicine comes in different forms: *liquid/syrup*, *tablet*, *capsule*, *lozenge*, *cream/ointment*, *drops*, and *spray*. Finally, explain the difference between *over-the-counter drugs* and *prescription drugs*.

**4 Unscramble.**

- Ask students to read the sentence parts.
- Ask students to unscramble the sentence parts.
- Ask students to write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. Would you mind helping me?
2. I have a terrible earache.
3. He's feeling a little under the weather.

**5 Listen and circle true or false.** R3-2

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

**Answer Key**

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

# UNIT 7

# ON TOUR

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

Scan the QR code to download Unit 7 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 7 AIMS

- Lesson A: Understand a travel story
- Lesson B: Ask and answer questions about past events
- Lesson C: Read about a famous traveller
- Lesson D: Review a place you visited
- Lesson E: Decide if a story is true or false

### Target Skills

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

### Target Vocabulary

| Lesson A   | Lesson B  |
|--|---|
| cycling<br>desert<br>explain<br>forest<br>lake<br>river<br>sightseeing<br>travelling | credit card<br>holiday<br>luggage<br>menu<br>notes<br>the bill<br>tickets<br>waiter / waitress    |
| Lesson C   | Lesson D  |
| army<br>castle<br>king<br>land<br>prison<br>queen<br>sea<br>ship<br>treasure<br>war  | complaint<br>discount<br>fantastic / wonderful<br>friendly<br>market<br>refund<br>terrible<br>tip |
| Lesson E   |   |
| ceiling<br>shocked<br>shuttle<br>trick<br>weird                                      |   |

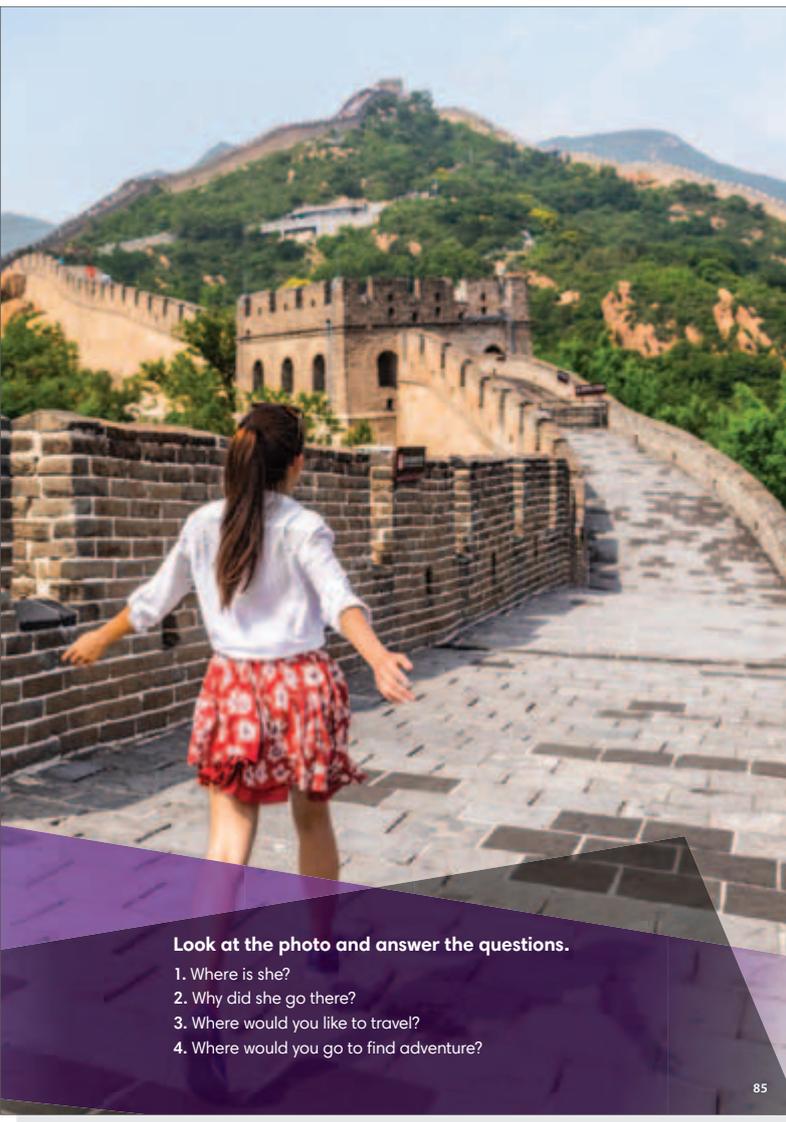
**UNIT 7 ON TOUR**

Scan for Audio

**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 traveller
- D Writing** Review a place you visited
- E Project** Decide if a story is true or false

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Look at the photo and answer the questions.

1. Where is she?
2. Why did she go there?
3. Where would you like to travel?
4. Where would you go to find adventure?

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## Key Grammar

### past time expressions

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

| Past time expressions |   |
|-----------------------|---|
| <b>ago</b>            | Two years <b>ago</b> , my sister graduated from college.    |
| <b>before</b>         | I had lunch <b>before</b> I went to the library.            |
| <b>after</b>          | Andy played football <b>after</b> he finished his homework. |
| <b>yesterday</b>      | <b>Yesterday</b> , my mum was so tired.                     |
| <b>last</b>           | She graduated <b>last</b> year.                             |

### simple past

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

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

### past continuous

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

| Example   |
|---|
| Ten years ago, Katherine <b>was backpacking</b> in Europe.                |
| Six months ago, I <b>was finishing</b> my PhD in Organic Chemistry.       |
| Two hours ago, they <b>were watching</b> the new film at a nearby cinema. |

## Unit 7 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 7 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about holidays.

#### Ex.

- Where did you go on your last holiday?
- 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?

# Lesson A Listening

Aim: Understand a travel story

## Vocabulary

1 Listen and fill in the gaps with the words in the box. 7-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the word they hear under the correct picture.
- 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. travelling  |
| 7. forest  | 8. sightseeing |

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

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

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- 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 gaps with *ago*, *before*, *after*, or *when*.

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

### Answer Key

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

# A Listening

Aim Understand a travel story

## Vocabulary

1 Listen and fill in the gaps with the words in the box. 7-01

|            |             |         |         |
|------------|-------------|---------|---------|
| travelling | sightseeing | explain | cycling |
| desert     | river       | lake    | forest  |

|    |    |    |    |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |

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

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

## Grammar

| Past Time Expressions |   |
|-----------------------|---|
| ago                   | My birthday was five days <b>ago</b> .<br>Two years <b>ago</b> , I started secondary school.                                  |
| before                | I had breakfast <b>before</b> I had lunch.<br><b>Before</b> I was a secondary school student, I was a primary school student. |
| after                 | I had lunch <b>after</b> I had breakfast.<br><b>After</b> I finished my homework, I played football.                          |
| yesterday             | I met my friend <b>yesterday</b> .<br><b>Yesterday</b> , I was so tired.  |
| last                  | I graduated <b>last</b> year.<br>I went to China <b>last</b> month.   |

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

1. I'm not hungry. I had dinner 30 minutes \_\_\_\_\_.
2. I went horse riding every week \_\_\_\_\_ I was a child.
3. My friend called me \_\_\_\_\_ I went to bed, so I didn't answer.
4. You should always wash your hands \_\_\_\_\_ you eat.

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

1. What did you do before you came to class?
2. What did you do after you woke up?
3. When did you last go to a party?
4. 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 practise 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 order. 7-02

1. started university \_\_\_\_\_  
was in hospital \_\_\_\_\_  
climbed up a mountain \_\_\_\_\_

2. left the village \_\_\_\_\_  
went sand boarding \_\_\_\_\_  
ate Cazuela \_\_\_\_\_

3. called his friend \_\_\_\_\_  
friend said he left Leeds \_\_\_\_\_  
flew to Leeds \_\_\_\_\_

### 6 Listen again and circle the answer. 7-02

- 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 alone / in Leeds / two years ago.
- Max didn't meet Tim / give Tim information / live in Leeds before.

## Challenge

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

- Where \_\_\_\_\_?
- When \_\_\_\_\_ there?
- Why \_\_\_\_\_ to New York City?
- Did \_\_\_\_\_?

### 8 Listen again and circle the correct passport. 7-03



### 9 Circle the correct answer.

- |                          |                 |                   |                      |
|--------------------------|-----------------|-------------------|----------------------|
| 1. The speaker is in     | a. a forest     | b. a jungle       | c. a city            |
| 2. The speaker came      | a. two days ago | b. a week ago     | c. two hours ago     |
| 3. The speaker did not   | a. have cash    | b. call his mum   | c. find his passport |
| 4. The passport might be | a. at home      | b. at the airport | c. on the train      |

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## Listen Up

### 5 Listen and number the actions in the right order. 7-02

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

#### Answer Key

- 3, 2, 1
- 1, 2, 3
- 2, 3, 1

### 6 Listen again and circle the answer. 7-02

- Listen to the audio.
- Ask students to circle the correct answer.
- 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. alone or in Leeds | 6. meet Tim  |

## Challenge

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

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

#### Answer Key

- Where are you?
- When did you go there?
- Why did you go to New York City?
- Did you call the police?

### 8 Listen again and circle the correct passport. 7-03

- 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 answer.

- 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

- c
- a
- c
- b

### Teacher's Note

#### This Morning/Afternoon

Explain to students that the expression *this + time of day* can be used as a past time expression, too. Below are some examples.

#### Ex.

This morning, I went to school.  
I did my homework this afternoon.  
I washed the dishes this evening.

# Lesson B Speaking

Aim: Ask and answer questions about past events

## Vocabulary

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

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

### Answer Key

- credit card
- menu
- notes
- tickets
- luggage
- holiday
- waiter/waitress
- the bill

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

2 Fill in the gaps with the best vocabulary word. Answers may vary.

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

### Answer Key

Sample Answers

- tickets
- notes
- luggage
- waiter/waitress, bill
- holiday
- credit card

## Focus

3 Look at the table. Practise 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 gaps. Then ask your partner the questions.

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

# B Speaking

Aim Ask and answer questions about past events

## Vocabulary

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

|       |                   |             |          |
|-------|-------------------|-------------|----------|
| menu  | luggage           | holiday     | tickets  |
| notes | waiter / waitress | credit card | the bill |

- 
- 
- 
- 
- 
- 
- 
- 

2 Fill in the gaps with the best vocabulary word. Answers may vary.

- If you want to watch the film, we can buy \_\_\_\_\_ over there.
- Wow, she has a huge pile of £50 \_\_\_\_\_ 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. Practise with a partner.

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



4 Fill in the gaps. 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!

### Answer Key

Sample Answers

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

## Extra Practice

### Explaining People on Holiday

Prepare pictures of people having fun on holiday. 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 film yesterday.

How was it?

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

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

|                           |                     |
|---------------------------|---------------------|
| last film you saw         | your weekend        |
| last school event you saw | your summer holiday |
| last sports event you saw | your winter holiday |
| last live show you saw    | your lunch          |

## Speak 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?  | <i>Ex. Yes, Mexico. In February. It was great!</i> |           |
| go to a nice restaurant last month? |  |           |
| do something special last weekend?  |  |           |
| see a good film last month?         |  |           |

## Pronunciation

8 Listen and repeat.  7-04

| Regular verbs in past tense have three different -ed sounds | /t/     | /d/     | /ɪd/    |
|---|---------|---------|---------|
| <i>Ex.</i>  | worked  | moved   | started |
|   | dropped | studied | visited |

9 Listen and put a tick (✓) on the sound.  7-05

|             | /t/ | /d/ | /ɪd/ |
|-------------|-----|-----|------|
| 1. walked   |     |     |      |
| 2. played   |     |     |      |
| 3. visited  |     |     |      |
| 4. listened |     |     |      |
| 5. worked   |     |     |      |

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## 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.

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.

## Speak 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 question on the line.
- 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 in 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.  7-04

- 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 a tick (✓) on the sound.  7-05

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

### Answer Key

1. /t/
2. /d/
3. /ɪd/
4. /d/
5. /t/

### Teacher's Note

#### Five W's and H Follow-Up Questions

If students are stuck making follow-up questions, then tell them to use *what*, *where*, *who*, *when*, *why*, and *how* when asking follow-up questions.

Aim: Read about a famous traveller

## Vocabulary

### 1 Match the words to the pictures.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the picture.
- Ask students to draw a line from the word to the correct picture.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

1. treasure-treasure chest
2. castle-castle
3. war-soldiers on horses
4. land-any part of the land
5. army-any of the group of soldiers
6. king-the man in blue
7. queen-the woman in pink
8. sea-the water near the ship
9. ship-the ship
10. prison-the cage atop the pillar

- Practise 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 expressions. Look at the story. Where are the expressions used? Write *S* for start, *M* for middle, and *E* for end.

- Ask students to read the expressions.
- Ask students to look at the story.
- Ask students to write the correct letter next to the expression.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

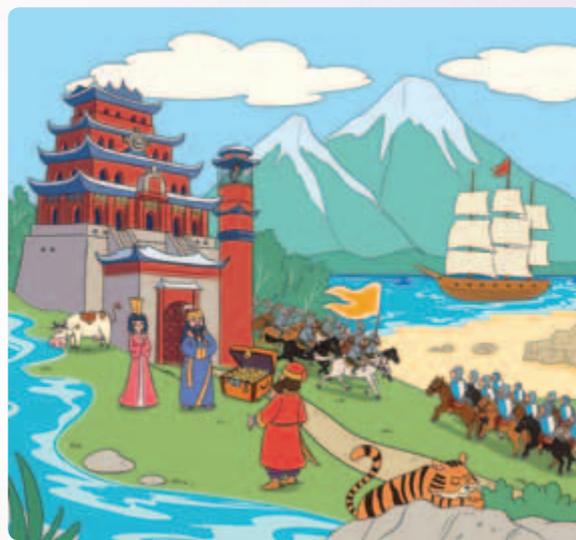
- E, S, M  
M, M, E

Aim Read about a famous traveller

## Vocabulary

### 1 Match the words to the pictures.

|          |        |     |      |        |
|----------|--------|-----|------|--------|
| 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 expressions. Look at the story. Where are the expressions used? Write *S* for start, *M* for middle, and *E* for end.

Finally \_\_\_\_\_ A long time ago \_\_\_\_\_ The next day \_\_\_\_\_  
But a war started \_\_\_\_\_ When Marco was older \_\_\_\_\_ lived happily ever after \_\_\_\_\_

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## 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.

4 Read the story. Choose the ending that fits best: A, B, or C.  7-06

The Adventures of Marco Polo



A long time ago, there was a man named Marco Polo. His father and uncle travelled 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 travelled to China. It was a very long trip. They travelled 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.

Comprehension

5 Circle true or false.

- |   |      |       |
|---|------|-------|
| 1. Marco went travelling before his uncle and father. | true | false |
| 2. Marco was in prison after he went to China.        | true | false |
| 3. Marco travelled for more than twenty years.        | true | false |
| 4. Marco was alone in prison.                         | true | false |
| 5. The story has a happy ending for Marco.            | true | false |

6 Answer the questions.

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. Marco travelled 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 travelled 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 24 years after leaving. |
|                                       | d. Marco Polo wanted to stay in the Middle East.     |

7 Talk with a partner.

1. What is the longest trip you have taken?
2. Could you be away from home for 24 years?
3. What country do you think would be the most interesting to visit?
4. How do you like to travel: by ship, by car, or by aeroplane? Why?

4 Read the story. Choose the ending that fits best: A, B, or C.  7-06

- 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

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. true
3. true
4. false
5. true

6 Answer the questions.

- Ask students to read the questions.
- Ask students to circle the best answer.
- 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, travelled the Middle East, Central Asia, and Africa for 29 years

Zheng He – 1371-1433, Chinese, commanded over 200 ships on treasure expeditions for 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).  7-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the number of the sentence next to the correct word in the book.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- tip
- discount
- market
- terrible
- fantastic/wonderful
- complaint
- friendly
- refund

2 Fill in the gaps with the vocabulary words.

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

### Answer Key

- fantastic/wonderful
- market
- friendly
- discount
- terrible
- tip
- complaint
- refund

## Focus

3 Talk with a partner.

- Read the sentences aloud or ask two students to read the sentences aloud.
- Ask students to practise the sentences with a partner.
- Tell students to practise the sentences again, but to talk about different ideas.

