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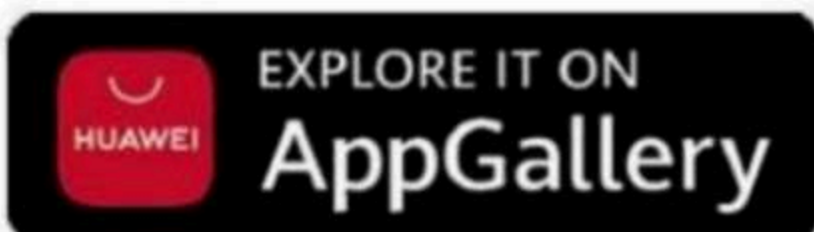
منهجي

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موقع منهجي منصة تعليمية توفر كل ما يحتاجه المعلم
والطالب من حلول الكتب الدراسية وشرح للدروس
بأسلوب مبسط لكافة المراحل التعليمية وتوازيح
المناهج وتحاضير وملخصات ونماذج اختبارات وأوراق
عمل جاهزة للطباعة والتحميل بشكل مجاني

حمل تطبيق منهجي ليصلك كل جديد





TopGoal!

**Mc
Graw
Hill**

Nico Dantaz

Rachel Finnie

2



Top Goal, Student Book 2

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PART

1

PART

2

3a

C

Scope and Sequence



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

S

3b



Scope and Sequence

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

Scope and Sequence



| Unit | VOCABULARY | | | GRAMMAR | SAMPLE LANGUAGE |
|-----------------------------|---|--|---|--|--|
| 5 Storylines | REVISION OF: end, movie | TEACHING OF: animation, cartoon, comedy, documentary, drama, fairy tale, horror, musical, mystery, play, plot, sci-fi, thriller, western; act (n), alone, appear, character, decide, end (v), feel, storyboard, whisper, wish | EXPOSURE TO: act (v), begin, beginning, climax, meet, middle, study | TEACHING OF: (Grammar 1) Past Progressive RETEACHING OF: (Grammar 2) Making suggestions with <i>Why don't/How about/What about</i> | Grammar 1: • Were you studying last night? • He wasn't watching the movie. We were studying! Grammar 2: • Why don't we draw a storyboard? • How about making a comedy? • What about writing a story? |
| 6 Outdoor Activities | | TEACHING OF: camping, canoe, canoeing, climbing, fishing, fishing rod, helmet, hiking, hiking boots, outdoors, sleeping bag, surfboard, surfing, tent, backpack, backpacking, campfire, flashlight, horseback riding, hot dog, life jacket, mountain biking, raft, rafting | EXPOSURE TO: until | TEACHING OF: (Grammar 1) Simple Past vs. Past Progressive TEACHING OF: (Grammar 2) <i>When</i> and <i>while</i> with Simple Past and Past Progressive | Grammar 1: • I was lying in my tent, and I heard a bear! Grammar 2: • We were eating hot dogs while we were rafting. • I was looking at the water when my sandwich fell in. |
| 7 Styles | REVISION OF: hotel, plane, ticket, train, trip | TEACHING OF: suitcase, passenger, platform, station, taxi, traffic, hurry, railroad, terminal, tour, subway, passport, security, depart, arrive, check in, check out, directions, find out, get away, go out, land, prepare, take off | EXPOSURE TO: follow | TEACHING OF: (Grammar 1) Present Perfect Simple TEACHING OF: (Grammar 2) Present Perfect with <i>already, just, and yet</i> | Grammar 1: • Evelyn has traveled on the subway before, but she has not been on the railroad. Grammar 2: • Mom has already printed the tickets. • The taxi has just arrived. • We haven't checked the weather yet! |
| 8 Outfits | | TEACHING OF: comb, belt, bracelet, brush, costume, crown, earrings, necklace, purse, ring, striped, tie, umbrella, uniform; cotton, gold, leather, metal, plastic, silk, silver, spotted, wood, wool | EXPOSURE TO: decision, design, fashion, functional, outfits | TEACHING OF: (Grammar 1) Present Perfect questions and short answers TEACHING OF: (Grammar 2) <i>be made of</i> | Grammar 1: • Have you tried the new uniform? Yes, I have./ No, I haven't. Grammar 2: • The necklace is made of silver. • The earrings are not made of gold. |
| G Goodbye! | REVISION OF: backpack, camping, climbing, cookies, flashlight, helmets, hiking, hiking boots, horror, hot dog, hurry, platform, station, subway, taxi | | | REVISION OF: Simple Past, Past Progressive, Present Perfect, future forms, advice and warnings with <i>should</i> and <i>had better</i> | |

S

3d



Scope and Sequence

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

Welcome!



PART

1

1 Look and find.

a tall child

a tired child

comic book

lion

mountain

rainbow

snail



W

4



2 Listen and read.

Chorus

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

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

Chorus

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

Chorus

HELLO!

3 Listen again and chant.

1 Listen, read, and answer.

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

When is the food festival this year?

I think it's **early** in **September**.

The **date** is on the school **calendar**. Let's check!

It's not in **January**, **February**, or **March**.

Look! It's on **November** 16th. That's three **months** from now.

What's that in hours, Glo?

Well, there are **seven hundred thirty** hours in a month, so it's more than **one thousand** hours!

We should get to class!

About two minutes.

How long does it take to get there?

It's 1:30. Why are you **late**? Class started ten minutes **ago**!

Sorry, Ms. Smith!

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

- one hundred thirty-two
- four hundred twenty-one
- seven hundred ninety-five
- one thousand
- five hundred eight

795
508
132
421
1,000

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

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

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

4 Read and complete.

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

Some Time ¹ Ago, at School

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



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

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

What is one hundred thirty plus twenty-six?

I think it's one hundred fifty-six.

6 Ask and answer the questions with your partner.

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

Which month is your birthday in?



My birthday is in October. And yours?



Do you remember?



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



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



2 Write more questions. Then ask and answer.

Blank lined paper for writing questions and answers.



How many classes do you have on Wednesdays?

This year, I have five classes on Wednesdays!

How long is the English lesson?



3 Look, read, and complete.



Tang ¹ woke up (wake up) on Sunday at 8 a.m. He ² _____ (eat) pancakes with eggs for breakfast and ³ _____ (drink) orange juice.



He ⁴ _____ (go) for a walk with Cha-Cha in the park. They ⁵ _____ (see) a butterfly and ⁶ _____ (meet) Hob and Bud.



Later, he ⁷ _____ (relax) at home. He ⁸ _____ (read) his favorite book and then ⁹ _____ (go) to bed. He ¹⁰ _____ (fall) asleep at 8 p.m.

4 Tell your partner about your weekend.



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

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

What did you eat?



5 Look, read, and complete.



1 He is the tallest (tall) student.



2 This is the _____ (big) classroom.



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



4 This is the _____ (easy) class for me.



5 This is the _____ (difficult) class for me.



6 She is my _____ (funny) friend.

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



Who is the tallest student in our class?

The science lab is the biggest classroom in the school.

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



1

Personal Interests

Join an activity at the youth center!



www.ien.edu.sa

1 Listen, point, and write the names.

2 Listen, point, and say.

~~Abi~~

Noah

Kinsley

Jack



YOUTH CENTER

Join the Most Popular Youth Center Around!

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



Frightening Fridays—our horror movie nights!



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



You'll have a wonderful time!

Comments:

- 1 Abi The game night was great! The games were amazing!
- 2 _____ Yes, everyone is friendly and the place is excellent!
- 3 _____ It's so important to have a lovely place to meet people.
- 4 _____ The building is enormous and tidy , but it gets a little noisy during big events.



How are your interests different from your friends' interests?

1

10



3 Read and complete.

YOUTH CENTER

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

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

On Tuesdays, you can join the book club. We always read something ¹³i _____. But whatever day you come, you always leave with ¹⁴e _____ memories.

4 Make a poster about your favorite interest.

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

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



5 Discuss the questions with your partner.

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





1 Read the chart.

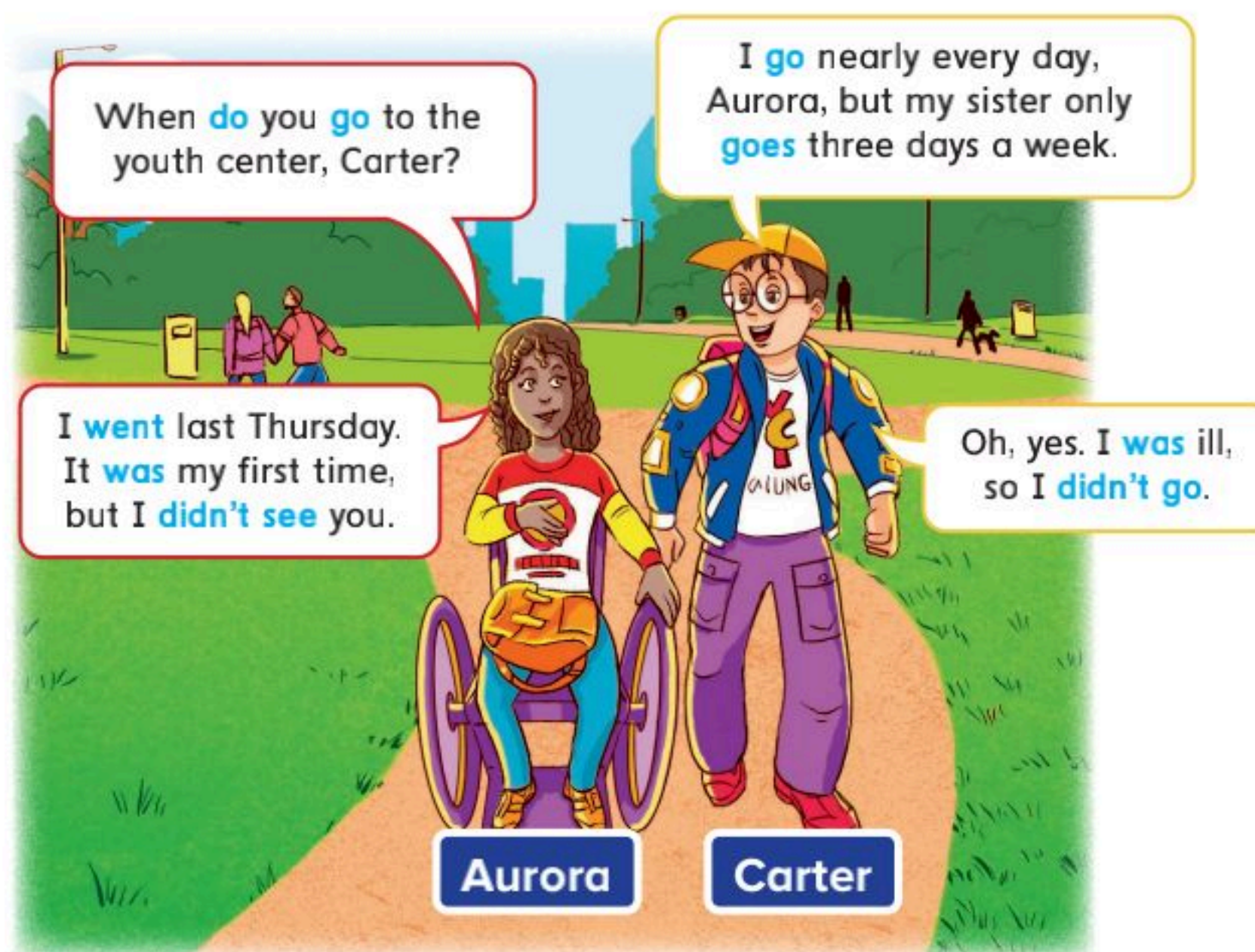
| | Simple Present | Simple Past |
|-----------|--|---|
| love | I love playing hockey. | I loved the game on Saturday. |
| win | I win a lot of football games. | My team won last Saturday. |
| paint | She paints wonderful pictures. | She ainted an amazing landscap yesterday. |
| not watch | I don't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