# D Writing

Aim Review a place you visited

## Vocabulary

1 Listen and repeat. Then match the pictures with the best sentences (1-8).  7-07



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

2 Fill in the gaps with the vocabulary words.

We travelled to Egypt last month. We were so happy on the first day. It was 1. \_\_\_\_\_ . We visited an amazing street 2. \_\_\_\_\_ in Cairo. I bought fruit and beautiful gold earrings. The people at the market were so 3. \_\_\_\_\_ . They even gave me a 10% 4. \_\_\_\_\_ on the fruit. We went to an expensive restaurant on the second day. The restaurant was in the centre of the city. It looked nice from the outside, but it was 5. \_\_\_\_\_ ! The food made me sick! Also, the waiter was rude. We decided not to leave a 6. \_\_\_\_\_ . The food was so bad my friend made a 7. \_\_\_\_\_ . He asked for a 8. \_\_\_\_\_ , but the manager said no.



## Focus

3 Talk with a partner.

I **left** a tip for the waiter. I **gave** a tip **to** the waiter. We **asked for** a refund.

The manager **gave us** a refund. We **got** a refund.

She **made** a complaint to the manager of the hotel.

### 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.).

## 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

**4 Circle the correct phrase.**

1. I left a tip / gave a refund to 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 would be late.
5. My mum asked for a discount / gave us a discount on the new shoes.

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

**Sushi Soboro**
Sign Up

**Sushi Soboro**

★ ★ ★ ★ ★ 350 Reviews

📍 123 Camden High Street  
London NW1 9UN

[Get Directions](#)

★ ★ ★ ★ ★ 1/35/19

Sushi Soboro was a disappointment. It's in a very nice part of town, so parking is really hard to find. I went for dinner with my best friend. The sushi was not fresh. It was frozen. I made a complaint to the manager, but he said the sushi was delivered that day. I thought he was a little rude. They would not give me a refund or a discount. The waitress was very nice, though. She was very sorry and gave us some noodles. I left a big tip for her.

Kimberly M. Finchley, London

★ ★ ★ ★ ★ 75 Reviews

**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.

**Writing**

**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:                           |  |

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**4 Circle the correct phrase.**

- Ask students to read the sentences.
- Ask students to circle the correct answer.
- 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

**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.

**6 Read the review again. Circle the correct answers.**

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

**Answer Key**

1. refund
2. big tip
3. frozen
4. discount
5. very sorry

**Writing**

**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 Project

Aim: Decide if a story is true or false

## Video

### 1 Match the picture with the word.

- 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 word.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

From left to right

a-ceiling, b-shocked, c-shuttle, d-trick, e-weird

- Practise 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 partner.

Scan the QR code to link to Unit 7 video.

### 3 Watch the video. Put a tick (✓) on the words you hear.

- Play the video.
- Ask students to put a tick 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 choose true or false.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answer.
- 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 Project

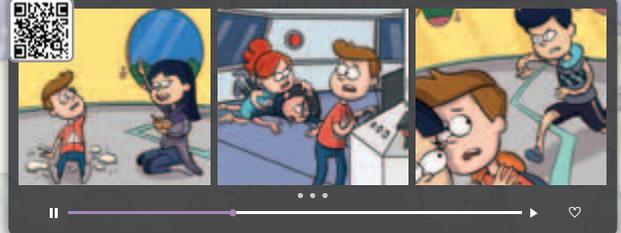
Aim Decide if a story is true or false

## Video

### 1 Match the picture with the word.

a. shocked    b. trick    c. ceiling    d. weird    e. shuttle

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



### 3 Watch the video. Put a tick (✓) on the words you hear.

- terrible     friendly     fantastic     sightsee     explain

### 4 Watch again and choose 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 word you hear.

1. Would you believe / complain that I came from another world?
2. Don't look so surprised / shocked.
3. Two days before / ago, my sister and I were picked up and taken to another world.
4. Quick! No time to sightsee / explain.

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### 5 Watch again. Circle the word you hear.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct word.
- 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 gaps (choose either past simple or past continuous tense). Use the given verbs.

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

**Ex.** When I **was having** a shower, the phone rang.

**Ex.** I **was swimming** in the sea when suddenly I saw a shark!

- When I \_\_\_\_\_ (study) in my room, the window suddenly \_\_\_\_\_ (open).
- I'm angry because my brother \_\_\_\_\_ (hit) me when I \_\_\_\_\_ (sleep).
- When I \_\_\_\_\_ (hike) in a jungle in South America, \_\_\_\_\_ (fall) and broke my arm!
- I \_\_\_\_\_ (live) at home with my parents when I \_\_\_\_\_ (finish) secondary school.
- When I \_\_\_\_\_ (visit) China, I \_\_\_\_\_ (lose) my passport. It was terrible!

## 21<sup>st</sup> Century Skills

### A Thief on the Orient Express

Critical Thinking

- 7 Read the police report and read the statements. Talk with a partner. Decide which statements are true and which are false. Then find the thief.

#### Police Report

9 a.m.  
A woman's luggage was stolen. The luggage was stolen last night. The woman was on the Orient Express train. There was a watch and jewellery in the bags. A police officer talked to the woman and three other people.

#### POLICE NOTES

It was dark and the CCTV footage is not clear, but we can see:

21:54 - an old man going to his bedroom

22:44 - a woman covering her face and walking around

23:56 - a figure in the dark (probably female) opening the door to Mrs Christie's room

02:35 - a young man going to the bathroom

|   |   |  |  |
|---|---|--|--|
|   |    |   |   |
| 1. Mrs Christie, passenger (age 85)<br>I woke up at 8 a.m. That's when I found my luggage was gone! I went to bed at 9.30 p.m. last night. I didn't see anyone come into my room because it was dark. I think I heard the sound of my door opening around 11 p.m. and again around 2 a.m. | 2. Pierre, train employee (age 26)<br>I worked in the carriage next to Mrs Christie's. I was busy all night. I went to the bathroom early in the morning. I'm not sure, but I think it was around 3 a.m. After that, I slept from 3 a.m. until 8 a.m. | 3. Ms Rossi, passenger (age 37)<br>I was alone for most of the evening. Then I had dinner and a cup of tea with Dr Blanc. We stayed at the restaurant until 11.20 p.m. After we had tea, I said good night to him and went to sleep. | 4. Dr Blanc, passenger (age 65)<br>I had dinner with Ms Rossi. I was very tired. So after dinner, I went to bed. That was around 10 p.m. I'm sure I stayed in my room, and I slept very deeply. Anyway, I woke up this morning around 9 a.m. |

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## Grammar

- 6 Read the box. Then fill in the gaps (choose either past simple or past continuous tense). Use the given verbs.

- 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 form of the given verb in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- was studying, opened
- hit, was sleeping
- was hiking, I fell
- was living, finished
- was visiting, lost

## Teacher's Note

### Past Simple and Past Continuous

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

## 21<sup>st</sup> Century Skills

- 7 Read the police report and read the statements. Talk with a partner. Decide which statements are true and which are false. Then find the thief.

- Tell students to work with a partner.
- Ask students to read the police report and the statements.
- Ask students to decide which statements are true and which are false. Then find the thief.
- Tell students to use the patterns in activity 6.
- Check students' conversations to make sure they're speaking it properly.
- Ask some students to present their conversations to the class.
- Give feedback.

### Extra Practice

#### What was he doing at...?

Have students practise using the past continuous by asking them what the people in activity 7 were doing at certain times last night. Use the phrases:

"What was \_\_\_\_\_ doing at \_\_\_\_\_ last night/in the morning?" → "\_\_\_\_\_ was \_\_\_\_\_ at \_\_\_\_\_ last night/in the morning."

#### Ex.

What was Mrs. Christie doing at 10 p.m. last night? → Mrs. Christie was sleeping at 10 p.m. last night.

What was Ms. Rossi doing at 11:56 p.m. last night? → She was pushing the door to Mrs. Christie's room open at 11:56 last night.

Etc.

UNIT  
**8**

# LIFE'S AN ADVENTURE

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 and past simple tenses and time clauses.

Scan the QR code to download Unit 8 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 8 AIMS**

- Lesson A: Read adventure trip advertisements
- Lesson B: Ask and answer questions about exciting experiences
- Lesson C: Listen and understand a story about an adventure
- Lesson D: Add to an online discussion about adventure activities
- Lesson E: Make guesses about other people's experiences

**Target Skills**

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

**Target Vocabulary**

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

**UNIT 8**

# LIFE'S AN ADVENTURE

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Reading** Read adventure trip adverts
- B Speaking** Ask and answer questions about exciting experiences
- C Listening** Listen and understand a story about an adventure
- D Writing** Add to an online discussion about adventure activities
- E Project** Make guesses about other people's experiences

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Look at the photo and answer the questions.

1. Where is he?
2. What is he doing?
3. How does he feel?
4. Have you ever done that?

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## Key Grammar

### present perfect vs past simple

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

| Past simple                                | Present perfect                                    |
|--|--|
| I <b>was</b> sick last week.               | I <b>have seen</b> this film three times.          |
| She <b>didn't eat</b> lunch yesterday.     | She <b>hasn't eaten</b> since this morning.        |
| They <b>watched</b> a musical a month ago. | I <b>have gone shopping</b> 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 8 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 8 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

#### Extra Practice More Discussion

Ask more questions about adventure sports.

#### Ex.

What other dangerous or adventure sports do you know?

Have you ever done a dangerous or adventure sport?

Which one?

How do you feel when you do something dangerous?

Why do you think people do dangerous or adventure sports?

Aim: Read adventure trip advertisements

## Vocabulary

### 1 Match the words to the pictures.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to write the word under the correct picture.
- 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 motorbike |

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

## Focus

### 2 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation 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 letter of the description next to the correct picture.
- 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

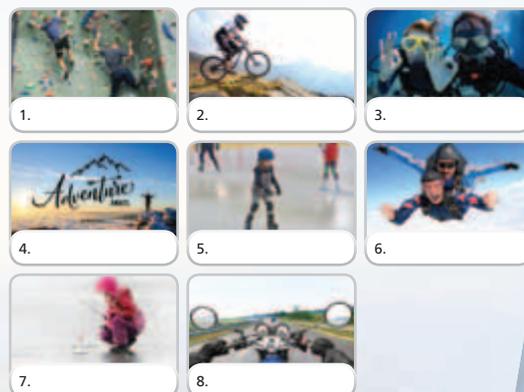
# A Reading

Aim Read adventure trip adverts

## Vocabulary

### 1 Match the words to the pictures.

- mountain biking
- rock climbing
- ice fishing
- skydiving
- scuba diving
- adventure
- riding a motorbike
- 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.



## Teacher's Note

### Adventure Sports

Introduce other adventure sports and activities to students. Make sure they understand what each sport and activity entails. Then, ask students which adventure sport or activity they want to do and why. Don't forget to ask follow-up questions. Below is a list of some common adventure sports and activities.

- BMX
- base jumping
- deep sea fishing
- extreme skiing/snowboarding
- free diving
- hang gliding
- martial arts
- motocross
- paragliding
- parasailing
- sailing
- spelunking
- surfing
- trekking
- wildlife photography
- wind surfing

**4** Read the article. 8-01

## AMAZING TRIPS FROM ADVENTURE TOURS

**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 15 days. You need £900 for supplies and for aeroplane tickets. (Hikers must be over 16.)

**2** Want to ride a motorbike through the desert? Now you can! Feel the wind on your face. Enjoy the beautiful scenery. This summer, take an amazing motorbike trip through the Atlas mountains and western Sahara Desert. It's £1,000 per person. The trip takes three weeks. This includes accommodation and motorbike rental. (Riders must be over 21.)

**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.)



### Comprehension

**5** Circle true or false.

1. The mountain hiking trip is the most expensive.
2. You must be 18 or older to go on the desert motorbike trip.
3. The ice fishing trip is the cheapest.
4. The motorbike trip is through the Andes mountains.
5. The ice fishing trip is open to children.

true false  
true false  
true false  
true false  
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?

### Challenge

**7** Which trip in **4** is the best for each person? Talk with a partner.

|   |   |   |
|---|---|---|
| <p>Max is 18 years old. He loves outdoor adventures like mountain biking and ice-skating. He has £500 to spend on a trip.<br/>Recommendation: _____</p> | <p>Jani is 24. She loves fishing and ice-skating, but she also likes the beach and other warm places. She has four weeks off this summer.<br/>Recommendation: _____</p> | <p>Bonny is 17. She enjoys fishing, hiking, and skiing. She wants to go on a two-week trip and meet other people.<br/>Recommendation: _____</p> |
|---|---|---|

**4** Read the article. 8-01

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

### 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. false
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.

### Challenge

**7** Which trip in **4** is the best for each person? 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 answer on the line.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

##### Sample Answers

1. Max-ice fishing trip
2. Jani-motorbike 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.

# Lesson B Speaking

**Aim:** Ask and answer questions about exciting experiences

## Vocabulary

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

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

### Answer Key

1. go out
2. pleasant
3. special
4. dangerous
5. memory
6. lucky
7. strange
8. quick
9. awful
10. crazy

## Grammar

2 Read the table and listen.  8-02

- 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 gaps 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 form of the word in parentheses in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. eaten
2. tried
3. seen
4. have not/haven't seen
5. have not/haven't been
6. have visited
7. went

# B Speaking

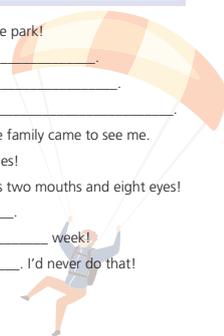
**Aim:** Ask and answer questions about exciting experiences

## Vocabulary

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

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

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



## Grammar

2 Read the table and listen.  8-02

| Present Perfect vs Past Simple  |  |
|---|--|
| We can use present perfect (have + past participle) or past simple to talk about actions and situations in the past.  |  |
| <b>Past simple:</b> when the time frame is finished.<br><b>Ex.</b> last week, in 2010, when I was a baby<br><b>Ex.</b> I <b>went</b> climbing last week.<br>I <b>was</b> sick last week.<br>I <b>didn't eat</b> dinner yesterday.<br>He <b>watched</b> that film three hours ago. | <b>Present perfect:</b> when the time frame is unfinished (continued until now).<br><b>Ex.</b> this week, today, this month, in your life<br><b>Ex.</b> I <b>have gone</b> climbing three times in my life.<br>I <b>have been</b> sick this week.<br>I <b>haven't eaten</b> lunch today.<br>He <b>has watched</b> that film. (in his life) |

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

1. Have you ever \_\_\_\_\_ (eat) Spanish food?
2. Yes, I \_\_\_\_\_ (try) tapas last year when I was in Barcelona.
3. Have you ever \_\_\_\_\_ (see) the film *Avatar*?
4. No, I \_\_\_\_\_ (not see) it. Is it good?
5. I \_\_\_\_\_ (not go) to Canada. How about you?
6. I \_\_\_\_\_ (visit) Canada.
7. I \_\_\_\_\_ (go) when I was a primary school student.



## 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 yes/no question, you need to put *have* or *has* in front of the subject.

**Speak Up**

**5 Fill in the gaps. 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 holiday in Mexico. / In 2017.  
How was it? It was fun, but very cold!

| Have you ever...?<br>(Use the present perfect tense) | Name | Yes | No | Extra information<br>(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.** 8-03

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

**7 Listen and put a tick (✓) on the sound.** 8-04

|           | /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?

**Speak Up**

**5 Fill in the gaps. 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.** 8-03

- 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 a tick (✓) on the sound.** 8-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- |        |        |
|--------|--------|
| 1. /b/ | 2. /b/ |
| 3. /v/ | 4. /b/ |
| 5. /v/ |        |

**Extra Practice**

**Present Perfect Tag**

Have students practise asking and answering questions using the present perfect. Ask one student to stand up. Ask that student a question using the present perfect. 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. 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 and understand a story about an adventure

## Vocabulary

### 1 Listen and number. 8-05

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

#### Answer Key

From left to right, top to bottom

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

- Practise 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 prompt with the correct B words.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. Have you ever seen a \_\_\_?; horror film / bear / rabbit / snake
2. Have you ever built a \_\_\_?; snowman / tree house / model / aeroplane
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. 8-06

- 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

# C Listening

Aim Listen and understand a story about an adventure

## Vocabulary

### 1 Listen and number. 8-05

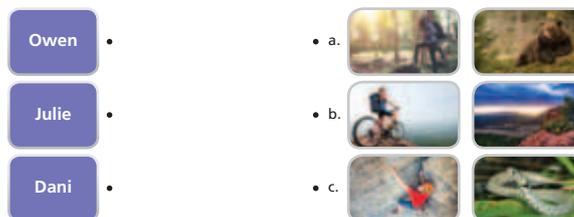


### 2 Match A to B. Then ask and answer the questions with a partner.

- A: Have you ever seen a \_\_\_\_\_? • B: snowman / treehouse / model / aeroplane  
 A: Have you ever built a \_\_\_\_\_? • B: view / sunset / beach  
 A: Have you ever visited a place with a beautiful \_\_\_\_\_? • B: horror film / bear / rabbit / snake

## Listen Up

### 3 Listen and match the person with the correct pictures. 8-06



### 4 Listen again and circle true or false. 8-06

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

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### 4 Listen again and circle true or false. 8-06

- 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 word. 8-07

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

- 7 Listen again and put these actions in the correct order (1-5). 8-07

- Jay and Chaha start hiking back to Lukla.
- Jay and Chaha arrive in Everest Base Camp.
- Jay meets Chaha at the airport.
- Jay and Chaha have dinner and go to sleep.
- Jay and Chaha start their hike from Lukla to Everest Base Camp.

**NOTE**  
Furthest means to the greatest distance from.

- 8 Talk with a partner.

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



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## 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 word. 8-07

- 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

- at the bottom of Mount Everest
- excited and tired
- he is working
- money
- a few days' rest

- 7 Listen again and put these actions in the correct order (1-5). 8-07

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

### Answer Key

- 5
- 3
- 1
- 4
- 2

- 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 discussion 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.

## Lesson D Writing

Aim: Add to an online discussion about adventure activities

### Vocabulary

#### 1 Listen and repeat. 8-08

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

#### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in the gap.
- 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.

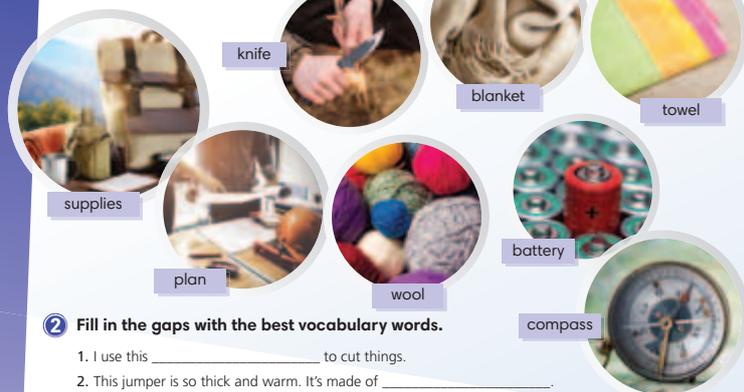
- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different activities, places, and advice.

## D Writing

Aim Add to an online discussion about adventure activities

### Vocabulary

#### 1 Listen and repeat. 8-08



#### 2 Fill in the gaps with the best vocabulary words.

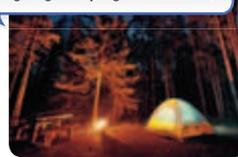
1. I use this \_\_\_\_\_ to cut things.
2. This jumper is so thick and warm. It's made of \_\_\_\_\_.
3. I need to buy camping \_\_\_\_\_, such as a tent, insect spray, and food.
4. I use a \_\_\_\_\_ to dry my hair.
5. I need a \_\_\_\_\_ to know which direction I'm going.
6. The \_\_\_\_\_ is to drive 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)

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### Extra Practice

#### Giving Suggestions and Advice

Have students practise 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 a sentence that gives advice for each problem.**

- A: I'm going on a long boat trip.  
B: \_\_\_\_\_
- A: I want to get a good mark in my maths class.  
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!  
B: \_\_\_\_\_
- A: It's too cold in my bedroom, so I can't sleep!  
B: \_\_\_\_\_



**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.

27/10 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!

27/10 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 centre 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](#)

**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. |

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**4 Write a sentence that gives advice for each problem.**

- Ask students to read the sentences.
- Ask students to write a sentence that gives advice on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

1. You should wear a lifejacket.
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.

**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.

**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.

# Lesson E Project

Aim: Make guesses about other people's experiences

## Video

### 1 Match the word to the picture.

- Ask students to read the words.
- Ask students to look at the pictures.
- Ask students to write the letter next to the correct picture.
- 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 partner.

Scan the QR code to link to Unit 8 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 5 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 answer.
- 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 Project

Aim: Make guesses about other people's experiences

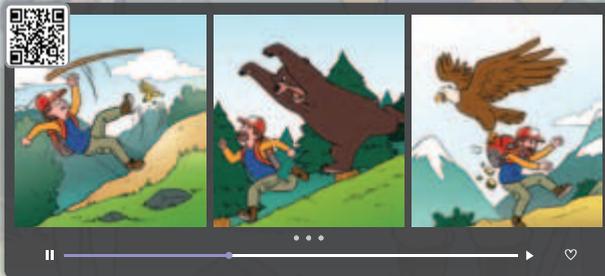
## Video

### 1 Match the word to the picture.

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 answer.

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 secondary school / in Europe.
4. Jim's dream is to ride in a helicopter / climb a high mountain / go to Europe.

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## Extra Practice

### When

Practise 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 a primary school student.  
I never liked to eat vegetables when I was an elementary school student.

## Grammar

### 5 Look at the table.

We often use *when* for questions, but we can also use *when* 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.)  
I lived in China *when* I was in high school.  
*When* I was younger, I played football 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 a primary school student]

4. [they] [want to be singers] [be young]

5. [my brother] [not feel bored] [live in the desert]

## 21<sup>st</sup> Century Skills

### Adventure Planner

Collaboration Critical Thinking

### 7 Try to guess who in your classroom has done the following things.

| Experience                     | Who do you think has done this? | Why do you think so?   |
|--------------------------------|---------------------------------|--|
| Broken an arm or leg           | <b>Ex.</b> <i>Jon</i>           | <i>Because he likes dangerous sports and climbing trees.</i> |
| Travelled to a foreign country |                                 |  |
| Gone camping in nature         |                                 |  |
| Been to the desert             |                                 |  |
| Learned another language       |                                 |  |
| Won a competition              |                                 |  |
| Played in a concert            |                                 |  |

### 8 Now ask each person and check if your guesses were correct. If they say yes, ask them about the experience.

### 9 Talk about the activities people have done as a group. Has anyone done anything more adventurous? Make a list of experiences you would like to have with your classmates on a separate piece of paper.

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## 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 a complete sentence 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 a primary 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.

## 21<sup>st</sup> Century Skills

### 7 Try to guess who in your classroom has done the following things.

- Ask students to read the activities in the table.
- Ask students to think of the person in their class who has done the activity and write that person's name in the table next to the activity.
- Ask students to write a reason why they think the person has done the activity in the table next to the person's name.
- Check students' work to make sure they're doing it properly.
- Give feedback.

### 8 Now ask each person and check if your guesses were correct. If they say yes, ask them about the experience.

- Ask students to ask the people they wrote about in activity 7 whether or not they actually did the activities.
- Ask students to discuss the activities further if the person they asked actually did the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Give feedback.

### 9 Talk about the activities people have done as a group. Has anyone done anything more adventurous? Make a list of experiences you would like to have with your classmates on a separate piece of paper.

- Ask students to discuss the activities people have done as a group.
- Ask students to talk about the most adventurous activities they have done.
- Tell students to use the present perfect and the patterns in activities 5 and 6.
- Ask students to make a list of activities they would like to do together on a separate sheet of paper.
- Check students' lists to make sure they're writing properly.
- Ask some students to present their lists to the class.
- Discuss the activities as a class by asking which activities students want to do and why.
- Give feedback.

### Teacher's Note

#### Alternate Activities

If none of the students have done some of the activities listed in the table in activity 7, then substitute them with other activities that they likely have done.

1 Read and fill in the gaps with the correct words. Use the pictures to help you. Then listen and check your answers.  R4-1

- Ask students to read the reading.
- Ask students to fill in the gaps with the correct words.
- Listen to the audio.
- Ask students to check their answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. holidays
2. luggage
3. friendly
4. sightseeing
5. mountain biking
6. rock climbing
7. sea
8. ship

2 Read and fill in the gaps using the words in the box. Some words are not used.

- Ask students to read the reading.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. terrible
2. unlucky
3. guide
4. explain
5. refund
6. wonderful

### Teacher's Note

#### Must and Need To

Besides *should*, *could*, and *have to*, *must* and *need to* can also be used to give advice. Explain to students that *have to*, *must* and *need to* are also used in situations where the advice is strong or is a rule.

1 Read and fill in the gaps with the correct words. Use the pictures to help you. Then listen and check your answers.  R4-1

My sister Naya and I like to go on 1. \_\_\_\_\_ together. We usually travel to faraway places while we're on holiday. When we travel, Naya brings a lot of 2. \_\_\_\_\_. I only bring one small bag. Naya is very 3. \_\_\_\_\_, so she is always meeting new people on our trips. But I like to go 4. \_\_\_\_\_ by myself. I'm not really interested in meeting strangers. Naya also likes adventures in nature more than I do. She enjoys 5. \_\_\_\_\_ and 6. \_\_\_\_\_. Those things are way too hard for me. I prefer to swim and lay by the hotel pool. Naya and I agree on one thing: We both love the 7. \_\_\_\_\_. For our next trip, we want to take a cruise 8. \_\_\_\_\_ to Mexico. I can't wait!



2 Read and fill in the gaps using the words in the box. Some words are not used.

|           |          |         |        |
|-----------|----------|---------|--------|
| result    | explain  | view    | guide  |
| wonderful | terrible | unlucky | refund |

Remi K.  
  
 Vancouver



### TJ's Travels

A(n) 1. \_\_\_\_\_ company!

I always dreamed of going to Rio de Janeiro, but I was 2. \_\_\_\_\_ when I chose TJ's Rio Travel for a group tour. Our 3. \_\_\_\_\_ arrived late and wasn't friendly at all. She didn't 4. \_\_\_\_\_ the sights very well. And she didn't want to answer questions! I was so unhappy, I almost asked for a(n) 5. \_\_\_\_\_. Rio is a(n) 6. \_\_\_\_\_ city, but if you go, choose a different group tour.

**3 Circle the correct words.**

1. We all went cycling by the river yesterday / after.
2. Camilla finished secondary school a year last / ago.
3. Were you sleeping when I texted you last / before night?
4. It was snowed / snowing when we woke up this morning.
5. What sports did you play / played when you were younger?
6. Luke has never eaten / ate Thai food before.
7. Their plane has arrived / arrived at 9.30 this morning.
8. I have only driven / drove a car twice in my life.



**4 Unscramble.**

1. had / in / When / primary school, / I / was / short hair. / I  
→ \_\_\_\_\_
2. her / swimming, / she / was / Ellie lost / necklace / when  
→ \_\_\_\_\_

**5 Listen and circle true or false.** R4-2

1. The woman was an exchange student in New Zealand. true false
2. The man has been to New Zealand before. true false
3. The woman has gone scuba diving many times. true false
4. The woman enjoyed the view from the top of a tower. true false
5. The flight cost the woman a lot of money. true false

**6 Listen and circle the correct answer.** R4-3

1. The woman makes a suggestion / mistake / complaint.  
She showed her ID before she ordered / after she ordered / when she ordered.  
The student discount is 10 / 20 / 30 percent.
2. The man's family has never been camping / has been camping once / has often been camping together.  
On his last camping trip, the man fished / saw a bear / caught bugs.

**3 Circle the correct words.**

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

**Answer Key**

1. yesterday
2. ago
3. last
4. snowing
5. play
6. eaten
7. arrived
8. driven

**4 Unscramble.**

- Ask students to read the sentence parts.
- Ask students to unscramble the sentence parts.
- Ask students to write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. When I was in primary school, I had short hair.
2. Ellie lost her necklace when she was swimming.

**5 Listen and circle true or false.** R4-2

- Ask students to read the sentences.
- Listen to the audio.
- Ask students to circle the correct answer.
- 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 Listen and circle the correct answer.** R4-3

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

**Answer Key**

1. complaint, before she ordered, 20
2. has often been camping, fished

**Teacher's Note**

**Camping**

Explain some common camping activities and camping gear to students. Tell them that when people camp they usually do activities, such as *make a campfire, put out a campfire, go fishing, go hiking, roast food over a campfire, tell scary stories around the campfire, pitch a tent, and collect firewood*. Also, explain to students that when people camp, they bring camping gear, such as a *tent, sleeping bag, portable stove, pocket knife, compass, GPS device, water purification tablets, hiking boots, bug spray, and trail mix*.

UNIT  
**9**

# I LOVE NATURE!

This unit will give students the ability to talk about nature and wildlife as well as the ability to make comparisons and talk about superlatives.

Scan the QR code to download Unit 9 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 9 AIMS**

- Lesson A: Understand talks about animals
- Lesson B: Talk about nature
- Lesson C: Read about amazing things in nature
- Lesson D: Write about things in nature
- Lesson E: Design a poster to raise awareness

**Target Skills**

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

**Target Vocabulary**

| Lesson A  | Lesson B  |
|---|---|
| bird<br>camel<br>cow<br>fangs<br>feathers<br>octopus<br>spider<br>tail  | damage<br>flower<br>ground<br>hill<br>nature<br>precipitation<br>sand<br>woods      |
| Lesson C  | Lesson D  |
| ash<br>below<br>erupt<br>island<br>lava<br>rock<br>scientist<br>volcano | cave<br>climate<br>coast<br>environment<br>rainforest<br>town<br>waterfall<br>world |
| Lesson E  |   |
| creature<br>critical<br>enclosure<br>endangered<br>spit                 |   |

UNIT  
**9**

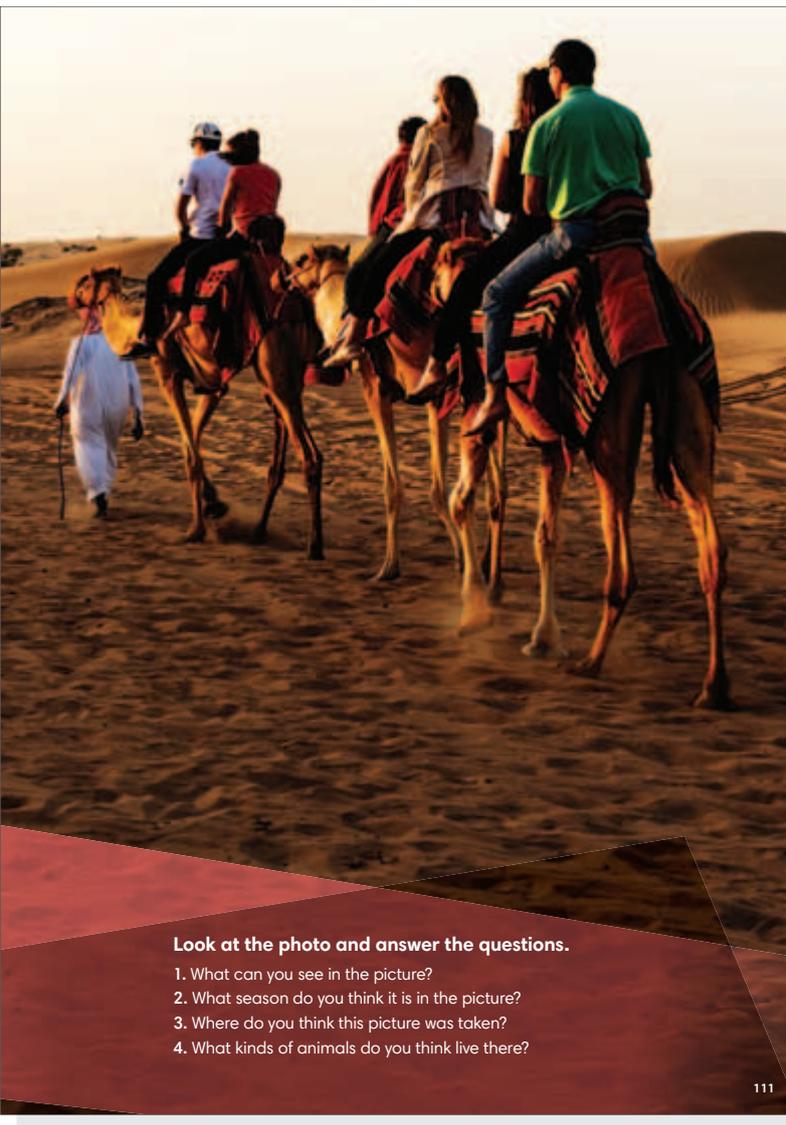
# I LOVE NATURE!

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Listening** Understand talks about animals
- B Speaking** Talk about nature
- C Reading** Read about amazing things in nature
- D Writing** Write about things in nature
- E Project** Design a poster to raise awareness

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Look at the photo and answer the questions.