2 Read and match.

1 Carter ... ☐ ☐

2 Aurora ... ☐ ☐

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



3 Read and complete.

facts or feelings

moments or events

regular routines

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



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

Come and join the youth center!
We ¹do / did fun things every day!
What do you do? What do you do?

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

On Thursdays, they ⁸teach / taught us how to cook!

Last week I ⁹cook / cooked my favorite dishes!

Friday ¹⁰is / was movie night.

We ¹¹watch / watched a movie that was frightening!

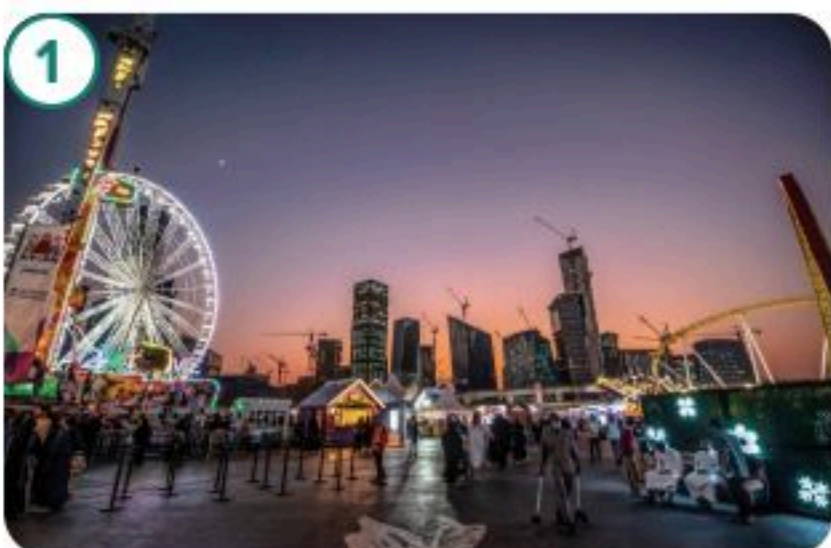
On Saturdays, we ¹²play / played games! I won! I ¹³run / ran as fast as lightning!

We have a wonderful time.

We have a wonderful time!

5 Listen again and chant.

6 Look and write.



Last week / go / adventure park.

Last week I went to an adventure park.



do / exercise / every morning?



On Saturdays / not play / football.



Yesterday ...



This morning ...



Every morning, ...

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



1 Listen and read the story. Choose a title.

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

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

"Ava's lovely!" Chloe said. "I invited her to play video games with us tomorrow."
Lia was shocked. "But that's our time together! We always play on Wednesdays!"
"I know," replied Chloe. "She can join us, though. I think you are really going to like her!"

Lia arrived at Chloe's house. She found the situation frightening. She always has trouble meeting new people. She looked around. "Everything is so tidy! Your house is usually a mess, Chloe."
Chloe laughed. "I know, but we have a new guest. It's important to make an effort!"

Just then, Ava walked into the room.

"Hi! You must be Lia!" Ava said, shaking her hand and smiling.
Lia didn't smile back.

"What's wrong?" asked Chloe later. "Why are you not being friendly?"
"I thought I was your best friend!" replied Lia.
"You are always going to be a special friend, but we can be friends with Ava, too."

Lia thought about having two best friends. It sounded wonderful.
Ava was putting a new racing game on. It was Lia's favorite.
"Let's race!" she said with a smile.



2 Read again and answer the questions.

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

Social and Emotional Learning

Work with a partner and complete the sentences.

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

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

Really? Maybe you could ...





1 Look at the picture. Discuss the questions.

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

A Conversation with Autumn Smith



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

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

| |
|---|
| X |
| |
| |
| |
| |
| |
| |
| |

3 Use the information to role play a conversation.

Student A

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

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

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

Oh, wonderful! And
when did you start?

I'm a ...

Student B

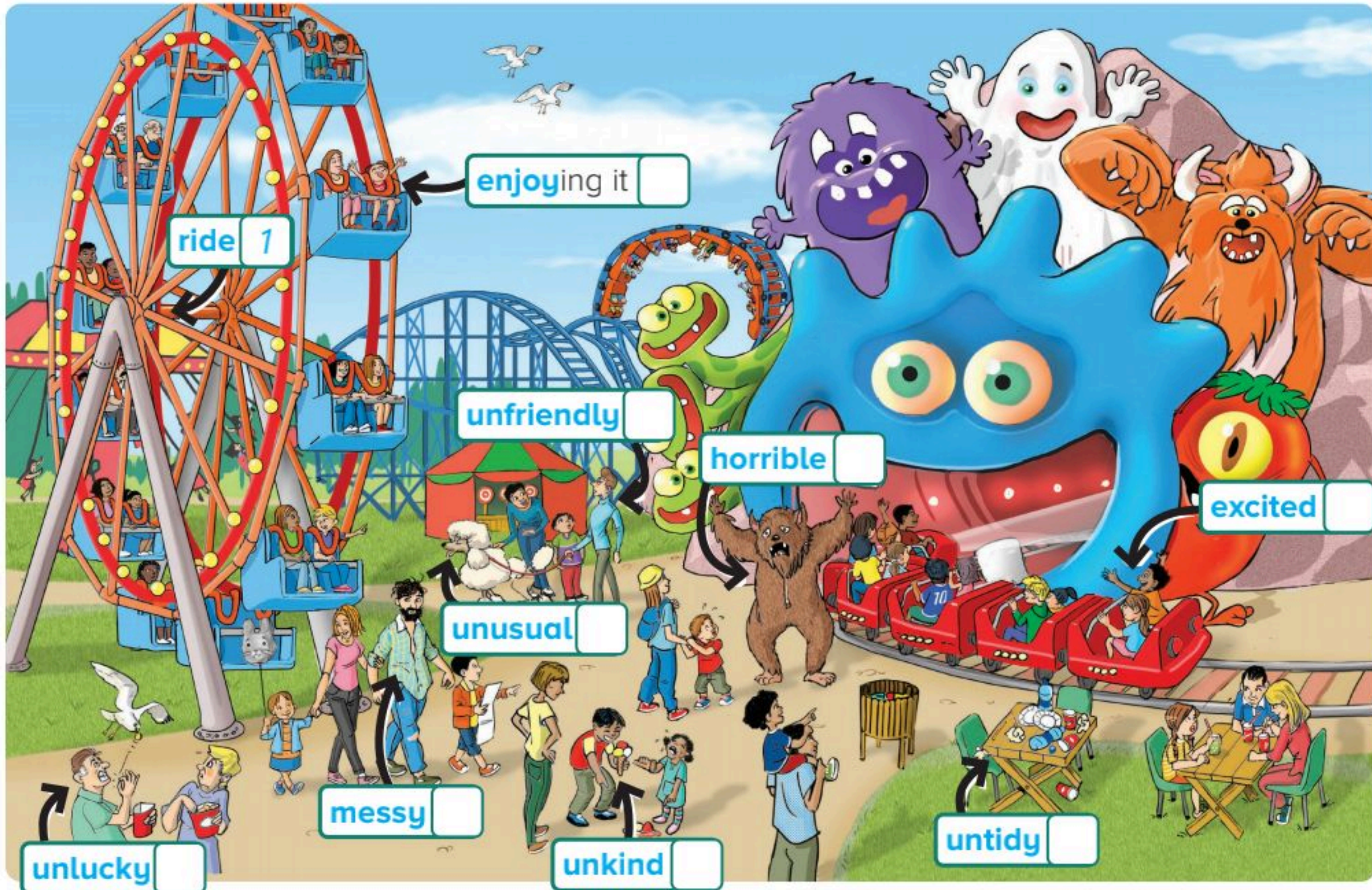
You are a famous person. Think about:

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



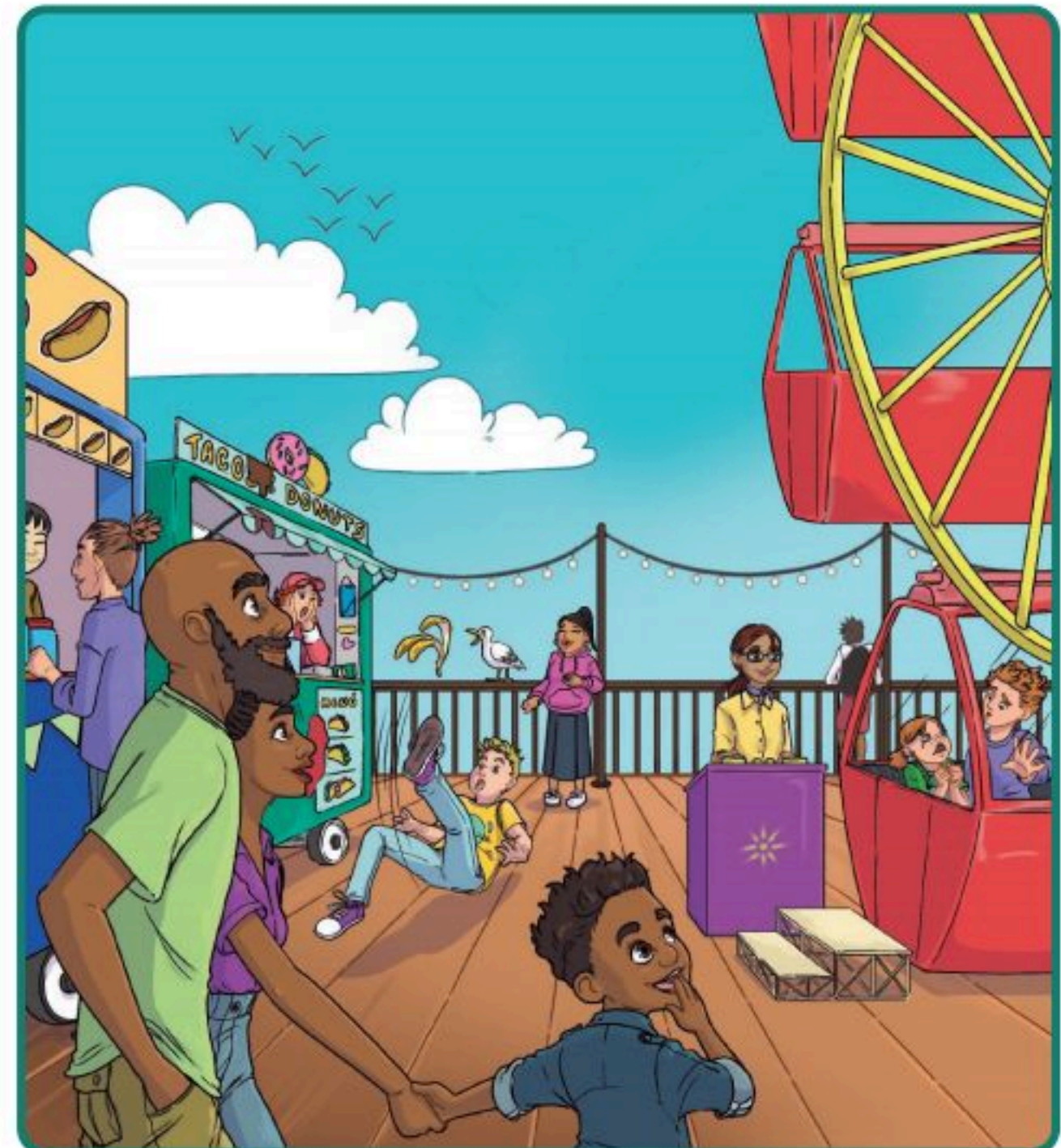
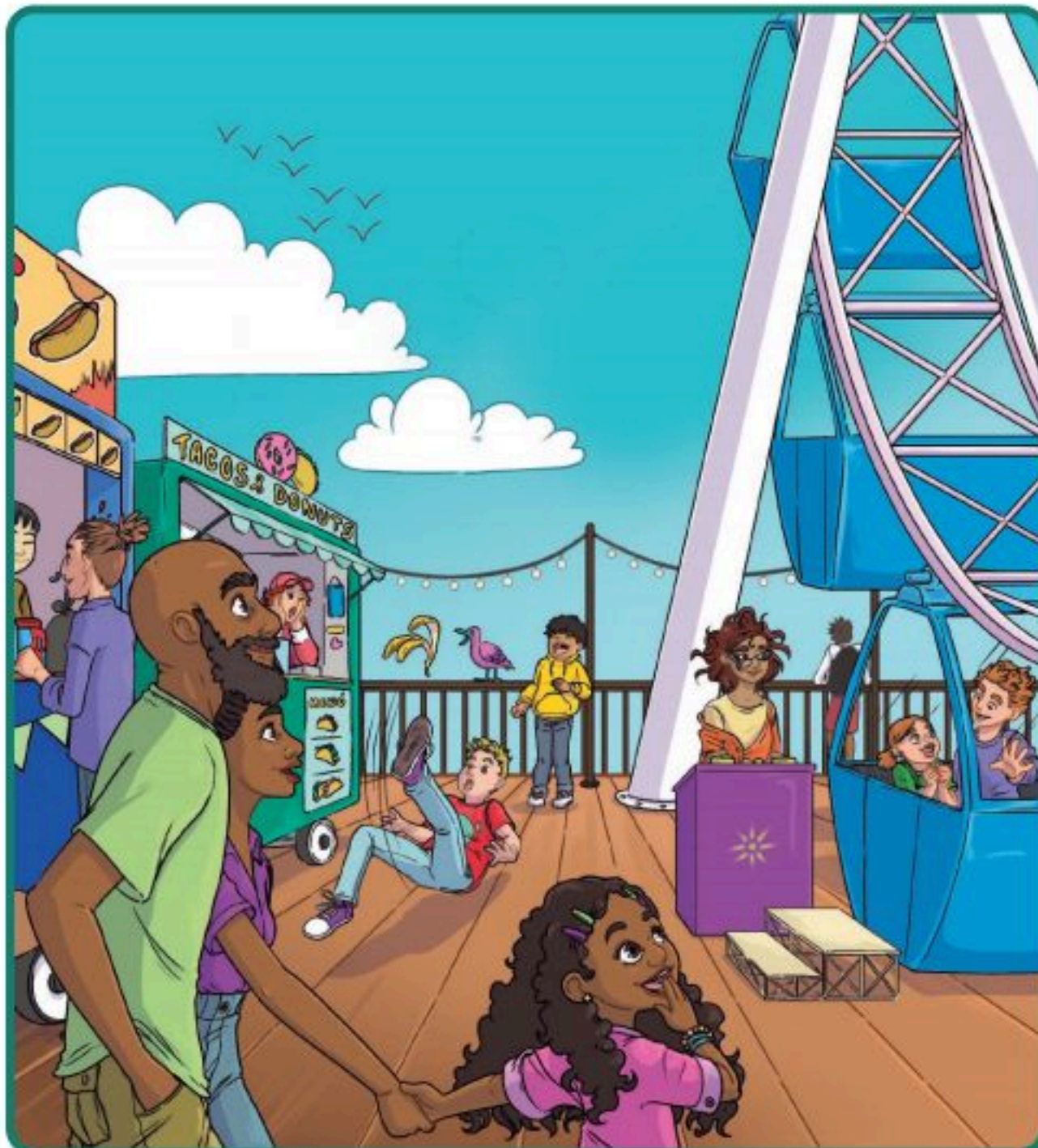


1 1.7 Look, listen, and order the events.



2 1.8 Listen, point, and say.

3 Look and discuss the eight differences.





1 Read and match.

I **love** fairs. I **want** to go again!

My cousin is **playing** there now. She is **sending** some photos right now.

Ethan Jenny

- _____ is talking about **actions**.
- _____ is talking about **feelings** or **states**.

2 Read and circle or underline.

1 We use state verbs such as

2 We use action verbs such as

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

to talk about feelings and states.

to talk about actions.

3 Play a game with your partner.

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

Tell a story together:

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

Lucy loves her cats and ...

She eats dinner with them every night.



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

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

New Message

To: special.interests@kidzmedia.com

From: rose.brook@email.com

Subject: My Special Interest

Hello!

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



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

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

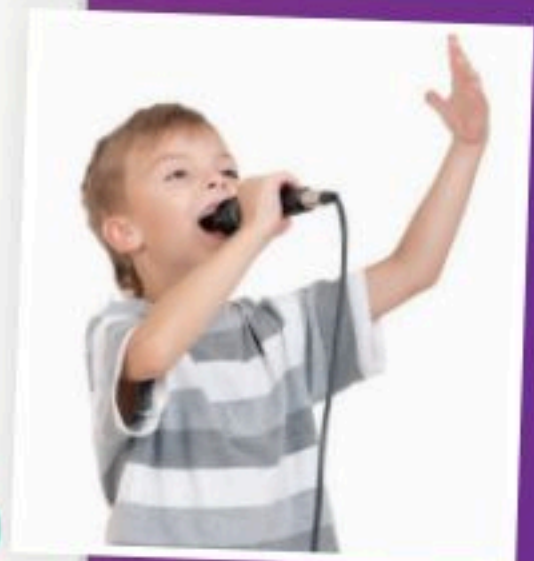
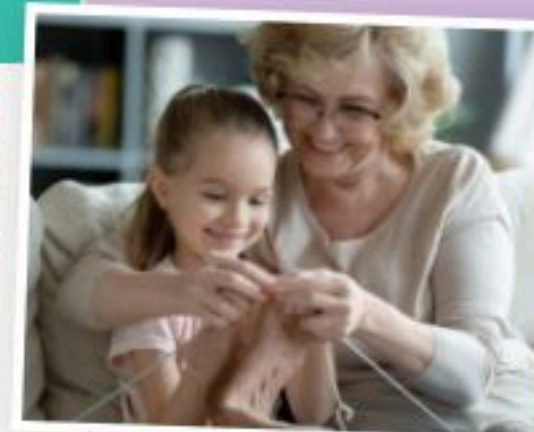
I go to an origami club every Thursday. Last month, I met a lovely group of friends there! We help each other make different shapes and watch videos about origami.

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

Bye!
Rose

Send ▶



2 Read the text and order the topics.

A result of doing origami

☐

When the interest started

☐

Introducing the interest

☒

A recommendation

☐

A place to practice with others

☐

3 Read again and answer the questions.

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

4 Discuss the questions with your partner.

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



Word Work and Writing

1 Read and write.

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

un-

unkind

not kind

2 Fill out the graphic organizer for your interest.

My interest:

What it is:

How I started:

When and where I do it:

Why I like it:

3 Write an email about your special interest.

✉ New Message

My Special Interest

Useful Expressions

I love it because ...

I started ...

An unusual result of doing ...

Send ▶



1 Look, read, and complete the sentences.

Unusual Interests Around the World



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



USA (Texas)

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



France

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



Thailand

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



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



- Unusual interests can be found all over the world.
- Yarn bombing started _____.
- People use yarn bombing to _____.
- Toy voyaging is _____.
- Toy voyaging might have started _____.
- In Thailand, you can _____.
- News bombers _____.
- There are news bombers _____.

2 Discuss the questions with your partner.

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

3 Research and present.

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

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



1 Play and answer.

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

Project



Create a community-interests poster.

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



2

House Designs

Sophie moves to a new house.