1. What can you see in the picture?
2. What season do you think it is in the picture?
3. Where do you think this picture was taken?
4. What kinds of animals do you think live there?

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## Key Grammar

### adjective comparatives

Use adjective comparatives to compare the degree of characteristics. An adjective is a word that describes a noun. A comparative adjective describes the noun by comparing it to something else.

| Comparative form           | Example  |
|----------------------------|--|
| tall → taller              | Janice is <b>taller</b> than Joey.                   |
| beautiful → more beautiful | That flower is <b>more beautiful</b> than the photo. |
| lazy → lazier              | That boy is <b>lazier</b> than a sloth.              |
| big → bigger               | Her pie is <b>bigger</b> than my cake.               |

### superlatives

Use superlatives to make comparisons at the highest degree. Superlatives are most often made by adding *-est* or *-iest* to the end of the adjective. We also use *most* and *least* to express superlatives, as in *the most famous* and *the least delicious*. However, do not use *most* and *least* with a superlative ending in *-est* / *-iest*.

ex. *The most tallest mountain.* (X)

| Superlative form           | Example   |
|----------------------------|---|
| tall → tallest             | Janice is <b>the tallest</b> girl in class.                 |
| beautiful → most beautiful | That flower is <b>the most beautiful</b> one in the garden. |
| lazy → laziest             | That boy is <b>the laziest</b> in his family.               |
| big → biggest              | Her pie is <b>the biggest</b> one in the room.              |

## Unit 9 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 9 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about deserts.

#### Ex.

- Have you ever been to a desert? When?
- What can you do in a desert?
- Are there deserts in your country?
- How do you think people find water in a desert?
- Can you name a desert? Which one?

# Lesson A Listening

Aim: Understand talks about animals

## Vocabulary

### 1 Listen and number. 9-01

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

#### Answer Key

From left to right, top to bottom

6. camel, 5. octopus, 8. feathers, 1. spider,  
2. tail, 3. cow, 7. bird, 4. fangs

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

### 2 Listen and circle the words you hear. 9-02

- 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

1. feathers  
2. tail  
3. octopuses  
4. cows

## Focus

### 3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practise the conversations with a partner.
- Tell students to practise the conversations again, but to talk about different animals.

### 4 Look at the animals. Find interesting facts about them online and share with a partner.

- Ask students to look at the animals.
- Ask students to use the internet to find facts about the animals.
- Tell students to find a partner.
- Ask students to talk about the animals.
- Tell students to use the patterns in activity 3.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

# A Listening

Aim Understand talks about animals

## Vocabulary

### 1 Listen and number. 9-01

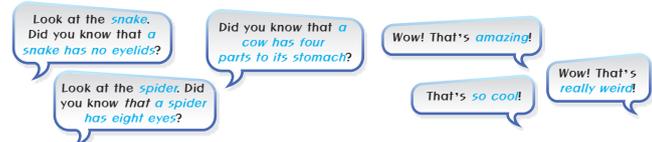


### 2 Listen and circle the words you hear. 9-02

- |           |           |          |
|-----------|-----------|----------|
| 1. fangs  | legs      | feathers |
| 2. fangs  | feathers  | tail     |
| 3. camels | octopuses | spiders  |
| 4. cows   | octopuses | camels   |

## Focus

### 3 Talk with a partner.



### 4 Look at the animals. Find interesting facts about them online and share with a partner.



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## Teacher's Note

### Animal Facts

Explain some facts about the animals in activity 4 if students are having trouble finding information about them. Below are some basic facts about each animal.

**Bengal Tiger:** Bengal tigers live primarily in India with smaller populations in Bangladesh, Nepal, Bhutan, China and Myanmar. They are the most numerous of all tiger subspecies. Bengal tigers like swimming, and no two tigers have the same stripe patterns.

**Humpback Whale:** Humpback whales can be found in oceans from Antarctica to the Pacific. They can grow from 40 to 48 feet in length. They belong to the same family of whales as blue whales. They can eat up to 1.5 tons of krill and small fish per day.

**Kangaroos:** Kangaroos are from Australia. There are four species of kangaroo: the red, antilopine, eastern grey and the western grey kangaroo. The largest is the red kangaroo. They can get up to 2 meters tall and hop along at over 65kph. Kangaroos belong to the marsupial family, and mothers carry their babies in a pouch until they are ready to survive on their own.

## Listen Up

5 Listen. Put a tick (✓) on the right animal. 9-03

1.    
a. ape      b. monkey

2.    
a. kiwi      b. emu

3.    
a. payara      b. tiger

6 Listen again and answer the questions. 9-03

- You can tell a monkey from an ape by \_\_\_\_.  
a. their size  
b. their tails  
c. their intelligence
- What is NOT true about kiwis?  
a. They are flightless.  
b. They are similar to ostriches.  
c. They can lay eggs half their size.
- What is true about payaras?  
a. They are silver-coloured.  
b. They have two fangs on top of their mouths.  
c. They are found in the deepest part of the ocean.
- Circle **true** or **false**.  
a. Gorillas are apes.      true      false  
b. Kiwis don't have feathers.      true      false  
c. Vampire fish drink blood.      true      false

## Challenge

7 Listen and answer the questions. 9-04

1. Match the animal's name to the correct picture.

dromedary •

Bactrian •



2. Which statement is NOT true?  
a. There are two types of camels.  
b. A dromedary has one hump.  
c. A camel can drink over 40 gallons of water.  
d. A camel's hump is full of water.

3. Which statement is true?  
a. Camels don't have eyelids.  
b. A Bactrian has one hump.  
c. Camels store fat in their humps.  
d. A camel's hump gets bigger with water.

8 Research your favourite animal. Then fill in the profile. Write extra facts on a separate piece of paper.

Ex. 

|             |            |        |
|-------------|------------|--------|
| Animal      | Bald eagle |        |
| Fangs       | Yes        | No (X) |
| Tail        | Yes        | No (X) |
| Feathers    | Yes (X)    | No     |
| Extra facts | Not bald   |        |

|             |     |    |
|-------------|-----|----|
| Animal      |     |    |
| Fangs       | Yes | No |
| Tail        | Yes | No |
| Feathers    | Yes | No |
| Extra facts |     |    |

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## Answer Key

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

## Challenge

7 Listen and answer the questions. 9-04

- 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

- dromedary - b, Bactrian - a
- d
- c

8 Research your favourite animal. Then fill in the profile. Write extra facts on a separate piece of paper.

- Ask students to think of their favourite animals.
- Ask students to research their animals.
- Ask students to write the facts about their animals in the table.
- Tell students to use a separate sheet of paper to write down additional facts.
- Tell students to use the patterns in activities 3 and 4.
- Ask some students to share their work with the class.
- Give feedback.

## Extra Practice

### Animal Race

Before class, prepare flash cards with the different animal body parts from the unit on them. Make some flashcards with other body parts too, such as a pouch, scales, wings, etc. During the lesson, split the class into two groups. Tell each group to line up in front of the classroom. Stand at the front and show the first students in the lines a flashcard. The student who names an animal with that body part first gets a point for their team. Tell those students to go to the back of the line. Then repeat the procedure until all the students have had a turn. The team with the most points at the end wins.

# Lesson B Speaking

Aim: Talk about nature

## Vocabulary

### 1 Listen and number. 9-05

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

#### Answer Key

From left to right, top to bottom

8. nature
3. woods
4. ground
7. precipitation
6. hill
2. flower
1. sand
5. damage

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

### 2 Look at the pictures. Label the pictures with the best vocabulary word.

- Ask students to look at the pictures.
- Ask students to write the best vocabulary words in the gaps.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Answers will vary.

1. woods
2. ground
3. damage
4. hill
5. sand
6. precipitation

### 3 Listen and circle the words you hear in each conversation. 9-06

- 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

1. hill, precipitation, sand
2. damage, sand
3. flower, woods, nature

## Focus

### 4 Talk with a partner.

- Read the sentences aloud or ask two students to read the sentences aloud.
- Ask students to practise the sentences with a partner.
- Tell students to practise the sentences again but to talk about different ideas.

# B Speaking

Aim: Talk about nature

## Vocabulary

### 1 Listen and number. 9-05

**NOTE** Precipitation is the scientific word used to describe rain or snow that falls to the ground.



### 2 Look at the pictures. Label the pictures with the best vocabulary word.



### 3 Listen and circle the words you hear in each conversation. 9-06

1. hill woods precipitation sand
2. nature damage ground sand
3. flower woods nature desert

## Focus

### 4 Talk with a partner.

The tree is **as tall as** my house!

The sand is **as hot as** the sun!

The flower is **as big as** a basketball.

She is **as smart as** me.

### 5 Look around the classroom and take turns making comparisons with **as + adj + as**. Write three comparisons.

**Ex.** Joseph is as tall as Sandra.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**NOTE** We can make comparisons of similar things using the form **as + adj + as**. These kinds of statements can be used to say how two things are the same or to exaggerate.

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### 5 Look around the classroom and take turns making comparisons with **as + adj + as**. Write three comparisons.

- Ask students to look around the classroom.
- Ask students to choose six objects they can compare.
- Ask students to write their comparisons on the lines.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

Sample Answers

1. The board rubber isn't as small as my pencil eraser.
2. Marcos is as short as Janice.
3. My shoes are as dirty as Vince's.

## Extra Practice

### Comparisons

Have students practise making comparisons as in activities 4 and 5. Randomly choose things in the classroom that students can compare, or prepare pictures of different things for students to compare. Tell or show students what the items are, and then tell them to say or write down their comparisons.

## Grammar

### 6 Look at the table. Then listen and repeat. 9-07

|   |                              |   |
|---|------------------------------|---|
| For adjectives with one syllable, add: <i>-er</i> or <i>-r + than</i>   | sharp → sharper              | A shark's teeth are <b>sharper than</b> yours.                      |
| For adjectives with two or more syllables, add: <i>more + than</i>  | beau-ti-ful → more beautiful | The forest is <b>more beautiful than</b> the desert.                |
| For adjectives with two syllables that end in <i>-y</i> , change <i>-y</i> to <i>i</i> and add: <i>-er + than</i> | hap-py → happier             | My sister is usually <b>happier than</b> my brother in the morning. |
| For adjectives that end in a single vowel and a consonant: double the final letter before adding <i>-er</i>       | big → bigger                 | Argentina is <b>bigger than</b> Colombia.                           |

### 7 Use the phrases to make sentences. Talk with a partner.

bigger than    prettier than    colder than    scarier than    more colourful than  
cheaper than    colder than    longer than    heavier than    more amazing than

Ex. The film was scarier than I thought it would be.

### 8 Fill in the gaps with comparatives of the correct given words.

- A snake is \_\_\_\_\_ (long / short) than a bird.
- The desert is \_\_\_\_\_ (cold / hot) than the forest.
- A camel is \_\_\_\_\_ (short / tall) than a fish.
- The forest is \_\_\_\_\_ (hot / cold) than the desert.
- An octopus is \_\_\_\_\_ (heavy / colourful) than a shark.
- A spider is \_\_\_\_\_ (scary / amazing) than a snake.



## Speak Up

### 9 Look at the pictures. Talk with a partner. Use comparatives to compare the pictures.



## Pronunciation

### 10 Listen and repeat. 9-08

|       |                                  |
|-------|----------------------------------|
|       | /aʊ/                             |
| house | A spider can make its own house. |
| cow   | A cow eats grass in a field.     |

### 11 Listen and circle the /aʊ/ sound in the word. 9-09

- mouth
- down
- outside
- around
- town

### 8 Fill in the gaps with comparatives of the correct given words.

- Ask students to read the sentence prompts.
- Ask students to write the comparative form of the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

### Sample Answers

1. longer, 2. hotter, 3. taller, 4. colder, 5. more colourful, 6. scarier

## Speak Up

### 9 Look at the pictures. Talk with a partner. Use comparatives to compare the pictures.

- Tell students to work with a partner.
- Ask students to look at the pictures.
- Ask students to talk about and compare the places in the pictures using comparatives.
- Tell students to use the patterns in activities 4, 5, 6, 7, and 8.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Pronunciation

### 10 Listen and repeat. 9-08

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

### 11 Listen and circle the /aʊ/ sound in the word. 9-09

- Listen to the audio.
- Tell students to circle the correct /aʊ/ sound in the word.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

## Answer Key

- mouth
- down
- outside
- around
- town

## Teacher's Note

### The Most Extreme

Introduce and ask students about some of the most extreme places on Earth. For example, Mt. Everest is the world's tallest mountain. The Nile is the world's longest river. The largest nonpolar desert in the world is the Sahara. Prepare additional places to talk about.

## Grammar

### 6 Look at the table. Then listen and repeat. 9-07

- 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 point is being highlighted.

### 7 Use the phrases to make sentences. Talk with a partner.

- Tell students to work with a partner.
- Ask students to make sentences using the words in the blue box and the patterns in activity 6.
- Check students' sentences to make sure they're speaking properly.
- Ask some students to present their sentences to the class.
- Give feedback.

Aim: Read about amazing things in nature

**Vocabulary**

1 Listen and write the word. 9-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to look at the pictures.
- Ask students to write the word under the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. volcano
2. erupt
3. island
4. below
5. ash
6. lava
7. rock
8. scientist

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

2 Listen. Then fill in the gaps with the best vocabulary word. Change the tense as needed. 9-11

- Listen to the audio.
- Ask students to write the correct word they hear in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- (1) 1. volcano 2. erupted 3. rock 4. ash 5. scientists  
 (2) 1. islands 2. below 8. lava

**Pre-Reading**

3 Look at the picture. Label the picture with the words *erupt*, *lava*, and *ash*. Where do you think this volcano is?

- Ask students to look at the picture.
- Ask students to write the words in the correct gaps.
- Ask students to complete the activity.
- Check students' answers.
- Ask students where they think the volcano is located.
- Give feedback.

**Answer Key**

1. ash
2. erupt
3. lava

**Aim** Read about amazing things in nature

**Vocabulary**

1 Listen and write the word. 9-10

|              |                |               |                      |
|--------------|----------------|---------------|----------------------|
| erupt<br>ash | island<br>rock | below<br>lava | volcano<br>scientist |
|--------------|----------------|---------------|----------------------|

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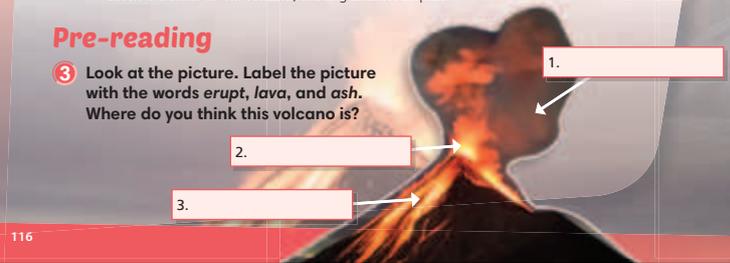
2 Listen. Then fill in the gaps with the best vocabulary word. Change the tense as needed. 9-11

1. Galeras is a 1. \_\_\_\_\_ in Colombia that has 2. \_\_\_\_\_ frequently since the Spanish came. The volcano is dangerous because it throws 3. \_\_\_\_\_ and 4. \_\_\_\_\_ in the air. In 1993, one eruption killed nine people. This included six 5. \_\_\_\_\_ who were working at the volcano.

2. Mauna Loa is a giant volcano that many people live on. It is one of the Hawaiian 1. \_\_\_\_\_. The top of Mauna Loa is only 4 kilometres above the sea. But the volcano continues 2. \_\_\_\_\_ the water for another 8 kilometres! The volcano is very active, but the eruptions are not very explosive. So, the 3. \_\_\_\_\_ moves down the sides of the volcano, making shallow slopes.

**Pre-reading**

3 Look at the picture. Label the picture with the words *erupt*, *lava*, and *ash*. Where do you think this volcano is?



**Teacher's Note**

**Volcano Facts**

Explain some of the volcano facts, below, to the students.

- Lava below the surface of Earth is called magma.
- The word volcano originally comes from the name Vulcan, the Roman god of fire.
- Volcanoes that have erupted in modern times include Mt. Krakatoa in 1883, Novarupta in 1912, Mt. St. Helens in 1980, and Mt. Pinatubo in 1991.
- The biggest known volcano is on Mars. Its name is Olympus Mons, and it is 600km (373 miles) wide and 21km (13 miles) high.
- Volcanic eruptions can send ash high into the air, over 30km (17 miles) above the earth's surface.
- One in 20 people in the world live within danger range of an active volcano.
- Volcanoes are classified as active, dormant or extinct. There are 1,900 active volcanoes on Earth.
- The Ring of Fire is a 40,000 km horseshoe-shaped area of the Pacific Ocean that is home to 90% of Earth's volcanoes.
- There are three main types of volcano: composite, shield, and dome. Composite volcanoes, such as Mt. St. Helens, are the most destructive.

4 Read the article. 9-12

# SHARKCANO!

More than 80% of all volcanoes are under the sea. One famous underwater volcano is Kavachi (ka-VA-chee). Kavachi is a large volcano by the Solomon Islands. It's not famous for being big. It's not famous for having scary eruptions. It's famous for the things that live in the volcano.

In 2015, scientists went to study Kavachi. They used small robots to take pictures and video of the volcano. They thought they would see nothing but ash, lava, and rock below. Instead, they found a surprise. Kavachi is home to sharks! These sharks live in the hot and ash-filled water without any problems.

Kavachi erupts often. It is a danger to all living things around it. So, finding sharks by the volcano made many scientists wonder: Why would the sharks live there? How do the sharks know when the volcano is about to erupt? What do you think?



## Comprehension

5 Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Kavachi volcano is under the sea.         | true | false |
| 2. Volcanoes are not dangerous.              | true | false |
| 3. 80% of Earth's volcanoes are on dry land. | true | false |
| 4. Octopuses have been found near Kavachi.   | true | false |
| 5. Robots take pictures of the volcano.      | true | false |
| 6. The water around the volcano is cold.     | true | false |

6 Discuss with a partner.

1. Name some dangerous places where animals live. What kinds of animals live there?
2. Where would you like to visit the most: the oceans, the desert, or the rainforest? Why?
3. Do you think we've found all life on Earth? What else do you think we can find?

## Challenge

7 Read and complete the activity.

Extremophiles are living things that can survive in places where most animals cannot. Some extremophiles live in very hot places, and others live in very cold places. Here are three extremophiles. Get in groups and pick an extremophile to research. Find information about the animal online and share with the class.



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4 Read the article. 9-12

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

### Answer Key

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

6 Discuss 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.

## Challenge

7 Read and complete the activity.

- Ask students to read the reading.
- Tell students to get into groups.
- Ask each group to choose one extremophile.
- Ask each group to use the internet to find information about their extremophile.
- Check students' work to make sure they're doing it properly.
- Ask some students to present their work to the class.
- Give feedback.

### Extra Practice

#### Homegrown Extremophiles

Have students stay in the same groups from activity 7. Tell each group to come up with their own extremophile. Make sure to tell each group to come up with a name, explain where it lives, what it looks like, why it is able to live in its environment, what it eats, and any other information they feel is important. Then have each group draw a picture of their extremophile. When all the groups are done with their work, have each group present their extremophile to the class. Remember to give feedback and ask follow-up questions. Tell students they can create serious or funny extremophiles.

#### Ex.

This is a giant ice cow.  
It looks like a normal cow, except it is blue and huge. It is four meters long and five meters high at the shoulders.  
It lives inside large glaciers in Antarctica.  
It can live in cold places where other cows can't.  
It eats penguins and seals, not grass or hay.

# Lesson D Writing

Aim: Write about things in nature

## Vocabulary

### 1 Listen and number. 9-13

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

#### Answer Key

From left to right, top to bottom

- |               |                |
|---------------|----------------|
| 8. town       | 5. environment |
| 1. world      | 6. waterfall   |
| 4. coast      | 7. cave        |
| 3. rainforest | 2. climate     |

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

### 2 Listen and write the vocabulary word you hear. One word is used more than twice. 9-14

- Listen to the audio.
- Ask students to write the word they hear on the line.
- Tell students one word is used more than twice.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. rainforests, climate
2. cave, world
3. coast, environment, world, towns
4. waterfall, world

### 3 Listen again. Match the location with its listening. 9-14

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

#### Answer Key

From left to right

4-Angel Falls, 1-rainforests, 3-coasts, 2-Son Doong Cave

## Grammar

### 4 Look at the table. Listen and repeat. 9-15

- 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 point is being highlighted.

# D Writing

Aim Write about things in nature

## Vocabulary

### 1 Listen and number. 9-13



### 2 Listen and write the vocabulary you hear. One word is used more than twice. 9-14

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**NOTE**  
Climate is used to describe the weather an area usually has.

### 3 Listen again. Match the location with the listening. 9-14



**NOTE**  
When we compare three or more things, we use the word **most**, or we use **-est** on the end of a word.

## Grammar

### 4 Look at the table. Listen and repeat. 9-15

|   |                                  |  |
|---|----------------------------------|--|
| For adjectives with one syllable, add: <i>the</i> and <i>-est</i> .   | sharp → the sharpest             | Of a dog, a snake, and a shark, the shark's teeth are <b>the sharpest</b> .                    |
| For adjectives with two or more syllables, add: <i>the</i> + <i>most</i> .  | beau-ti-ful → the most beautiful | Among the forest, desert, and the mountains, I think the desert is <b>the most beautiful</b> . |
| For adjectives with two syllables that end in <i>-y</i> , change <i>-y</i> to <i>i</i> and add: <i>the</i> + <i>-est</i> .  | hap-py → the happiest            | My sister is <b>the happiest</b> person in my family.  |
| For adjectives that end in a single vowel and a consonant: double the final letter before adding <i>the</i> + <i>-est</i> . | big → the biggest                | Brazil is <b>the biggest</b> country in South America.   |

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## Teacher's Note

### Superlatives in Nature

Explain some of nature's superlatives to students. Below is a list of some common ones.

- |                     |                       |
|---------------------|-----------------------|
| largest bird        | ostrich               |
| smallest bird       | bee hummingbird       |
| largest land animal | elephant              |
| largest sea animal  | blue whale            |
| fastest bird        | peregrine falcon      |
| fastest land animal | cheetah               |
| slowest land animal | three-toed sloth      |
| largest ocean       | Pacific Ocean         |
| largest island      | Greenland             |
| largest river       | Amazon River          |
| longest river       | Nile River            |
| highest mountain    | Mt. Everest           |
| driest place        | Atacama Desert, Chile |

**5 Circle the correct answer. Then write the answer in a complete sentence.**

- Which animal is the longest? snake / mouse / cat
- Which animal is the scariest? shark / camel / octopus
- Who is the tallest person in your class?

**Challenge**

**6 Go online and find the answers to the following questions. Write down your findings and report them to the class.**

- What is the longest river in the world?
- What is the biggest rainforest in the world?
- What is the most dangerous snake in the world?
- Which animal has the longest tail?
- Which bird has the longest feathers?
- What is the smallest mammal in the world?
- What is the strongest insect in the world?
- What animal can live in the coldest environments?



**NOTE**  
Many of these answers can be debated. Talk as a class and discuss why you think your choices are right.

**Writing**

**7 What do you know about your country's wildlife and environment? Answer the questions. Go online and do research if you need. Include interesting facts and information to share with your classmates and present your findings.**

**NOTE**  
National means that it involves or is connected to a whole country.

| Questions                                      | Answers  |
|--|--|
| What's your country's national animal?         | <b>Ex.</b> The national animal of America is the bald eagle. |
| What's your country's national flower?         |  |
| What's your country's national tree?           |  |
| How would you describe your country's climate? |  |
| What's the biggest mountain in your country?   |  |
| What's the longest river in your country?      |  |
| What's the biggest lake in your country?       |  |

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**5 Circle the correct answer. Then write the answer in a complete sentence.**

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

**Answer Key**

*Sample Answers*

- Among a snake, a mouse, and a cat, a snake is the longest.
- Of a shark, a camel, and an octopus, a shark is the scariest.
- Mario is the tallest person in my class.

**Challenge**

**6 Go online and find the answers to the following questions. Write down your findings and report them to the class.**

- Ask students to read the questions.
- Ask students to use the internet to find the answers.
- Ask students to write the answers to the questions on a separate sheet of paper.
- Ask students to present their answers to the class.
- See if all the students agree or if some students have different answers.
- Give feedback.

**Writing**

**7 What do you know about your country's wildlife and environment? Answer the questions. Go online and do research if you need. Include interesting facts and information to share with your classmates and present your findings.**

- 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 the patterns in activities 4 and 5.
- Tell students to use the internet if they need.
- Check students' answers to make sure they're writing properly.
- Ask some students to present their answers to the class.
- Give feedback.

**Extra Practice**

**Superlative Jeopardy**

Put the class into two groups. Then have each group form a line at the front of the class. Have the first students in each line play *Rock, Paper, Scissors*. Tell the winner of the game to ask a superlative question in the form of an answer. Tell the other student to answer the question in the form of a question. If the student answers the question correctly, that student's team gets a point. If he or she can't answer the question, then the other team gets the point. The student who asked the question then goes to the end of his or her team's line, while the student who was asked the question now gets to ask a question to the next student in line on the other team. Repeat this process until all students have had a chance to ask/answer a question.

**Ex.**

Student 1: This is the tallest mountain in the world.  
 Student 2: What is Mt. Everest?  
*Student 2's team gets the point, and Student 2 gets to ask a question to the next person in line on the other team. Repeat.*

# Lesson E Project

Aim: Design a poster to raise awareness

## 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 9 video.

2 Watch the video. Number the pictures in order.

Video 9

- Play the video for the 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

1, 2, 3

3 Match the word with the definition.

- Ask students to read the words.
- Ask students to read the definitions.
- Ask students to draw a line from the word to the correct definition.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- c
- b
- d
- e
- a

4 Watch again. Circle true or false.

Video 9

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

### Answer Key

- true
- false
- false
- false
- false

# E Project

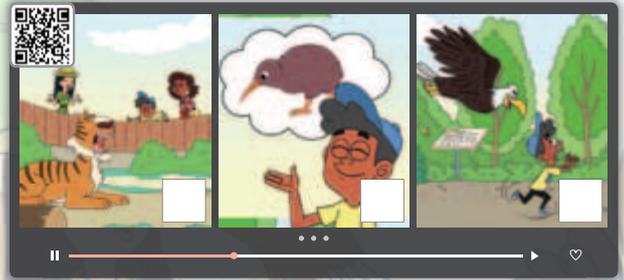
Aim Design a poster to raise awareness

## 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.

Video 9



3 Match the word with the definition.

- |               |   |  |
|---------------|---|--|
| 1. enclosure  | • | a. serious; in extreme danger; important               |
| 2. endangered | • | b. an animal or plant that may die and go away forever |
| 3. spit       | • | c. an area that has a wall or fence around it          |
| 4. creature   | • | d. to force out the liquid inside of one's mouth       |
| 5. critical   | • | e. a living thing that is not a plant                  |

4 Watch again. Circle true or false.

Video 9

- |   |      |       |
|---|------|-------|
| 1. Sumatran tigers are critically endangered.       | true | false |
| 2. Kiwis are from Australia.                        | true | false |
| 3. Emus are smaller than kiwis.                     | true | false |
| 4. Passion flowers are from the African Rainforest. | true | false |
| 5. Boy eagles are bigger than girl eagles.          | true | false |

**NOTE**  
A species is a group of plants or animals that have similar characteristics.

**NOTE**  
A subspecies is a group within a species that is even more alike. For example, dogs belong to a subspecies of wolves, or *Canis lupus*.

5 Watch again. Circle the word you hear.

Video 9



- The Sumatran tiger is actually the smallest / largest tiger remaining in the subspecies.
- They're about as big / large as a chicken.
- They build the widest / biggest nests on record.



- Her fangs / teeths / stripe are so cool!
- Is it from a desert / rainforest / woods?
- Look at its feathers / tail / lava and claws.

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5 Watch again. Circle the word you hear.

Video 9

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

### Answer Key

- |             |               |
|-------------|---------------|
| 1. smallest | 2. fangs      |
| 3. big      | 4. rainforest |
| 5. biggest  | 6. feathers   |

## Teacher's Note

### Endangered Animals

Explain to students that many animals are endangered or extinct because of problems such as *loss of habitat* and *overhunting*. Then tell them about some animals that are endangered and extinct. Some endangered animals include *tigers*, *blue whales*, *sea otters*, and *snow leopards*. Some extinct animals include *dodo birds*, *Tasmanian tigers*, *West African black rhinos*, and *passenger pigeons*.

## Expressions

### Talk about endangered animals

6 Look at the table.

|            |                       |        |
|------------|-----------------------|--------|
| Threatened | extinct               | Risk ↑ |
|            | critically endangered |        |
|            | endangered            |        |
|            | vulnerable            |        |

The International Union for the Conservation of Nature (IUCN) makes a list of all the animals that are in danger of becoming extinct. An extinct species is a living thing that no longer exists. They put animals into different levels of risk. Do you know any animals that are threatened?

The Sumatran tiger is **critically endangered**.

The dodo bird is **extinct**.

Whale sharks are **endangered**.

Giant pandas are no longer **endangered**. They are **vulnerable**.

## Challenge

7 Look up the status of the following animals. Are they endangered? Extinct? Talk with a partner.

| Name               | Status | Name      | Status |
|--------------------|--------|-----------|--------|
| leatherback turtle |        | narwhal   |        |
| polar bear         |        | red panda |        |
| black rhino        |        | sea lion  |        |

## 21<sup>st</sup> Century Skills

### Posters for Endangered Animals

Creativity Communication

8 Create a poster about an endangered animal. Get into groups of 2-4.

1. Research threatened animals or choose one from 7.
2. Research your chosen animal. Find the following information.
  - How threatened is the animal?
  - Where does it live?
  - Why is it in danger? What is most harmful to the animal?
  - How can we help the animal?
3. Make an action plan to help the animal. Discuss and debate the best plans to help save your chosen animal.
4. Draw your poster.

9 Present your poster to the class. Explain why people should care about saving your chosen animal. Then discuss with your class the following:

- What are some common problems for threatened animals?
- Why should we save threatened animals from extinction?
- What's the best way to save animals?

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## Expressions

### Talk about endangered animals

6 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Ask students if they know what kind of information is being highlighted.
- Read the sentences aloud or ask two students to read the sentences aloud.
- Ask students to practise the sentences with a partner.
- Tell students to practise the sentences again but to talk about different animals.

## Challenge

7 Look up the status of the following animals. Are they endangered? Extinct? Talk with a partner.

- Tell students to work with a partner.
- Ask students to look at the table.
- Ask students to look up the status of the animals in the table.
- Tell students to use the internet if they need.
- Ask students to write the status of the animal in the table.
- Ask students to discuss the animals and their status.
- Tell students to use the patterns in activity 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## 21<sup>st</sup> Century Skills

8 Create a poster about an endangered animal. Get into groups of 2-4.

- Tell students to work with a group of 2-4 students.
- Ask students to choose an endangered animal.
- Tell students to use an animal from activity 6 or to find one on the internet.
- Ask students to find out information about their animals.
- Tell students to use the internet if they need.
- Ask students to answer the questions.
- Ask students to make a plan and discuss how their animal can be protected.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.
- Ask students to make a poster about their animal and their plan.

9 Present your poster to the class. Explain why people should care about saving your chosen animal. Then discuss with your class the following:

- Ask all the groups to present their posters to the class.
- Discuss the questions as a class.
- Give feedback.

### Extra Practice

#### Why are...endangered?

Have students practise talking about why animals are extinct or endangered. Use the phrases:

"Why are \_\_\_\_\_ endangered/extinct?" → "\_\_\_\_\_ are endangered/extinct because \_\_\_\_\_."

#### Ex.

Why are orangutans endangered? → Orangutans are endangered because people cut down forests where they live.

Why are Tasmanian tigers extinct? → Tasmanian tigers are extinct because people killed them all.

Etc.

# UNIT 10

# LET'S GO OUT!

This unit will give students the ability to talk about future plans using *will* and *be going to*. Students will also be able to talk about popular weekend and holiday activities, and making plans for the weekend and holidays.

Scan the QR code to download Unit 10 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 10 AIMS

- Lesson A: Listen to people inviting others out for fun
- Lesson B: Read about an interesting place to have fun
- Lesson C: Take turns inviting a partner to do something
- Lesson D: Write about your plans for your next holiday
- Lesson E: Design your own entertainment complex

### Target Skills

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

### Target Vocabulary

| Lesson A  | Lesson B   |
|---|--|
| arcade<br>cola<br>food court<br>fountain<br>ice rink<br>milkshake<br>popcorn<br>shopping centre<br>sleepover<br>snack | caramel<br>fast<br>huge<br>merry-go-round<br>prize<br>roller coaster<br>teenager<br>theme park |
| Lesson C  | Lesson D   |
| aquarium<br>carnival<br>circus<br>close<br>crowd<br>cruise<br>exhibition<br>international                             | city centre<br>come back<br>find<br>sleep in<br>stadium<br>together<br>tour<br>window-shop     |

**UNIT 10**  
**LET'S GO OUT!**

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Listening** Listen to people inviting others out for fun
- B Reading** Read about an interesting place to have fun
- C Speaking** Take turns inviting a partner to do something
- D Writing** Write about your plans for your next holiday
- E Project** Design your own entertainment complex

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Look at the photo and answer the questions.