رابط الدرس الرقمي



www.ien.edu.sa

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

a



There is a **basement**.



phone

For any problems, call me.

b

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

entrance

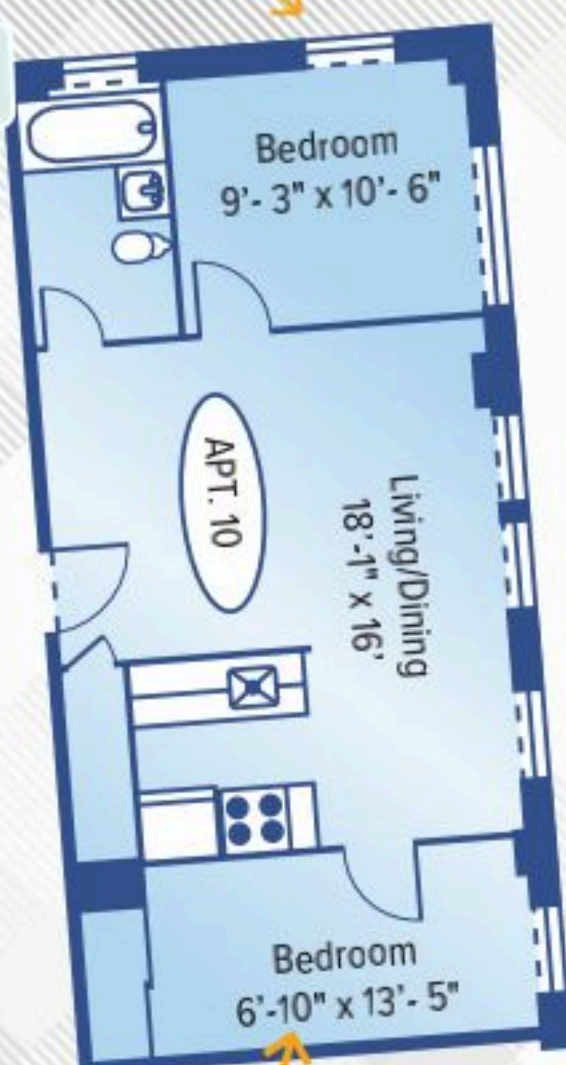


1

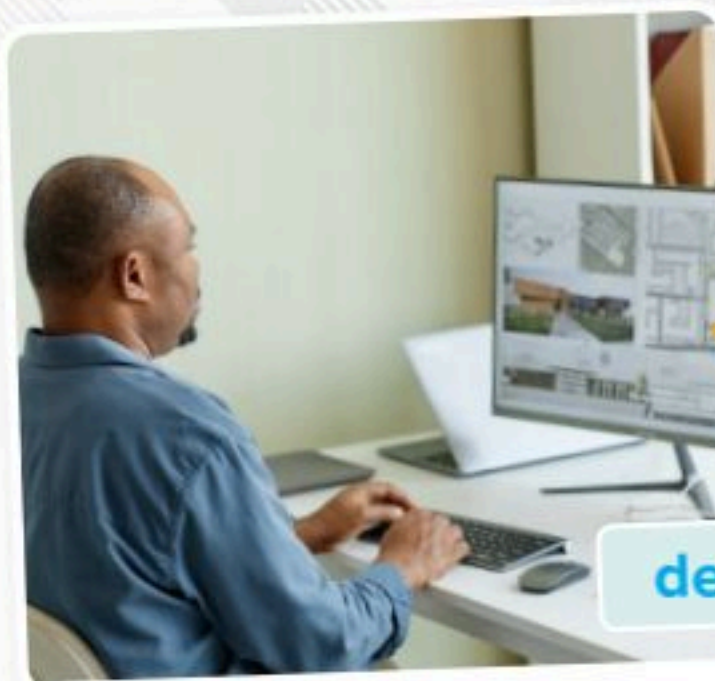
gate

c

layout



measurements



design

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



d

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

screen

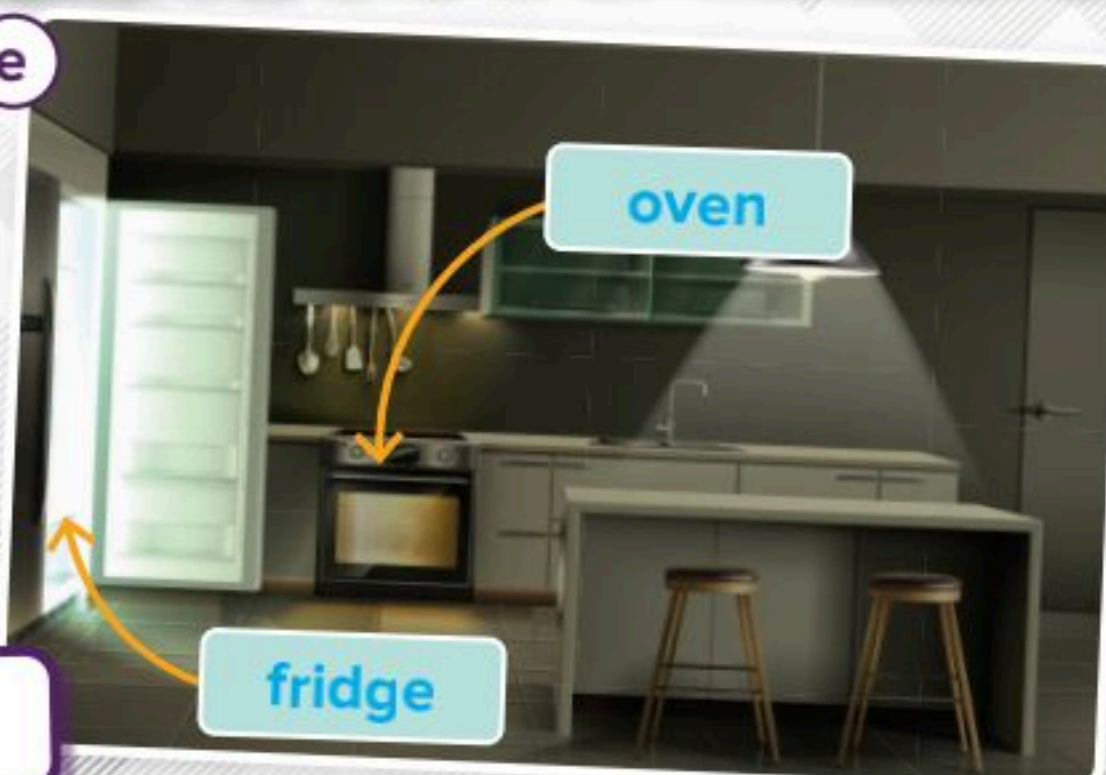


Wi-Fi

e

oven

fridge



2

22



What does your ideal home look like?



Vocabulary

3 Look and write.



1 The key is under the mat.



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

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

Chorus

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

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

Chorus

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

Chorus

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

Chorus

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

Chorus

5 Listen again and chant.

6 Discuss the questions with your partner.

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

My house has a basement, too.

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





1 Read the chart.

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

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



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

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



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



I can't connect.

will

¹ I *will* look for the Wi-Fi!

² I look upstairs.

³ I found it! I turn it on.

⁴ Great. But I think I use it much. There is so much to do here!

That's true. Are you hungry?

⁵ Yes. I order a pizza.

⁶ OK, but get a small one. I eat a lot.

⁷ OK. I get a small pizza.

⁸ Then we look around the neighborhood.

Great!



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

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

5 Play a game with your partner.

Instructions

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

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

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





1 Look at the picture and choose a title.

Sophie's First Day at School

Sophie's Singing

Sophie's New House

Sophie was moving to a new house. She was nervous about leaving her friends behind and living in a new neighborhood.

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

When Sophie got to the new house, she walked through a big gate in a huge entrance. It was enormous! "I'll have so much fun exploring all the rooms!" she shouted.

She looked up and saw all the windows. "I wonder which one will be mine." Then she saw a slide coming out of one window and reaching down to the yard. It looked so fun! "I think that will be my bedroom window!" she said to her mom. There were games in the yard, and the wall was made to be painted on.

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

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

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



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

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

3 Work with your partner. Role play.

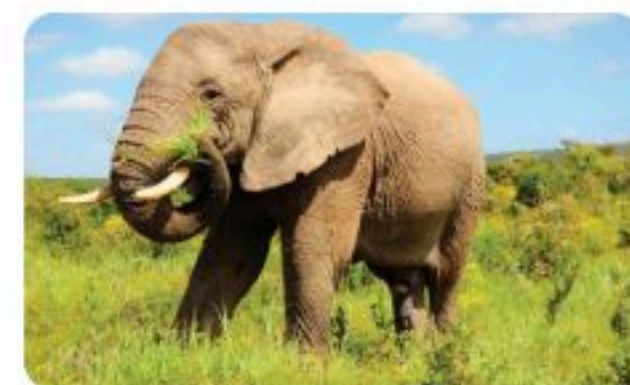
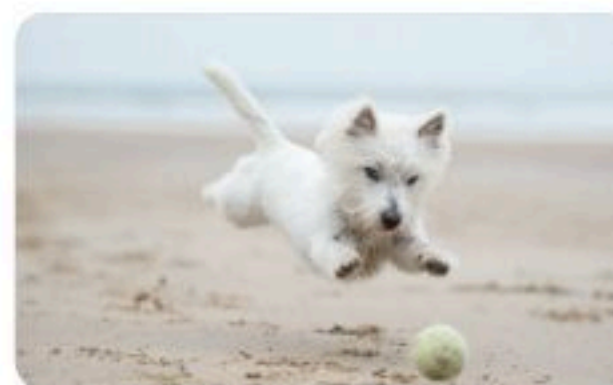
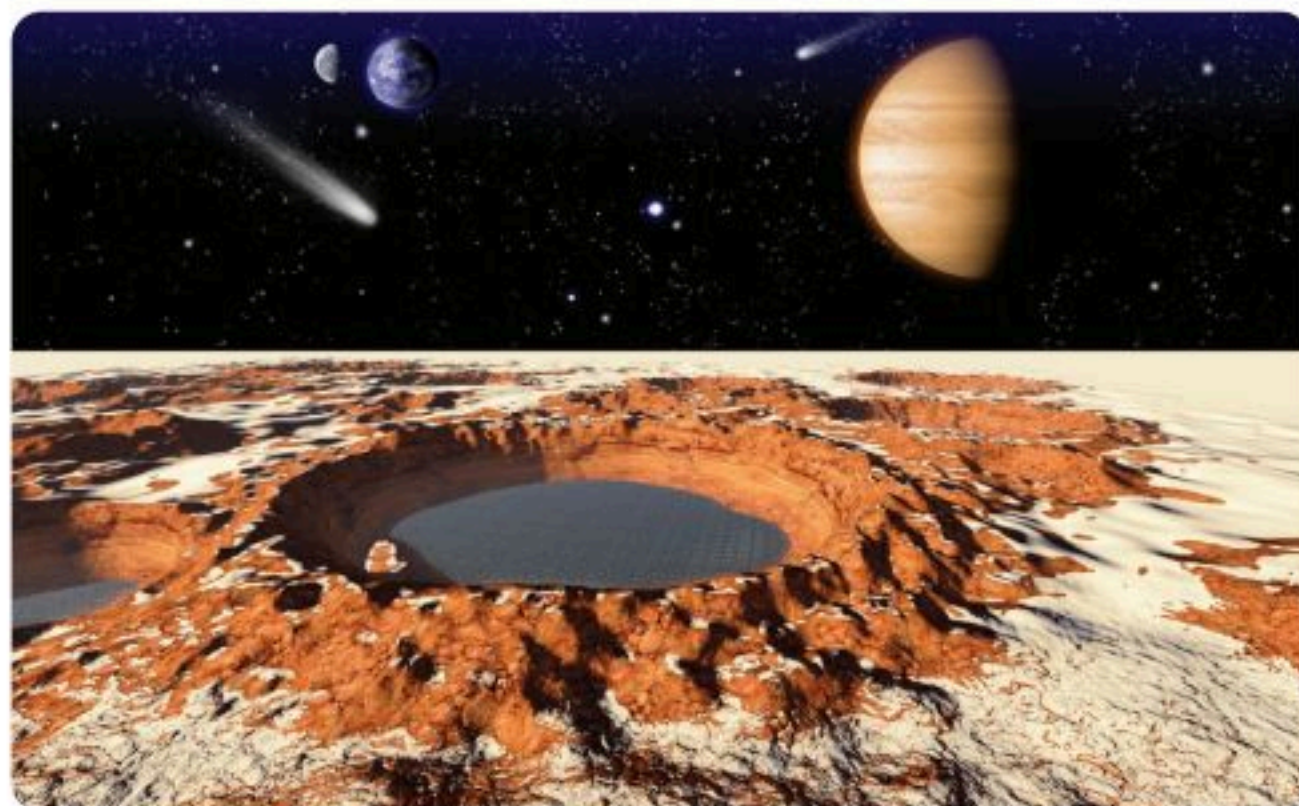
You are Sophie, and you moved to a new house yesterday. You are talking to your friend at school about it and what you will do there. You can invent more information about the house.