1. Where are the people?
2. How do you think the people feel?
3. What are some fun activities you can do around your city?
4. Do you enjoy theme parks? Why or why not?

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## Key Grammar

### Making suggestions with *let's*

Make future plans using *let's* + verb.

| Example  |  |
|--|--|
| Do you want to get some popcorn?                       | Yeah! <i>Let's go</i> to the shopping centre together. |
| I'm going to the library. Do you want to come with me? | Sure! <i>Let's study</i> together.                     |

### *will* vs *going to*

| <i>will</i>  |  | <i>going to</i>   |   |
|--|--|---|---|
| Use <i>will</i> to talk about future plans.                      | I <i>will</i> go to Canada to visit my sister.   | Use <i>going to</i> when you have already planned something in advance. | I'm <i>going to</i> watch a musical with my family. |
| Use <i>will</i> when you offer to do something for someone else. | These books are heavy. I'll help you carry them. | Use <i>going to</i> when you think something is likely to happen.       | I think it's <i>going to</i> snow.                  |

### *because* and *because of*

Use *because* and *because of* to introduce reasons. *Because of* is a preposition and is usually followed by a verb + *-ing* or a noun. *Because* is a conjunction and it is followed by a subject and a verb.

| <i>because</i>                                       | <i>because of</i>   |
|--|---|
| <i>Because</i> Tim was sick, he didn't go to school. | <i>Because of</i> Tim's sickness, he didn't go to school. |
| He sat down <i>because</i> he felt sick.             | We cancelled the trip <i>because of</i> the rain.         |

## Unit 10 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 10 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about amusement parks.

#### Ex.

What is your favourite amusement park?  
 When was the last time you went to an amusement park?  
 Who did you go with?  
 What is your favourite amusement park ride?  
 Besides amusement parks, what are some other fun places to go? Why are they fun?

# Lesson A Listening

Aim: Listen to people inviting others out for fun

## Vocabulary

### 1 Listen and number. 10-01

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

#### Answer Key

From left to right, top to bottom

- snack
- popcorn
- milkshake
- ice rink
- shopping centre
- cola
- sleepover
- food court
- arcade
- fountain

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

### 2 Listen and circle the words you hear. 10-02

- 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

- a
- b
- c
- d
- d

### 3 Listen and circle the correct word to fill in the gap. 10-03

- Ask students to read the sentence prompts.
- Listen to the audio.
- Ask students to circle the correct word.
- Ask students to write the word in the gap.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- a
- b
- b
- b
- a

# A Listening

Aim Listen to people inviting others out for fun

## Vocabulary

### 1 Listen and number. 10-01



### 2 Listen and circle the words you hear. 10-02

- a. shopping centre    b. fountain    c. arcade    d. food court
- a. snack    b. popcorn    c. fountain    d. sleepover
- a. cola    b. ice rink    c. milkshake    d. snack
- a. fountain    b. milkshake    c. ice rink    d. arcade
- a. cola    b. food court    c. shopping centre    d. milkshake

### 3 Listen and circle the correct word to fill in the gap. 10-03

- Dani and Louis are inside the \_\_\_\_\_.  
a. shopping centre    b. arcade
- Dani and Louis will go to the \_\_\_\_\_ first.  
a. food court    b. ice rink
- Louis wants to get a \_\_\_\_\_ at the food court.  
a. cola    b. milkshake
- The \_\_\_\_\_ will close in an hour.  
a. food court    b. ice rink
- Dani and Louis will go \_\_\_\_\_ after eating.  
a. bowling    b. shopping

## Focus

### 4 Talk with a partner.



## Focus

### 4 Talk with a partner.

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

### Extra Practice Do you want to go to... ?

Have students practise asking and answering questions about where they want to go and what they want to do there, with the phrases:

"Do you want to go to \_\_\_\_\_ today?" → "Yeah/Sure! We can \_\_\_\_\_ and \_\_\_\_\_." → "No, not today. How about \_\_\_\_\_ instead?"

#### Ex.

Do you want to go to an amusement park today? → Yeah! We can ride all the roller coasters and then get some hot dogs.

Do you want to go to the beach today? → No, not today. How about going hiking instead?

**5 Listen and match the statements to the suggestions.** 10-04

- |                               |   |  |
|-------------------------------|---|--|
| 1. I'm bored.                 | • | a. Let's go the arcade! They have fun games there. |
| 2. I'm hungry.                | • | b. Let's go to the hospital.                       |
| 3. I feel sick.               | • | c. Let's get some food at the food court.          |
| 4. I want to try ice skating. | • | d. How about we go to the ice rink?                |

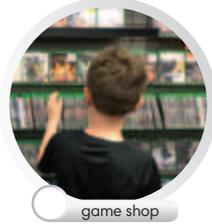
**Listen Up**

**6 Where are the speakers? Listen and number.** 10-03



**7 Listen again. Answer the questions.** 10-05

- What is Lucy buying for her mum?  
a. a cake      b. a book      c. a video game
- What kind of music is the band playing at the concert?  
a. opera      b. pop      c. rock
- What does Joanna think about the film?  
a. It's boring.      b. It's funny.      c. It's sad.
- How many games does Jim want to buy?  
a. one      b. two      c. three



**Challenge**

**8 Listen and answer the questions.** 10-06

- What are Olivia and John going to do tomorrow?  
a. watch a film      b. go ice skating      c. watch a concert      d. eat ice cream
- Why can't Olivia and John watch a film?  
a. There are no shopping centres.      b. John hates films.      c. There are no tickets.      d. There are no cinemas.
- Circle **true** or **false**.  
a. Olivia wants to see a comedy film.      true      false  
b. John gets a stomach ache when he eats ice cream.      true      false  
c. Olivia doesn't want to skate.      true      false  
d. The ice rink is not open tomorrow.      true      false

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**5 Listen and match the statements to the suggestions.** 10-04

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

**Answer Key**

- a
- c
- b
- d

**Listen Up**

**6 Where are the speakers? Listen and number.**

10-05

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

**Answer Key**

From left to right, top to bottom

- rock concert
- cinema
- bookshop
- game shop

**7 Listen again. Answer the questions.** 10-05

- 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
- c
- a
- b

**Challenge**

**8 Listen and answer the questions.** 10-06

- 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**

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

**Teacher's Note**

**Hanging Out**

Explain the term *hang out* to students. Tell them that it is a general term to talk about meeting up and doing something, or nothing in particular. Introduce other terms that go together with *hang out*, such as *hang out spot*, *chill with*, *shoot the breeze*, *crash at a friend's place*, *BFFs* (best friends forever), to be *buddy buddy*, *crew*, etc. Finally, explain some common phrases used when talking about hanging out. Below are some examples.

**Ex.**

"Do you want to hang out?"  
 "Where do you want to hang out?"  
 "I/He/She/You/We/They am/is/are/was/were hanging out at \_\_\_\_\_."  
 "What do you like to do when you hang out?"  
 Etc.

Aim: Read about an interesting place to have fun

## Vocabulary

### 1 Listen and number. 10-07

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

#### Answer Key

From left to right, top to bottom

1. teenager, 7. fast, 4. amusement park, 5. caramel,
3. huge, 6. merry-go-round, 8. roller coaster, 2. prize

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

### 2 Fill in the gaps with the best vocabulary words.

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

#### Answer Key

1. teenager
2. merry-go-round
3. roller coaster
4. prize
5. amusement park
6. huge
7. caramel
8. fast

## Grammar

### 3 Read 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.

## Pre-reading

### 4 What's your favourite thing to do at an amusement park? Talk with a partner.

- Read the conversations aloud or ask students to read the conversations aloud.
- Ask students to practise the conversations with a partner.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

# B Reading

Aim Read about an interesting place to have fun

## Vocabulary

### 1 Listen and number. 10-07



### 2 Fill in the gaps with the best vocabulary words.

1. Shelly is a 16-year-old \_\_\_\_\_.
2. A(n) \_\_\_\_\_ goes around in a circle.
3. Ollie doesn't want to go on the \_\_\_\_\_ because he is scared of heights.
4. I won a(n) \_\_\_\_\_ at the festival!
5. It's fun to go to the \_\_\_\_\_.
6. The elephant was so \_\_\_\_\_ that the horse looked small.
7. I want \_\_\_\_\_ on my popcorn because I love sweets.
8. I felt sick on the ride because it was going too \_\_\_\_\_!

## Grammar

**NOTE**  
Don't forget that *will* can be combined with other words to make contractions like *I'll, you'll, he'll, she'll, we'll, and they'll*.

### 3 Read the table.

|   | <i>will</i>  | <i>going to</i>   |   |
|---|--|---|---|
| We use <i>will</i> when we talk about future plans.           | I <i>will</i> go to Canada to visit my aunt.         | We use <i>going to</i> when we have already planned something in advance. | I'm <i>going to</i> watch a film with my friends. |
| We use <i>will</i> when we offer to do something for someone. | Oh no! That TV is too heavy! I'll help you carry it! | We use <i>going to</i> when we think something is likely to happen.       | I think it's <i>going to</i> rain.                |

## Pre-reading

### 4 What's your favourite thing to do at a theme park? Talk with a partner.



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## Teacher's Note

### Amusement Park Rides

Ask students what kinds of amusement park rides they know. Then explain some different amusement park rides to them. Make sure students understand what each ride entails. Below is a list of some common amusement park rides.

- alpine slide
- bumper boats
- bumper cars
- Ferris wheel
- free fall ride/drop tower
- haunted house
- log ride/water ride
- merry-go-round
- pendulum ride
- reverse bungee
- simulator ride
- swing ride
- water rapid ride

5 Read the poster. 10-08

**NOTE**  
Darts have a sharp end. You can throw them at balloons to pop them.

# SUPER SPEEDY LAND

Come to Super Speedy Land this summer! You'll find the best theme parks in the whole world! Have a splash at our water park! Go on safari at our zoo! Enjoy live concerts and shows! Or ride our world-famous roller coasters and merry-go-rounds! Enjoy the 3-D cinema and arcade! There is something for everybody at Super Speedy Land!

"I loved Super Speedy Land! I went with my brothers last summer. We rode a huge roller coaster! It was very fast. We had so much fun! We're going to come back soon!"  
- Ben

"Super Speedy Land is a great place to have fun with friends. I love the caramel popcorn and cola at the food courts. Also, if you like music, their concerts are the best! There are bands playing there every night!"  
- Jin-Hee

"My whole family visited Super Speedy Land on my birthday this year. I played a game where I popped balloons with darts. I popped nine balloons and won a prize!"  
- Ling



## Comprehension

6 Circle true or false.

- |   |      |       |
|---|------|-------|
| 1. Super Speedy Land is a theme park.             | true | false |
| 2. Super Speedy Land only has one roller coaster. | true | false |
| 3. The roller coaster is very big and fast.       | true | false |
| 4. Jin-Hee ate caramel popcorn.                   | true | false |
| 5. Ling played a game and won a prize.            | true | false |

7 Discuss with a partner.

1. Who would you invite to Super Speedy Land?
2. What would you like to do first at Super Speedy Land?
3. What are some fun theme parks you've been to? Describe them.

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7 Discuss 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 The Best Amusement Park

Have students get into groups of 2-4. Tell students to think of the best amusement park, zoo, or other famous attraction from their country. Then have each group make a poster, similar to the one in activity 5, about their attraction. Make sure to tell students to include information such as the name of the place and what people can do and see there. Then tell them to also write one or two personal reviews of the place. Finally, tell students to draw some pictures on their poster that help give some extra detail about the place. When students are done working, ask each group to present their poster to the class. Remember to give feedback and ask follow-up questions.

5 Read the poster. 10-08

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

## Comprehension

6 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. true
2. false
3. true
4. true
5. true

Aim: Take turns inviting a partner to do something

## Vocabulary

### 1 Listen and number. 10-09

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

#### Answer Key

From left to right, top to bottom

6. aquarium
8. cruise
1. carnival
5. exhibition
3. circus
7. crowd
4. international
2. close

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

### 2 Look at the advertisements. Read and fill in the gaps.

- Ask students to read the advertisements.
- Ask students to fill in the gap with the correct word.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. Carnival
2. international
3. Aquarium
4. exhibition
5. crowd
6. Circus
7. close

## Expressions

Talk about things you want to do

### 3 Talk with a partner.

- Read the contents of the table aloud or ask two students to read the contents of the table aloud.
- Ask students to practise the questions and answers with a partner.
- Tell students to practise the questions and answers again but to talk about different activities.

# C Speaking

Aim Take turns inviting a partner to do something

## Vocabulary

### 1 Listen and number. 10-09



### 2 Look at the adverts. Read and fill in the gaps.

The Middlebury  
1. \_\_\_\_\_ is back in town!  
Come and visit. Ride our exciting roller coasters and giant Ferris wheel! Also, come and enjoy 2. \_\_\_\_\_ cuisine at our giant food court!

The Norfolk  
3. \_\_\_\_\_ has a new 4. \_\_\_\_\_!  
Come see our new shark tank! You can reserve tickets for an early showing.  
Get here before the 5. \_\_\_\_\_ does!



Want to see amazing feats and exotic animals?  
Come to Antonio's Amazing 6. \_\_\_\_\_ this weekend! See our amazing acrobats and clowns. What fun!  
Antonio's Circus will be at Fairfax Park,  
7. \_\_\_\_\_ to the Fairfax Shopping Centre on Sheridan Road.

## Expressions

Talk about things you want to do

### 3 Talk with a partner.

| Phrase          | Questions                | Answers                                    |
|-----------------|--------------------------|--|
| Let's...        | Where should we go?      | Let's go <i>to the aquarium!</i>           |
| How about...    | Where should we meet?    | How about <i>in front of the fountain?</i> |
| Why don't we... | What should we do first? | Why don't we <i>try bungee jumping?</i>    |
| Do you want...  | What should we buy?      | Do you want to <i>get a souvenir?</i>      |

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## Extra Practice Making Plans

Have students practise making plans to hang out using the patterns in activity 3 and the phrases:

"Do you wanna hang out \_\_\_\_\_?" → "Sure. What do you feel like doing?"

"Wanna \_\_\_\_\_?" → "OK. When and where were you thinking of meeting up?"

"Let's meet \_\_\_\_\_ at \_\_\_\_\_ o'clock." → "Cool, see you then."

### Ex.

Do you wanna hang out after school? → Sure. What do you feel like doing?

Wanna go play video games at the arcade? → OK.

When and where were you thinking of meeting up?

→ Let's meet at the big tree in front of the school at 3 o'clock. → Cool, see you then.

**4 Listen to the conversations. Match the speaker to their next line.** 10-10

- |              |   |   |
|--------------|---|---|
| 1. Jerry     | • | a. Why don't we go shopping and get her something?                            |
| 2. Tobias    | • | b. Let's go on the cruise together!   |
| 3. Min-Jae   | • | c. Do you want to go to the aquarium with me?                                 |
| 4. Christina | • | d. How about we go swimming this weekend and go to the carnival next weekend? |

**Speak Up**

**5 Get in groups. Role-play that you're at the locations given in the table. Ask and answer invitations to do things at the locations. Fill out the table.**

| Location        | Questions                     | Answers                                |
|-----------------|-------------------------------|--|
| arcade          | <i>Ex. What should we do?</i> | <i>Ex. Let's play Monster Mashers!</i> |
| cruise ship     |                               |  |
| food court      |                               |  |
| shopping centre |                               |  |
| library         |                               |  |
| theme park      |                               |  |

**Pronunciation**

**6 Listen and repeat.** 10-11

| /kr/   | /kl/  |
|--------|-------|
| cruise | clown |
| crowd  | cloud |



**7 Listen and put a tick (✓) on the sound.** 10-12

|    | /kr/ | /kl/ |
|----|------|------|
| 1. |      |      |
| 2. |      |      |
| 3. |      |      |
| 4. |      |      |
| 5. |      |      |



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**4 Listen to the conversations. Match the speaker to their next line.** 10-10

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

**Answer Key**

- c
- b
- a
- d

**Speak Up**

**5 Get in groups. Role-play that you're at the locations given in the table. Ask and answer invitations to do things at the locations. Fill out the table.**

- Tell students to get into groups.
- Ask students to look at the table.
- Ask students to write a question and answer about each place in the table.
- Tell students to use the patterns in activity 3.
- Tell students to write their questions and answers in the book or on a separate sheet of paper.
- 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.** 10-11

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

**7 Listen and put a tick (✓) on the sound.** 10-12

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put a tick on the correct sound.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

- /kr/
- /kl/
- /kr/
- /kr/
- /kr/

**Teacher's Note**

**Aquarium Animals**

Ask students what kinds of aquarium animals they know. Then explain some different aquarium animals to students. Make sure students understand which ones are fish, mammals, and birds. Below are some common aquarium animals.