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



Listening and Speaking

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



2 2.7 Listen again and choose the correct answers.

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

3 Use the information to role play a conversation.

Student A

You are an architect designing homes for animals on Mars.

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

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

Wow! What will it need?

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

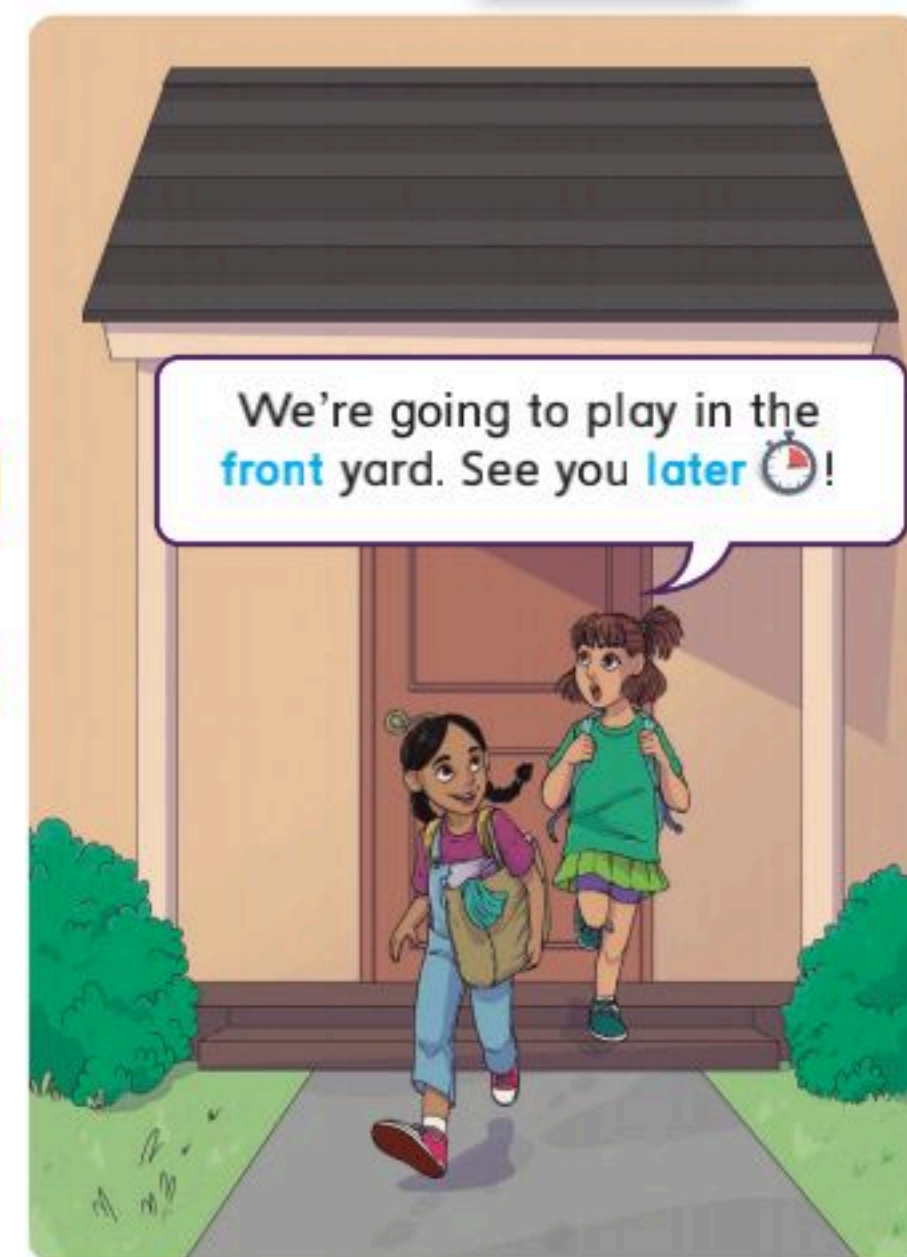
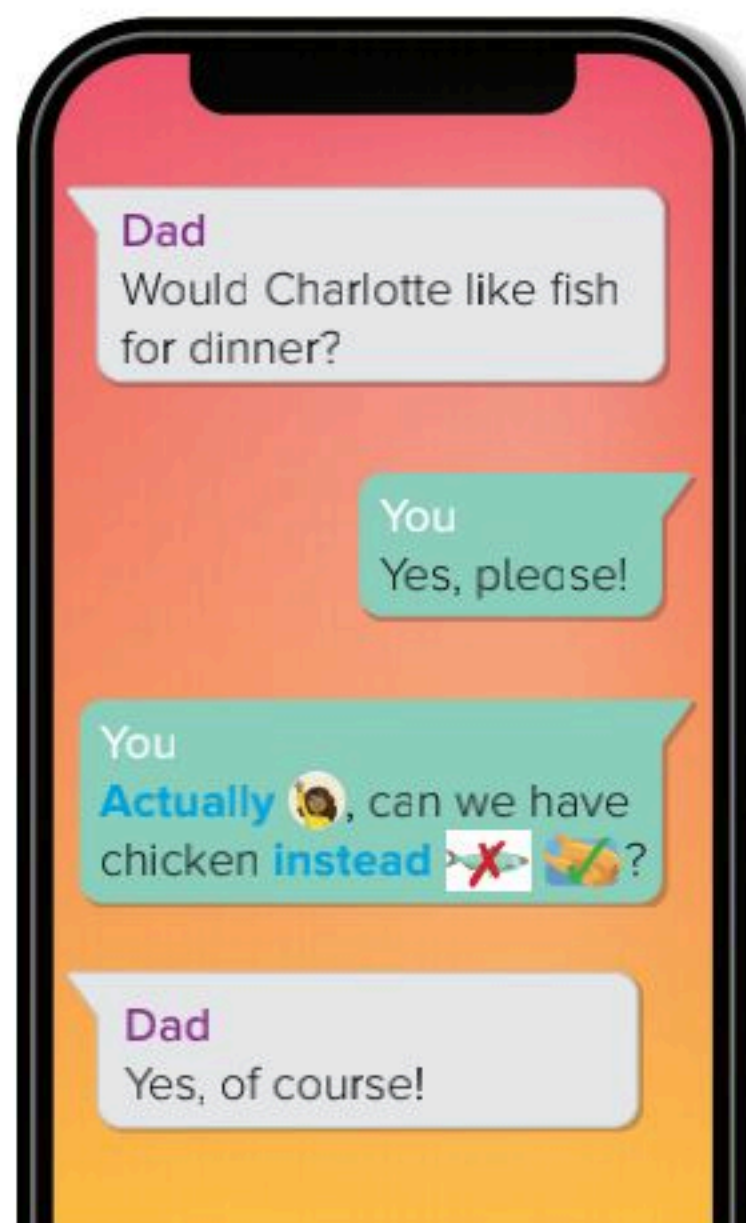
Student B

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

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



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



- 1 Luna
- 2 Dad
- 3 Luna
- 4 Charlotte

- a take
- b instead
- c cushion
- d empty

2 Listen, point, and say.

3 Read and complete with words from Exercise 1.

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

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

OK. At the front door?

See you later at school.

No! Let's meet at my house instead.



1 Read the chart.

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

2 Read and write the names.



Charlotte

I **am going to** sleep at Luna's house tonight.

Charlotte doesn't like fish, so I **will** ask for chicken instead.