**Fish**

- clownfish
- giant grouper
- jellyfish
- lionfish
- manta ray
- mantis shrimp
- pufferfish
- sea urchin
- shark
- sting ray

**Mammals**

- beluga whale
- dolphin
- harbor seal
- killer whale
- manatee
- sea lion
- sea otter

**Birds**

- albatross
- pelican
- penguin
- puffin
- seagull

Aim: Write about your plans for your next holiday

## Vocabulary

### 1 Listen and number. 10-13

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

#### Answer Key

From left to right, top to bottom

5. find
4. stadium
1. tour
7. window-shop
8. together
3. sleep in
6. come back
2. city centre

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

### 2 Listen and answer the questions. 10-14

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

#### Answer Key

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

## Focus

### 3 Talk with a partner. Ask about their plans this week. Make suggestions for things to do together.

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

Aim Write about your plans for your next holiday

## Vocabulary

### 1 Listen and number. 10-13



### 2 Listen and answer the questions. 10-14

1. What is Jamie doing on Saturday?
  - a. sleeping in
  - b. going to the city centre
2. What is Peter doing with his cousin?
  - a. window-shopping
  - b. shopping
3. Why is Peter window-shopping?
  - a. He wants to buy tickets to a game.
  - b. He spent all his money buying tickets to a game.
4. What is Peter worried about?
  - a. finding the stadium
  - b. coming back after midnight

## Focus

### 3 Talk with a partner. Ask about their plans this week. Make suggestions for things to do together.



**NOTE**  
We use *can* and *could* to say something is possible. *Could* is the past tense of *can*. *Could* can also be used to talk about something being possible in the future. We use *can't* and *cannot* to say something is not possible.

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## Teacher's Note

### Plan to, Want to, Intend to...

Explain to students that along with *will* and *be going to*, people also use the phrases *plan to*, *have plans to*, *want to*, *intend to*, *need to*, *have to*, etc. to talk about plans. Tell students to try some of the above phrases to mix up their responses.

#### Ex.

- I plan to go shopping this weekend.
- I have plans to go to a basketball game in the city centre.
- We want to catch the new Arnold film this weekend.
- I intend to clean my room this weekend.
- We have to go to my grandmother's house for a holiday.

**4 Use the prompts to write questions. Then practise asking and answering with a partner.**

- [can] [go to the bathroom?]  
Ex. Can I go to the bathroom? \_\_\_\_\_?
- [could] [help with my homework] \_\_\_\_\_?
- [could] [come back home] \_\_\_\_\_?
- [can] [go to city centre] \_\_\_\_\_?
- [can] [eat together] \_\_\_\_\_?

**5 Read Rachel and Jose's plans. Then complete the sentences.**



I'm excited about the weekend. I will sleep in on Saturday. In the afternoon, I am going to watch a concert at the stadium. My favourite K-pop group are playing. I was going to go to the show alone.

But I found some people online who like K-pop as much as me! We're all going together. I won't come back home until late. After the concert, we are going to have dinner at a Korean BBQ place. So, I need to get lots of rest on Friday night!

This summer is going to be great! I am going to Rome! I will tour around Rome for a week. My hotel is right in the middle of the city centre. It's near the Pantheon. I'm looking forward to the food and shopping the most. I will go to Via Del Corso and do some window-shopping.

I want to buy nice shoes. I hear leather goods are very cheap in Italy. I hope I find a good pair!



- Rachel is going to \_\_\_\_\_ in the afternoon.
- Rachel found some people online who \_\_\_\_\_.
- After the concert, Rachel and her friends will \_\_\_\_\_.
- Jose is going to \_\_\_\_\_ this summer.
- Jose will \_\_\_\_\_ for a week.
- Jose is staying at a \_\_\_\_\_.

**Writing**

**6 What are your plans? Pick a time of the year and write a dream holiday plan. Use the table to take notes.**

| Time of the year | Activities you want to do | Where | With whom? |
|------------------|---------------------------|-------|------------|
| Winter holiday   |                           |       |            |
| Summer holiday   |                           |       |            |
| Spring break     |                           |       |            |
| Birthday week    |                           |       |            |

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**4 Use the prompts to write questions. Then practise asking and answering with a partner.**

- Ask students to read the sentence parts.
- Ask students to use the sentence parts to write questions.
- Ask students to complete the activity.
- Check students' answers.
- Ask students to find a partner.
- Ask students to practise asking and answering the questions.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

**Answer Key**

- Can I go to the bathroom?
- Could you help me with my homework?
- Could you come back home?
- Can I go downtown?
- Can we eat together?

**5 Read Rachel and Jose's plans. Then complete the sentences.**

- Ask students to read the readings.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

- Rachel is going to watch a concert in the afternoon.
- Rachel found some people online who like K-pop as much as her.
- After the concert, Rachel and her friends will have dinner.
- Jose is going to Rome this summer.
- Jose will tour around Rome for a week.
- Jose is staying at a hotel in the middle of the city centre.

**Writing**

**6 What are your plans? Pick a time of the year and write a dream holiday plan. Use the table to take notes.**

- Ask students to look at the table.
- Ask students to choose a time of the year.
- Ask students to fill in the table with information about their dream trip.
- Ask students to write the information in the table or on a separate sheet of paper.
- Tell students to use the patterns in activities 4 and 5.
- Check students' work to make sure they're writing properly.
- Ask some students to present their work to the class.
- Give feedback.

**Extra Practice More Dream Trips**

Have students practise writing about holiday plans by writing dream holiday plans for the times of the year in activity 6 that they didn't write about. Tell students to work by themselves or with a partner. Ask students to include all of the information listed in the table. When students are done, ask some students to present their dream holiday plans to the rest of the class. Remember to give feedback and ask follow-up questions.

# Lesson E Project

Aim: Design your own entertainment complex

## 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 10 video.

2 Watch the video. Number the pictures in order.

Video 10

- 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

1, 2, 3

3 Watch again. Put a tick (✓) on the words you hear.

Video 10

- Play the video again.
- Ask students to put a tick 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

upgrade, fix, natural, arcade

4 Watch again. Circle the word you hear.

Video 10

- 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. want to go
2. because
3. together
4. shopping centre
5. How about we
6. wasn't

# E Project

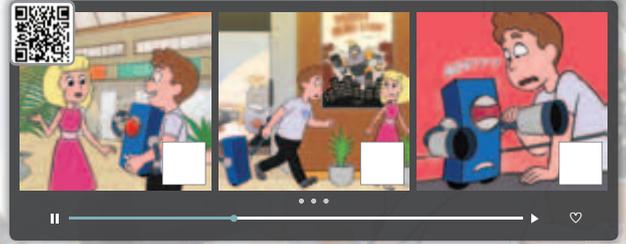
Aim Design your own entertainment complex

## 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.

Video 10



3 Watch again. Put a tick (✓) on the words you hear.

Video 10



4 Watch again. Circle the word you hear.

Video 10



1. Do you want to / need to go out with us today?
3. I mean go out together / outside.
5. Do you want to try / How about we watch a film?



2. I have to upgrade him because / because of he thinks the house is the only place he can go.
4. We can go to the shopping centre / arcade.
6. Well, that was / wasn't a great idea.

5 Circle the correct answer.

1. Ella asks Collector to go to \_\_\_\_\_.  
a. the theme park    b. the shopping centre    c. the carnival
2. Ella suggests they first go to a(n) \_\_\_\_\_.  
a. bookshop    b. film    c. ice rink
3. Ella's second suggestion is they go to a(n) \_\_\_\_\_.  
a. bookshop    b. film    c. ice rink
4. Mario says, "Let's go \_\_\_\_\_" to Collector.  
a. shopping    b. to the stadium    c. home

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5 Circle the correct answer.

- 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. b
2. c
3. b
4. c

## Teacher's Note

### Since and Due to

Explain to students that in many cases *since* can be substituted for *because*, and *due to* can be substituted for *because of*. Make sure students understand how to use the two expressions and that *because of* is used to modify verbs while *due to* modifies nouns.

## Grammar

6 Read the table. Complete the sentences with *because* or *because of*.

We use *because* as a subordinating conjunction.

Ex. Frank is tired **because** he did not sleep last night.

We use *because of* as a preposition. It is often used to mean "as a result of someone or something."

Ex. The flight was delayed **because of** the snow.

- I was late \_\_\_\_\_ the train was delayed.
- I was late \_\_\_\_\_ heavy traffic.
- Mark couldn't play in the game \_\_\_\_\_ his knee injury.
- The biscuits didn't sell well \_\_\_\_\_ their high price.
- Mark went to Spain \_\_\_\_\_ he wanted to study Spanish.
- Class started late \_\_\_\_\_ the bad weather.

## 21<sup>st</sup> Century Skills

### Theme Park Tycoon

Collaboration Communication

7 Get in groups. Each group will design a theme park. Every member will have different responsibilities. Decide on the attractions, the rides, the theme of the park, and the food. Draw your plans to share with your class.

Ex.



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## 21<sup>st</sup> Century Skills

7 Get in groups. Each group will design a theme park. Every member will have different responsibilities. Decide on the attractions, the rides, the theme of the park, and the food. Draw your plans to share with your class.

- Tell students to work in groups.
- Ask students to look at the example theme park.
- Ask students to design their own theme park.
- Tell students to include and talk about attractions, rides, the park's theme, and the food.
- Tell students to draw and plan their theme parks on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Ask all the groups to present their theme parks to the class.
- Discuss the theme parks as a class.
- Give feedback.

### Extra Practice Which Theme Park Is the Best?

After students have presented the theme parks they designed in activity 7, rank the theme parks as a class. Then have each group come up with reasons they would or wouldn't want to go to the different theme parks. Write some of the reasons on the board and discuss them as a class. Remember to give feedback and ask follow-up questions. After that, ask or poll students to see which parts of the different theme parks are the best. Then combine the best parts to create a super theme park.

## Grammar

6 Read the table. Complete the sentences with *because* or *because of*.

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

### Answer Key

1. because
2. because of
3. because of
4. because of
5. because
6. because of

## 1 Read and choose the best word(s) to fill in the gap.

- Ask students to read the reading.
- Ask students to circle the best word.
- Ask students to write the word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- c, tour
- d, coast
- b, scientist
- a, bird
- c, cruise
- a, nature

## 2 Read and fill in the gaps using the words in the box. Some words are not used.

- Ask students to read the reading.
- Ask students to write the correct word in the gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- environment
- exhibition
- prizes
- city centre
- crowd

### Teacher's Note

#### More on Will and Going to

Remind students that *will* is used to talk about rapid decisions (I'm hungry, I think I will buy a snack.), offers, promises, threats (If you don't stop, I will tell Mum.), and refusals (He won't do what I ask.). Meanwhile, *going to* is used to talk about plans that have already been made, evidence, and signs (My stomach hurts, I think I am going to be sick.). Both, however, can be used for making predictions (I think it will be sunny tomorrow. / I think it is going to be sunny tomorrow.).

### 1 Read and choose the best word(s) to fill in the gap.

I've always wanted to go on a 1. \_\_\_\_\_ of the Galapagos Islands. The Galapagos are a group of islands in the Pacific Ocean about 1,000 kilometres from the 2. \_\_\_\_\_ of Ecuador. The Galapagos became famous when the 3. \_\_\_\_\_ Charles Darwin went there in the 1800s. He found many interesting things. For example, there was a 4. \_\_\_\_\_ that looked different and also similar to birds on different islands. This helped him understand how species develop and change. You can take a 5. \_\_\_\_\_ to the Galapagos Islands and see its special plants and animals for yourself. If you love 6. \_\_\_\_\_, it's the perfect place to visit.

- a. find      b. come back      c. tour      d. erupt
- a. circus      b. sand      c. waterfall      d. coast
- a. arcade      b. scientist      c. precipitation      d. climate
- a. bird      b. tail      c. cave      d. lava
- a. fountain      b. hill      c. cruise      d. volcano
- a. nature      b. carnivals      c. camels      d. ground

### 2 Read and fill in the gaps using the words in the box. Some words are not used.

|        |            |             |             |
|--------|------------|-------------|-------------|
| circus | exhibition | bowling     | crowd       |
| prizes | huge       | environment | city centre |

#### Earth Day at the Natural Science Museum

Do you want to help save the world? Come to the Natural Science Museum on Earth Day, 22 April.

From 4.00 p.m. to 8.00 p.m., we are having a special event to raise money for the

1. \_\_\_\_\_ and to save Mother Earth. There will be a(n) 2. \_\_\_\_\_ about

climate change and endangered species in the rainforest. The money from ticket sales will go to the International Nature Fund. We will also give out 3. \_\_\_\_\_ to the first 100 ticket buyers.

The museum is located in the 4. \_\_\_\_\_, at

228 Old Cambridge Road. We expect a large

5. \_\_\_\_\_, so buy your tickets now at

NatSciMuseum.org!



### 3 Circle the correct the words.

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

### Answer Key

- wetter
- the smartest
- is going to
- We're going to

**3 Circle the correct words.**

1. Rainforests are wetter / more wet than deserts.
2. Pauline is the smartest / most smartest person in our group of friends.
3. He going to / is going to open the shop in about an hour.
4. A: Why did you guys bring your guitars? → B: We'll / We're going to practise after class.

**4 Circle the errors and rewrite the sentences.**

1. Liam looks more older than me.  
→ \_\_\_\_\_
2. People are friendlier in small towns.  
→ \_\_\_\_\_
3. This is the more beautiful beach in the world.  
→ \_\_\_\_\_
4. Nicole is quiet because of she's shy.  
→ \_\_\_\_\_



**5 Listen and circle true or false.** R5-1

1. A supervolcano is a very large volcano. true false
2. The Yellowstone supervolcano is in California. true false
3. The Yellowstone supervolcano has never erupted before. true false
4. Ash from Yellowstone could cover most of the USA. true false
5. Scientists say it will probably erupt soon. true false

**6 Listen and circle the correct answer.** R5-2

1. The woman says the new shopping centre is larger / more expensive / more crowded than the old one.
2. The speakers will meet at the entrance / the food court / the bookshop.

**7 Listen again and write short answers to the questions.** R5-2

1. What is the woman going to shop for?  
\_\_\_\_\_
2. Where is the man going to go first?  
\_\_\_\_\_
3. Where will the man wait for the woman's call?  
\_\_\_\_\_

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**4 Circle the errors and rewrite the sentences.**

- Ask students to read the sentences.
- Ask students to circle the error.
- Ask students to correct the error and write the correct sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. more older; Liam looks older than me.
2. friendlier; People are friendlier in small towns.
3. more beautiful; This is the most beautiful beach in the world.
4. because of; Nicole is quiet because she's shy.

**5 Listen and circle true or false.** R5-1

- Ask students to read the sentences.
- Listen to the audio.
- Ask students to circle the correct answer.
- 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. false

**6 Listen and circle the correct answer.** R5-2

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

**Answer Key**

1. larger
2. the food court

**7 Listen again and write short answers to the questions.** R5-2

- Ask students to read the questions.
- Listen to the audio.
- Ask students to write a short answer to the question on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

*Sample Answers*

1. The woman is shopping for a new coat and maybe some books.
2. The man is going to go to the game shop first.
3. The man will wait at the arcade.

# Grammar Reference

## UNIT 1

### wh-questions

Use specific words to ask questions. Because many of them start with *wh-*, these questions are referred to as *wh*-questions. We usually form *wh*-questions with *wh-* + an auxiliary verb (*be*, *do* or *have*) + subject + main verb or with *wh-* + a modal verb + subject + main verb.

| wh-word      | Usage  | Example                   |
|--------------|--------|---------------------------|
| <b>Who</b>   | Person | <b>Who</b> is she?        |
| <b>What</b>  | Thing  | <b>What</b> is that?      |
| <b>When</b>  | Time   | <b>When</b> is the party? |
| <b>Where</b> | Place  | <b>Where</b> is it?       |
| <b>Why</b>   | Reason | <b>Why</b> did it happen? |

### stative verbs

Stative verbs describe states of being, such as feelings and thoughts, rather than actions. Stative verbs are not used in continuous tenses. Some stative verbs can be used as "dynamic" or "action" verbs.

ex. *I like this song* (stative).

*I'm liking this song* (dynamic/action).

| Stative verb | Example                           |
|--------------|-----------------------------------|
| <b>need</b>  | I <b>need</b> your help.          |
| <b>see</b>   | Owls <b>see</b> well in the dark. |
| <b>know</b>  | I <b>know</b> Kung-Fu.            |
| <b>want</b>  | I <b>want</b> to be better.       |

### possessive adjectives

Possessive adjectives can be used to show something belongs to somebody. Also, they can be used for relations and friends, as well as parts of the body.

ex. *This is my house* (belonging).

*His mum is very nice* (relations).

*She washed her hair* (body).

| Possessive adjectives | Example                        |
|-----------------------|--------------------------------|
| <b>my</b>             | This is <b>my</b> computer.    |
| <b>your</b>           | This is <b>your</b> computer.  |
| <b>his</b>            | This is <b>his</b> computer.   |
| <b>her</b>            | This is <b>her</b> computer.   |
| <b>its</b>            | This is <b>its</b> computer.   |
| <b>our</b>            | This is <b>our</b> computer.   |
| <b>their</b>          | This is <b>their</b> computer. |

## UNIT 2

### expressions of frequency

Use expressions of frequency to show how often something occurs. These expressions usually go at the end of a sentence.

| Expressions of frequency          | Example                                       |
|-----------------------------------|---|
| Once a day/week/month/etc.        | I go to the gym <b>once a day</b> .           |
| Twice a day/week/month/etc.       | They go hiking <b>twice a week</b> .          |
| Three times a day/week/month/etc. | They go shopping <b>three times a month</b> . |

### want (to) and would like (to)

*Want* and *would like* are used in the same manner. However, *would like* is less direct and is used in more polite speech.

| <i>want</i>                          | <i>would like</i>                    |
|--------------------------------------|--------------------------------------|
| I <i>want</i> to eat pizza.          | I <i>would like</i> to eat pizza.    |
| Do you <i>want</i> to have biscuits? | <i>Would you like</i> some biscuits? |
| Do you <i>want</i> to dance?         | <i>Would you like</i> to dance?      |

### object pronouns

Use object pronouns either as the direct or indirect object of a verb, or as the object of a preposition. In a sentence, there is a subject and object noun or pronoun. The subject is the one doing the action. The object is the one receiving the action.

| Subject pronoun | Object pronoun | Example                             |
|-----------------|----------------|-------------------------------------|
| I               | <i>me</i>      | My family loves <i>me</i> .         |
| you             | <i>you</i>     | Joslyn likes <i>you</i> .           |
| he              | <i>him</i>     | Cathy met <i>him</i> last year.     |
| she             | <i>her</i>     | I know <i>her</i> .                 |
| they            | <i>them</i>    | Don't talk to <i>them</i> .         |
| we              | <i>us</i>      | She asked <i>us</i> many questions. |

## UNIT 3

### need to and have got to

Use the phrases *need to* and *have got to* when you want to talk about things you must do. These verbs are called modals of necessity.

| <i>need to</i>  | <i>have got to</i>                              |
|---|---|
| What do you <i>need to</i> do before the appointment?         | What <i>have you got to</i> do today?           |
| I <i>need to</i> buy balloons and a cake.                     | I <i>have got to</i> get my schedule organised. |
| She <i>needs to</i> clean the house before the guests arrive. | He <i>has got to</i> stop chewing his nails.    |

### prepositions of place and movement

Prepositions can be used to describe where something is. They can also be used to talk about direction and distance. Prepositions of place give a sense of place or location.

| Prepositions of place | Example                        |
|-----------------------|--------------------------------|
| <b>over</b>           | Go <b>over</b> the bridge.     |
| <b>under</b>          | Go <b>under</b> the bridge.    |
| <b>through</b>        | Go <b>through</b> the tunnel.  |
| <b>around</b>         | Go <b>around</b> the building. |
| <b>up</b>             | Go <b>up</b> the hill.         |
| <b>down</b>           | Go <b>down</b> the road.       |

## UNIT 4

### prepositions of place

Prepositions show the relationship between subjects and objects. We use prepositions of place to show where something is.

| Preposition        | Example   |
|--------------------|---|
| <b>on</b>          | The key is <b>on</b> the desk.                    |
| <b>above</b>       | The television is <b>above</b> the fireplace.     |
| <b>over</b>        | The man is famous all <b>over</b> the world.      |
| <b>at</b>          | The man is <b>at</b> the bus stop.                |
| <b>in</b>          | The woman is <b>in</b> the car.                   |
| <b>beside</b>      | The chair is <b>beside</b> the desk.              |
| <b>by</b>          | The cat is <b>by</b> the chair.                   |
| <b>in front of</b> | The bicycle is <b>in front of</b> the shop.       |
| <b>between</b>     | I'm sitting <b>between</b> my brother and sister. |

### singular and plural possessive nouns

Use singular possessive to express possession for singular nouns and plural possessive for plural nouns. There are some nouns that have irregular plurals, such as *child/children* and *person/people*. There are also special words that are from Greek or Latin that make irregular plural nouns, such as *nucleus/nuclei* and *cactus/cacti*.

| Singular possessive                | Example  | Plural possessive                | Example   |
|------------------------------------|--|----------------------------------|---|
| Singular noun + apostrophe (') + s | The windows of the house are dirty. → The house's windows are dirty. | Plural noun + s + apostrophe (') | The windows of the houses are dirty. → The houses' windows are dirty. |

## UNIT 5

### modal verbs *should (not)* for suggestions

Use modal verbs *should* and *should not (shouldn't)* to make suggestions.

| <i>should</i>                         | <i>shouldn't</i>                         |
|---------------------------------------|--|
| You <i>should</i> take some medicine. | You <i>shouldn't</i> take that medicine. |
| You <i>should</i> see a doctor.       | You <i>shouldn't</i> see that doctor.    |
| You <i>should</i> go to bed.          | You <i>shouldn't</i> go to bed yet.      |

### modal verbs *might / may* for possibility

Use modal verbs *may* or *might* to say that something is possibly true. In informal situations, *might* is more commonly used than *may*.

| <i>may</i>                             | <i>might</i>                                   |
|--|--|
| You <i>may</i> need to see the doctor. | You <i>might</i> get a fever.                  |
| You <i>may</i> have the flu.           | You <i>might</i> get spots all over your body. |
| You <i>may</i> leave early today.      | You <i>might</i> need to go home early.        |

### quantifiers

Use quantifiers to express amounts or degrees of things.

| Quantifier      | Meaning                | Example                              |
|-----------------|------------------------|--------------------------------------|
| <b>a little</b> | a very small amount    | I am <b>a little</b> hungry.         |
| <b>several</b>  | many                   | She has <b>several</b> trophies.     |
| <b>any</b>      | one or more            | You shouldn't drink <b>any</b> cola. |
| <b>some</b>     | a few / a small amount | He should take <b>some</b> medicine. |

# Grammar Reference

## UNIT 6

### present continuous with future meaning

Use present continuous to talk about fixed plans for the future.

| Example   |
|---|
| I'm <b>going</b> to the museum tomorrow.              |
| She <b>is leaving</b> at 9 a.m.                       |
| They <b>are travelling</b> to London next month.      |
| Anna <b>is picking up</b> her parents in three hours. |

### modal verbs *can* and *could* for polite requests

Use the modal auxiliary verb *can* / *could* for polite requests. *Can* and *could* are also used to express ability or permission, and to offer an opportunity.

| <i>can</i>                         | <i>could</i>                                    |
|------------------------------------|---|
| Can you help me carry this box?    | Could you turn off the lights for me?           |
| Can you read this out loud for me? | Could you get me that book over there?          |
| Can you wait here for me?          | Could you pick up some bananas on the way home? |

## UNIT 7

### past time expressions

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

| Past time expressions |   |
|-----------------------|---|
| <b>ago</b>            | Two years <b>ago</b> , my sister graduated from university. |
| <b>before</b>         | I had lunch <b>before</b> I went to the library.            |
| <b>after</b>          | Andy played football <b>after</b> he finished his homework. |
| <b>yesterday</b>      | <b>Yesterday</b> , my mum was so tired.                     |
| <b>last</b>           | She graduated <b>last</b> year.                             |

### simple past

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

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

### past continuous

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

| Example   |
|---|
| Ten years ago, Katherine <b>was backpacking</b> in Europe.                |
| Six months ago, I <b>was finishing</b> my PhD in Organic Chemistry.       |
| Two hours ago, they <b>were watching</b> the new film at a nearby cinema. |

## UNIT 8

### present perfect vs past simple

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

| Past simple                                | Present perfect                                    |
|--|--|
| I <b>was</b> sick last week.               | I <b>have seen</b> this film three times.          |
| She <b>didn't eat</b> lunch yesterday.     | She <b>hasn't eaten</b> since this morning.        |
| They <b>watched</b> a musical a month ago. | I <b>have gone shopping</b> 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 secondary school student. |
| I lived in China <i>when</i> I was in primary school.           |
| <i>When</i> James was younger, he played football.              |

## UNIT 9

### adjective comparatives

Use adjective comparatives to compare the degree of characteristics. An adjective is a word that describes a noun. A comparative adjective describes the noun by comparing it to something else.

| Comparative form           | Example  |
|----------------------------|--|
| tall → taller              | Janice is <b>taller</b> than Joey.                   |
| beautiful → more beautiful | That flower is <b>more beautiful</b> than the photo. |
| lazy → lazier              | That boy is <b>lazier</b> than a sloth.              |
| big → bigger               | Her pie is <b>bigger</b> than my cake.               |

### superlatives

Use superlatives to make comparisons at the highest degree. Superlatives are most often made by adding *-est* or *-iest* to the end of the adjective. We also use *most* and *least* to express superlatives, as in *the most famous* and *the least delicious*. However, do not use *most* and *least* with a superlative ending in *-est* / *-iest*.

ex. *The most tallest mountain.* (X)

| Superlative form           | Example   |
|----------------------------|---|
| tall → tallest             | Janice is <b>the tallest</b> girl in class.                 |
| beautiful → most beautiful | That flower is <b>the most beautiful</b> one in the garden. |
| lazy → laziest             | That boy is <b>the laziest</b> in his family.               |
| big → biggest              | Her pie is <b>the biggest</b> one in the room.              |

## UNIT 10

### Making suggestions with *let's*

Make future plans using *let's* + verb.

| Example  |  |
|--|--|
| Do you want to get some popcorn?                       | Yeah! <i>Let's go</i> to the shopping centre together. |
| I'm going to the library. Do you want to come with me? | Sure! <i>Let's study</i> together.                     |

### *will* vs *going to*

| <i>will</i>  |  | <i>going to</i>   |   |
|--|--|---|---|
| Use <i>will</i> to talk about future plans.                      | I <i>will</i> go to Canada to visit my sister.   | Use <i>going to</i> when you have already planned something in advance. | I'm <i>going to</i> watch a musical with my family. |
| Use <i>will</i> when you offer to do something for someone else. | These books are heavy. I'll help you carry them. | Use <i>going to</i> when you think something is likely to happen.       | I think it's <i>going to</i> snow.                  |

### *because* and *because of*

Use *because* and *because of* to introduce reasons. *Because of* is a preposition and is usually followed by a verb + *-ing* or a noun. *Because* is a conjunction and it is followed by a subject and a verb.

| <i>because</i>                                       | <i>because of</i>   |
|--|---|
| <i>Because</i> Tim was sick, he didn't go to school. | <i>Because of</i> Tim's sickness, he didn't go to school. |
| He sat down <i>because</i> he felt sick.             | We cancelled the trip <i>because of</i> the rain.         |

# Word List

## UNIT 1

### Lesson A

come from  
culture  
exchange  
experience  
grow up  
miss  
weird  
worry

### Lesson B

beautiful  
boyfriend  
girlfriend  
guest  
important  
introduce  
pleased  
roommate

### Lesson C

accident  
dancer  
decide  
fan  
leader  
make sure  
manager  
work

### Lesson D

act  
actor  
actress  
group  
musical  
opera  
play  
stage  
story  
theatre

### Lesson E

chess  
cooking  
football  
singing  
writing

## UNIT 2

### Lesson A

board game  
camera  
drums  
electric guitar  
instruments  
keyboard  
kite  
model

### Lesson B

advanced  
beginner  
biscuit  
(cup of) coffee  
difficult  
easy  
sweets  
(cup of) tea

### Lesson C

bowling  
choose  
perform  
puzzle  
rest  
save  
skating  
training

### Lesson D

arrive  
ask  
congratulations  
excuse  
leave  
message  
reply  
sorry

### Lesson E

cruise ship  
engine  
rude  
separate  
workshop

## UNIT 3

### Lesson A

buy  
deliver  
drop off  
fix  
help  
look after  
meet  
return  
send  
wash

### Lesson B

department store  
dry cleaner  
garage  
hotel  
pet shop  
post office  
square  
swimming pool  
train station  
university

### Lesson C

beside  
between  
block  
go straight  
near  
on the corner  
opposite  
street  
turn left  
turn right

### Lesson D

bridge  
building  
car park  
clock tower  
crossing  
factory  
statue  
streetlight  
traffic lights  
tunnel

## UNIT 4

### Lesson A

basement  
corridor  
cupboard  
downstairs  
entrance  
exit  
garage  
gate  
shelf  
upstairs

### Lesson B

cardboard  
hard  
heavy  
light  
metal  
plastic  
round  
soft  
square  
wood

### Lesson C

bright  
broken  
clear  
dirty  
gold  
new  
pale  
silver  
spotted  
striped

### Lesson D

bracelet  
earring  
key  
money  
necklace  
purse  
ring  
scarf  
wallet  
watch

**Lesson E**

guard  
manager  
office  
staff  
stone

**UNIT 5****Lesson A**

a cold  
arm  
back  
earache  
fever  
headache  
hurt  
illness  
leg  
stomach ache

**Lesson B**

advice  
ankle  
cough  
hospital  
itchy  
knee  
medicine  
pain  
shoulder  
X-ray

**Lesson C**

air  
feet  
forehead  
neck  
runny nose  
sneeze  
spots  
virus

**Lesson D**

appointment  
body  
check-up  
elbow  
finger  
hand  
muscle  
wrist

**Lesson E**

cake  
honest  
jab  
temperature

**UNIT 6****Lesson A**

book day  
concert  
dance  
festival (fair)  
field trip (school trip)  
open day  
sports day  
talent show

**Lesson B**

announce  
borrow  
decorate  
join  
prepare  
request (ask)  
share  
tidy

**Lesson C**

auditorium (stage)  
cafeteria  
changing room  
computer lab  
corridor  
courtyard / playground  
gymnasium (gym)  
laboratory (lab)

**Lesson D**

bus driver  
coach  
cook  
librarian  
nurse  
parents  
secretary  
teaching assistant

**Lesson E**

briefcase  
fancy dress party  
monster  
police station  
safe

**UNIT 7****Lesson A**

cycling  
desert  
explain  
forest  
lake  
river  
sightseeing  
travelling

**Lesson B**

credit card  
holiday  
luggage  
menu  
notes  
the bill  
tickets  
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

# Word List

## UNIT 8

### Lesson A

adventure  
ice fishing  
ice skating  
mountain biking  
riding a motorbike  
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

## UNIT 9

### Lesson A

bird  
camel  
cow  
fangs  
feathers  
octopus  
spider  
tail

### Lesson B

damage  
flower  
ground  
hill  
nature  
precipitation  
sand  
woods

### Lesson C

ash  
below  
erupt  
island  
lava  
rock  
scientist  
volcano

### Lesson D

cave  
climate  
coast  
environment  
rainforest  
town  
waterfall  
world

### Lesson E

creature  
critical  
enclosure  
endangered  
spit

## UNIT 10

### Lesson A

arcade  
cola  
food court  
fountain  
ice rink  
milkshake  
popcorn  
shopping centre  
sleepover  
snack

### Lesson B

caramel  
fast  
huge  
merry-go-round  
prize  
roller coaster  
teenager  
theme park

### Lesson C

aquarium  
carnival  
circus  
close  
crowd  
cruise  
exhibition  
international

### Lesson D

city centre  
come back  
find  
sleep in  
stadium  
together  
tour  
window-shop