Luna

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

3 Read and complete.

am be going to will won't

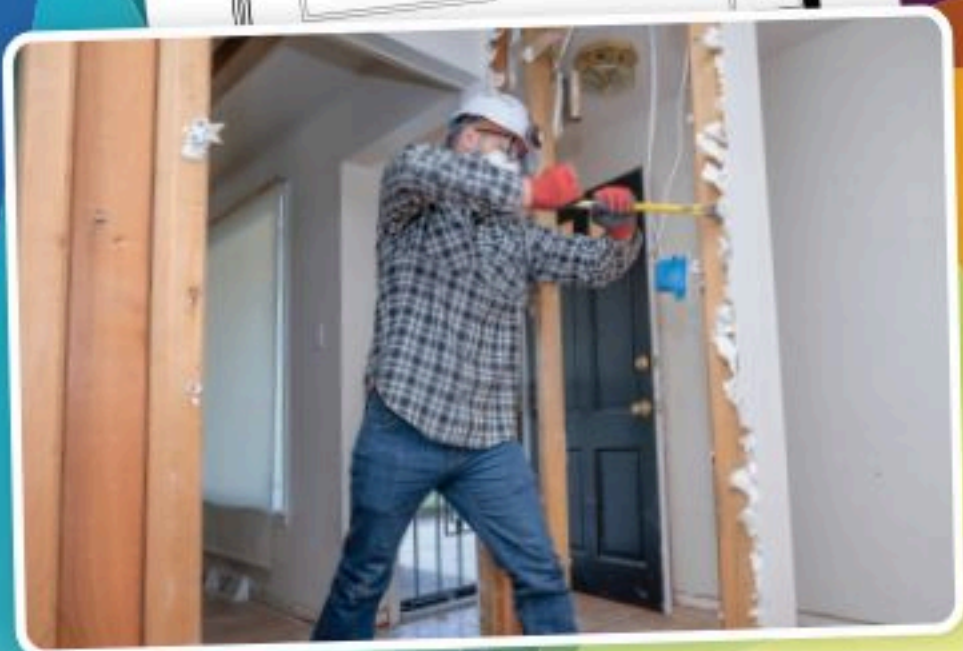
- 1 We use _____ to talk about plans and arrangements.
- 2 We use _____ and _____ to talk about decisions made in the moment.
- 3 Only the word "be" changes to _____, *are*, or *is*.



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

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

Young Architects – Redesigning a Bedroom



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

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

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

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

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

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

2 Read and complete.

- 1 Kai is redesigning his bedroom because he won a competition
- 2 He discussed the design with _____
- 3 Change of measurements: _____
- 4 Cushions added: _____
- 5 Change to windows _____
- 6 Closet could have _____ or _____
- 7 Kai hopes they will finish _____

Social and Emotional Learning

Discuss the questions with your partner.

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



Word Work and Writing

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

1 ... is going to **design** his dream bedroom ...

☒ V

2 ... draw the **design** he wants.

☐

3 You can **call** me.

☐

4 You can give me a **call**.

☒ N

5 There was a shelf in the **corner**.

☐

6 The dogs **cornered** me. I couldn't get away!

☐

7 The movie theater is going to **screen** my favorite movie!

☐

8 There are three TV **screens** in my house.

☐

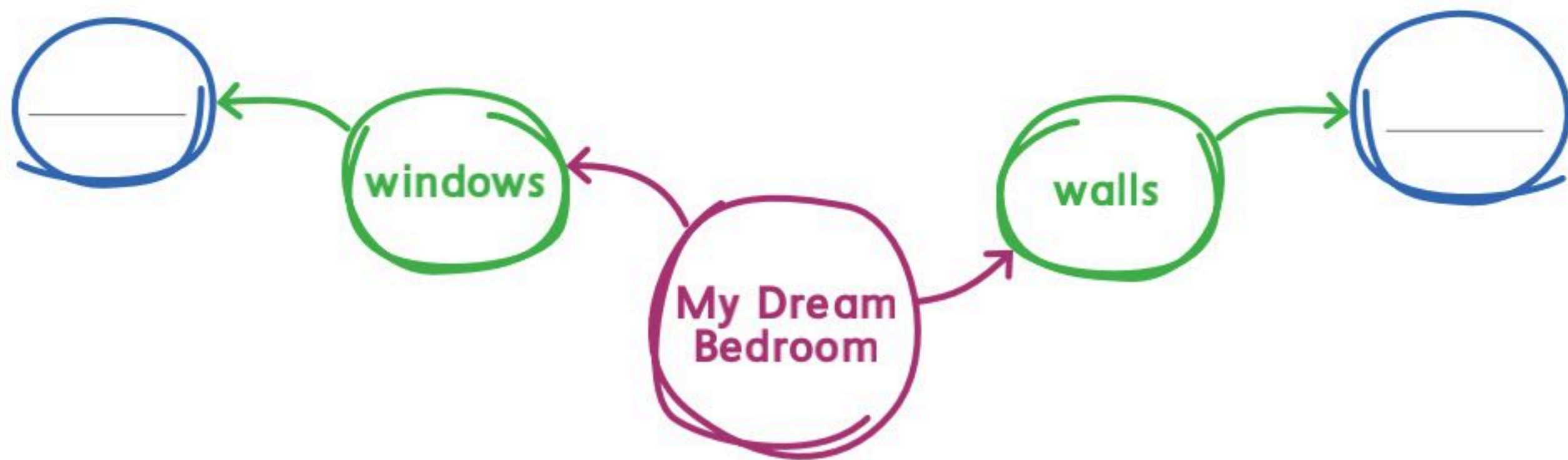
9 _____

☐


10 _____

☐

2 Complete the mind map about your dream bedroom.



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

 New Message

To: architect@youngarchitects.com

From:

Subject: Redesigning my bedroom!

Hi! My name is ...

Send ▶

Useful Expressions

I'm going to change ...

I think I will ...

I won't need ...



1 Look and discuss the questions.

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

BUILDINGS OF THE FUTURE

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

FOOTBALL STADIUMS



are going to use strong, safe materials in the construction. Something they will always do is change the front of the stadium to make it more attractive.

For every football World Cup, host countries will update the stadiums. Saudi Arabia will host the World Cup in 2034. Architects won't always build new stadiums, but they will improve the designs of existing ones. You'll notice that architects are generally going to change the layout of the stadium, and builders

JEDDAH TOWER



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



MODERN CITY HOMES

be made with natural materials, and people will be able to grow their own food instead of buying it from grocery stores. It will also treat and use rainwater for washing and watering the plants.

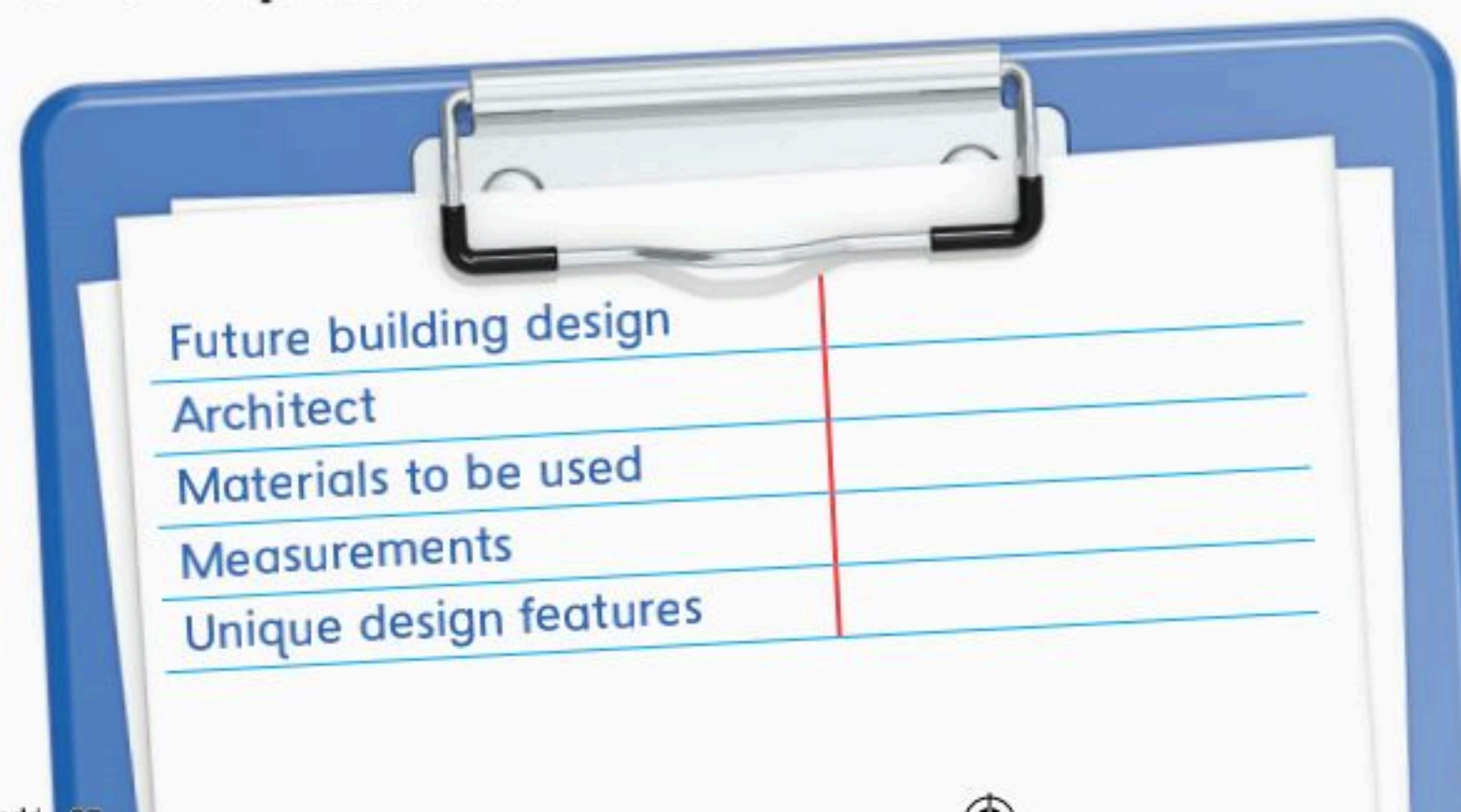
Cities are going to get bigger as more people move to live in them, so architects are designing city buildings that won't harm the planet. One example is the Farmhouse. It will

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

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

X

3 Research and present.



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



1 Play and answer.

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

Project



Create a plan for a house of the future.

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



Remember to include:

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

3

Job Paths

Jobs in the community

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1 3.1 Look, listen, and complete.

2 3.2 Listen, point, and say.

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

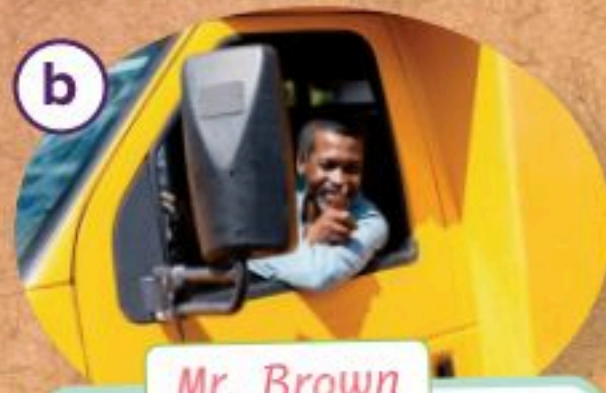
Meet Your Community!

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



1 Mrs. Taylor

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



Mr. Brown

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



2

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



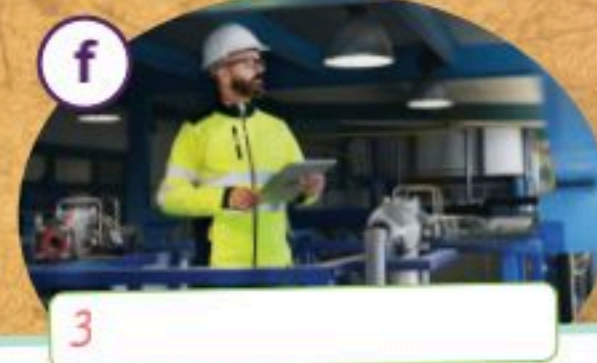
Grace

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



Mrs. Newman

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



3

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



Ellie Foster

Do business with a **businesswoman**.



Mrs. Garcia

Practice teamwork with a **manager**.



4

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



Adam



Luke Harris

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



James

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



m

5

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



n

Sam Robinson

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

Saturday, 10 a.m. – 5 p.m. City Park

What jobs do people
in your community do?



3 Look and write.



a A mechanic fixes cars.



b _____



c _____



d _____



e _____



f _____



g _____



h _____



i _____



j _____



k _____



l _____



m _____



n _____

4 Listen, read, and circle the jobs.

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

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

5 Listen again and chant.

6 Describe the people in your community.

My neighbor is a journalist, and he writes articles.




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





1 Read the chart.

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

2 Read and check (✓) or cross (X).



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

☒
☐
☐
☐

3 Read and match.

~~(be) going to~~

may

might

- 1 We use (be) going to when we are completely sure of a future plan.
- 2 We use _____ when a future plan is likely to happen.
- 3 We use _____ when a future plan is very unlikely to happen.



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

am going to are going to is going to may might



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

Really? I am sure I ³ _____
work as a journalist.

Seriously? I think I ⁵ _____
ask him for his opinion.

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

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

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

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

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

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



5 Look at the pictures and write sentences.



Kai

¹ Kai isn't going to be
a waiter.



Aiden

² _____



Julian

³ _____



Luna

⁴ _____



Maya

⁵ _____



Zoe

⁶ _____



6 Work with your group. Play a game.

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

I'm going
to be a
photographer!

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





1 Look and discuss.

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

2 Read, listen, and check.

The College Application

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

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

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

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

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

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



3 Read and check (✓) or cross (X).

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

Social and Emotional Learning

Read and discuss.

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



1 Look at the picture and predict the topic.



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

1 Ben is going to go to Canada on vacation. ☐

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

3 Bill may visit Ben. ☐

4 Ben might not speak French in Canada. ☐

5 Bill is a good friend. ☐

3 Use the information to role play a conversation.

Student A

You're going to live in another country.

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

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

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

Where are you going to move to?

I'm going ...

Student B

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

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

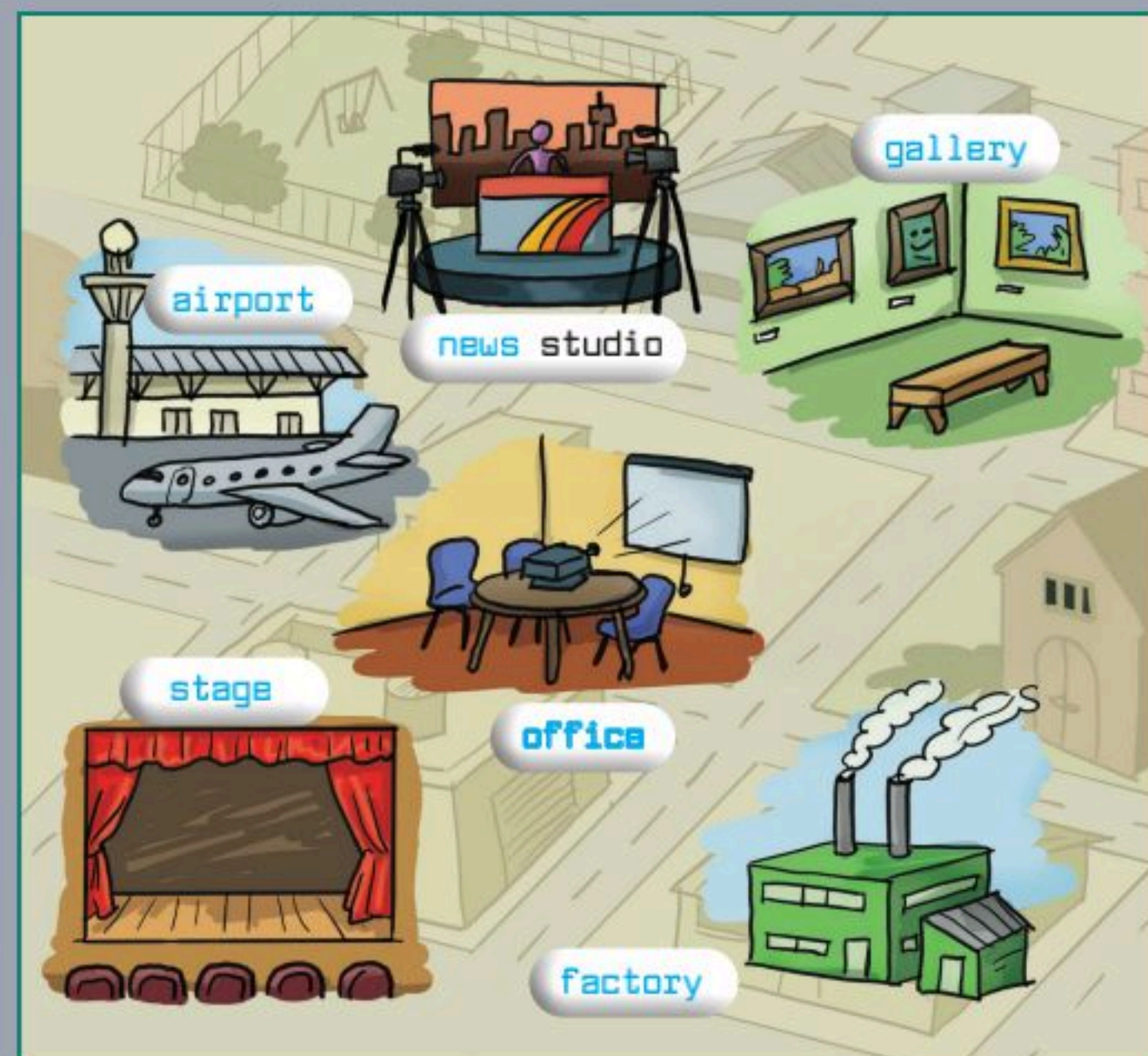




1 Listen and match the people to the places.

Where do they work?

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



2 Listen, point, and say.

3 Read, look, and write.

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

2 _____ during an exhibit.

b You may listen to the 3 _____ on TV.

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

d My parents are flight attendants. They 7 _____ long hours. They also wait at the

8 _____ for a long time. It's not an easy 9 _____.



1 Read the chart and conversation.

Question Tags

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

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



2 Read and complete.

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

3 Play a game with your partner.

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

That's an
engineer, isn't it?

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



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

●
●
●

⌵
⏪
⏩

⌵
⌵

What job are you going to do in 2040?



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

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

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

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

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

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

F

3 Read and discuss.

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



Word Work and Writing

1 Match the word to the definition.

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

2 Read and write.

| | | |
|------------|--|---------|
| 1 cycle | | cyclist |
| 2 art | | |
| 3 pharmacy | | |
| 4 tour | | |
| 5 novel | | |
| 6 economy | | |

3 Look and write sentences about your future.

| | |
|-------|-------|
| 1 | 2 |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| 3 | 4 |
| <hr/> | <hr/> |
| <hr/> | <hr/> |

4 Write about your plans for the future.

Me 15 Years from Now

Useful Expressions

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

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

I might (not) ...



1 Read and answer the questions.

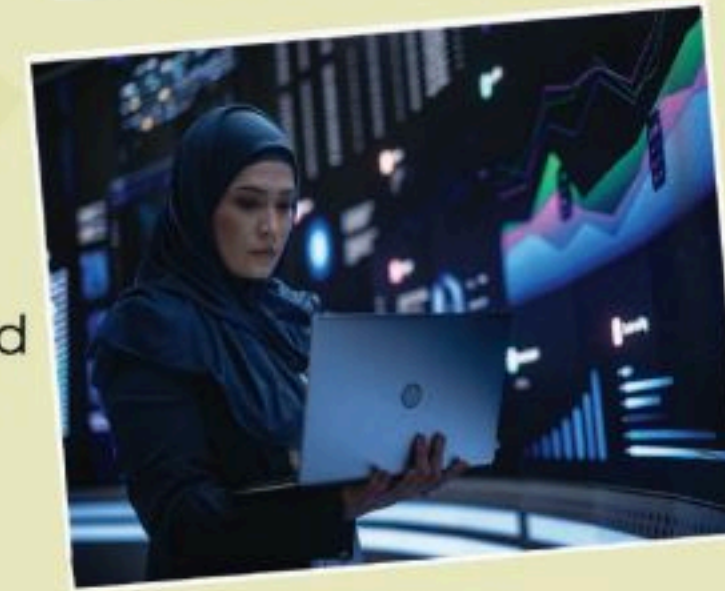
THE FUTURE OF WORK IN SAUDI ARABIA

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

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

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

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



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

2 Listen and complete.

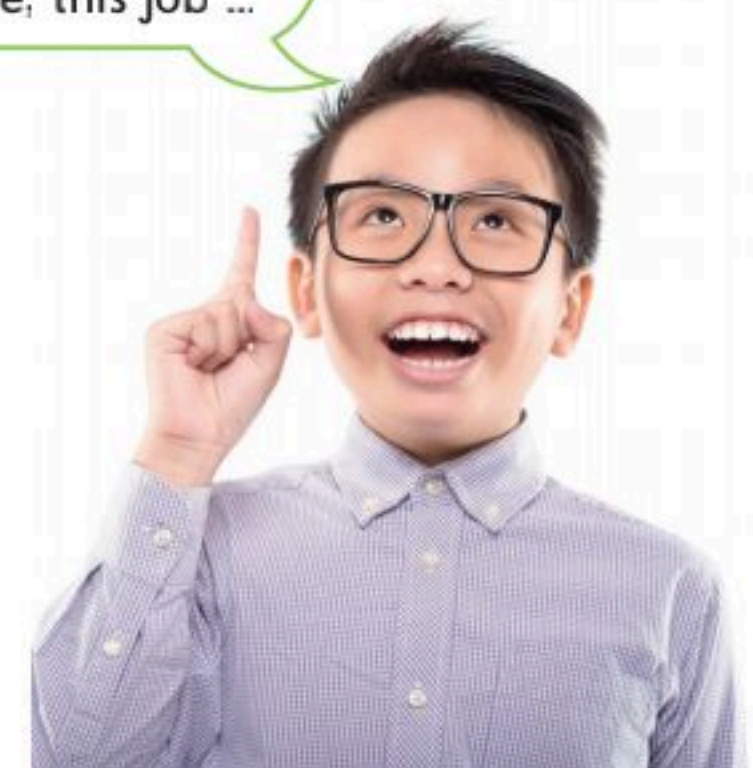
future job factory need managers technology

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

3 Research and present.

| Job title | Required Skills | Required Studies | Why I Like It |
|-----------|-----------------|------------------|---------------|
| | | | |
| | | | |
| | | | |

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



1 Play and answer.

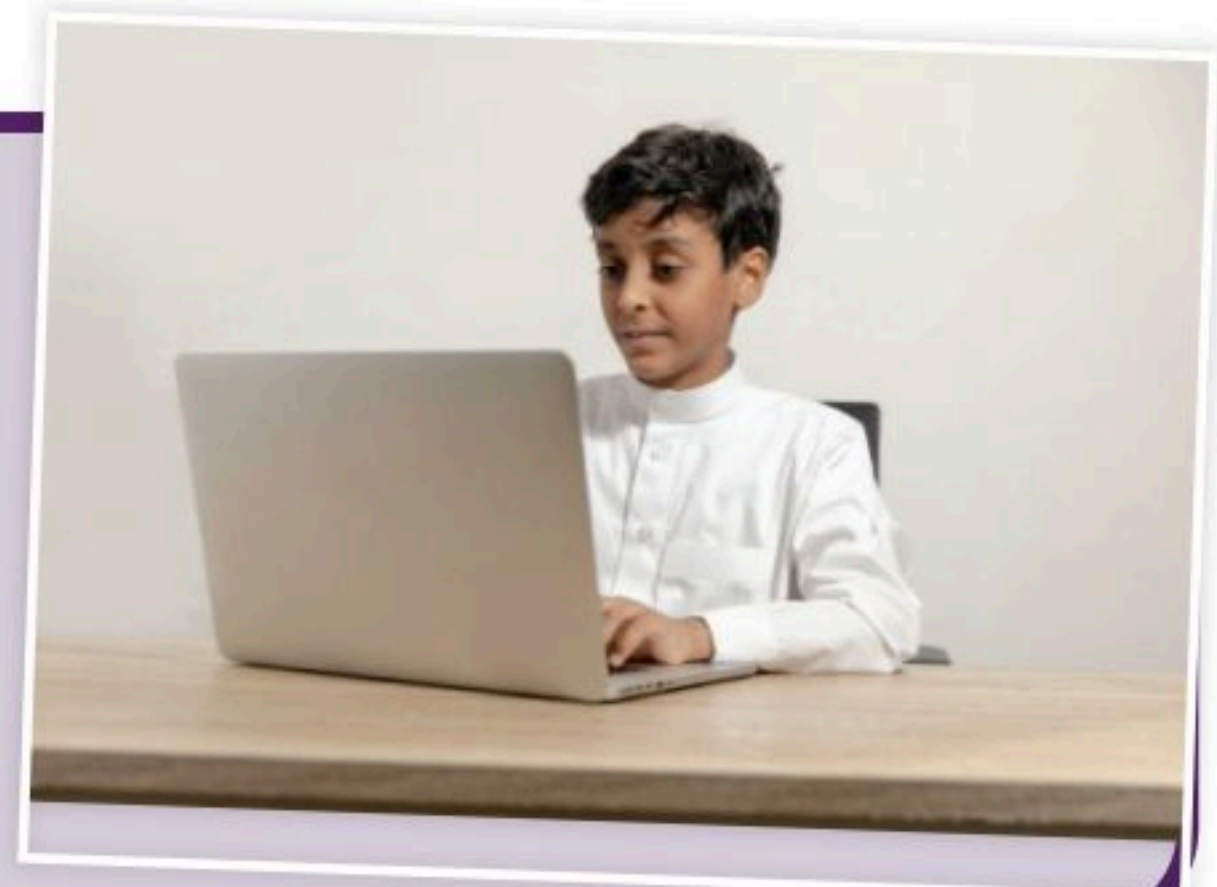
| | | | |
|--|--|---|--|
|  <p>Start / Finish</p> | <p>1 Answer. What do you call someone who flies planes?</p> | <p>2 Say this sentence to check information. “Your mom is an engineer, isn’t she?”</p> | <p>3 Answer. What professions are going to be popular in 2040?</p> |
| <p>7 Write two future plans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

Project



My community in a poster.

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



4

Glorious Food

Make your favorite snack.

رابط الدرس الرقمي



www.ien.edu.sa

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

2 4.2 Listen, point, and say.

Quick Snacks !



Bake Cookies with Noah Brookes.



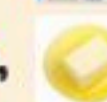
countertop

ingredients:

flour,



butter,



sugar



or honey,



chocolate



recipe:

1. Preheat the oven to 300 degrees.

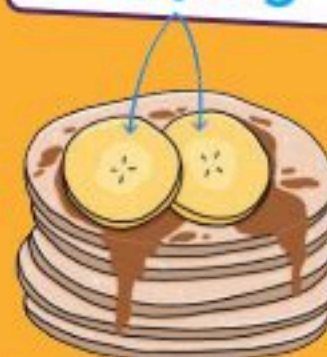


cookies

Next week ...

Pancakes with a banana and yogurt topping

topping



Fetch your ingredients now !



What's in your favorite food?





3 Look and write instructions.



1 Melt the butter in a pan.



2 _____



3 _____



4 _____



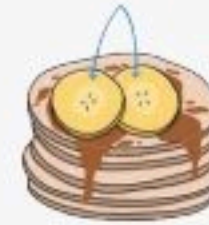
5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

4 Read and complete with words from Exercise 3.

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



5 Discuss the questions with your partner.

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



My favorite dish is ...



I think you mix flour and eggs ...



1 Read the chart.

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

2 Read and choose the correct option.



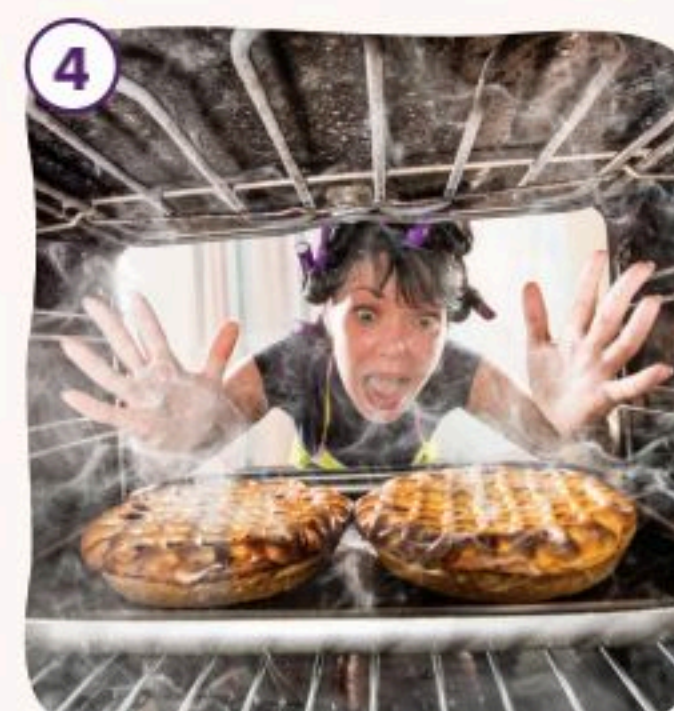
You **should** get your ingredients ready first.



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



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



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

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

3 Read and write full sentences.

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



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

Chorus

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

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

Chorus

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

Chorus

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

Chorus

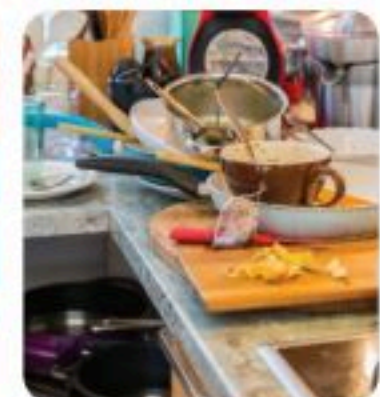
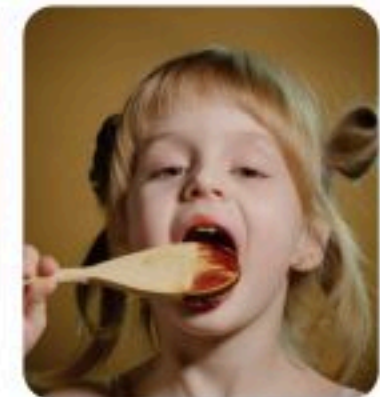
5 Listen again and chant.

6 Look at the pictures and write another verse.

Do you want to bake _____?
Do you want to bake _____?
Follow my advice and _____.

You should _____
because _____
You'd better _____.

You shouldn't _____
You'd better not _____.



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

Verbs
add bake buy fetch make
 put smell wash

Nouns
butter chocolate flour honey
 snack sugar sweet yogurt



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



You'd better wash
your hands before
you start!



1 Look at the pictures. Choose a title.

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

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

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

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

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

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

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

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

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

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



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

- 1 Where is Layla? Layla is at school, in her cooking class.
- 2 Who is Thelma? _____
- 3 What does Thelma not want Layla to use?

- 4 What is the first ingredient Layla tries in her cookies?

- 5 Why does the room smell bad?

- 6 What is the teacher's advice?

- 7 How much time does Layla have to make her carrot cookies?

- 8 What does Thelma think of Layla's new cookies? _____

Social and Emotional Learning

Discuss the questions with your partner.

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



1 Look at the picture and answer the question.

What does Gabriel need help with?

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



2 Listen and choose the correct answers.

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

3 Use the information to role play a conversation.

Student A

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

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

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

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

Yesterday I ate ...

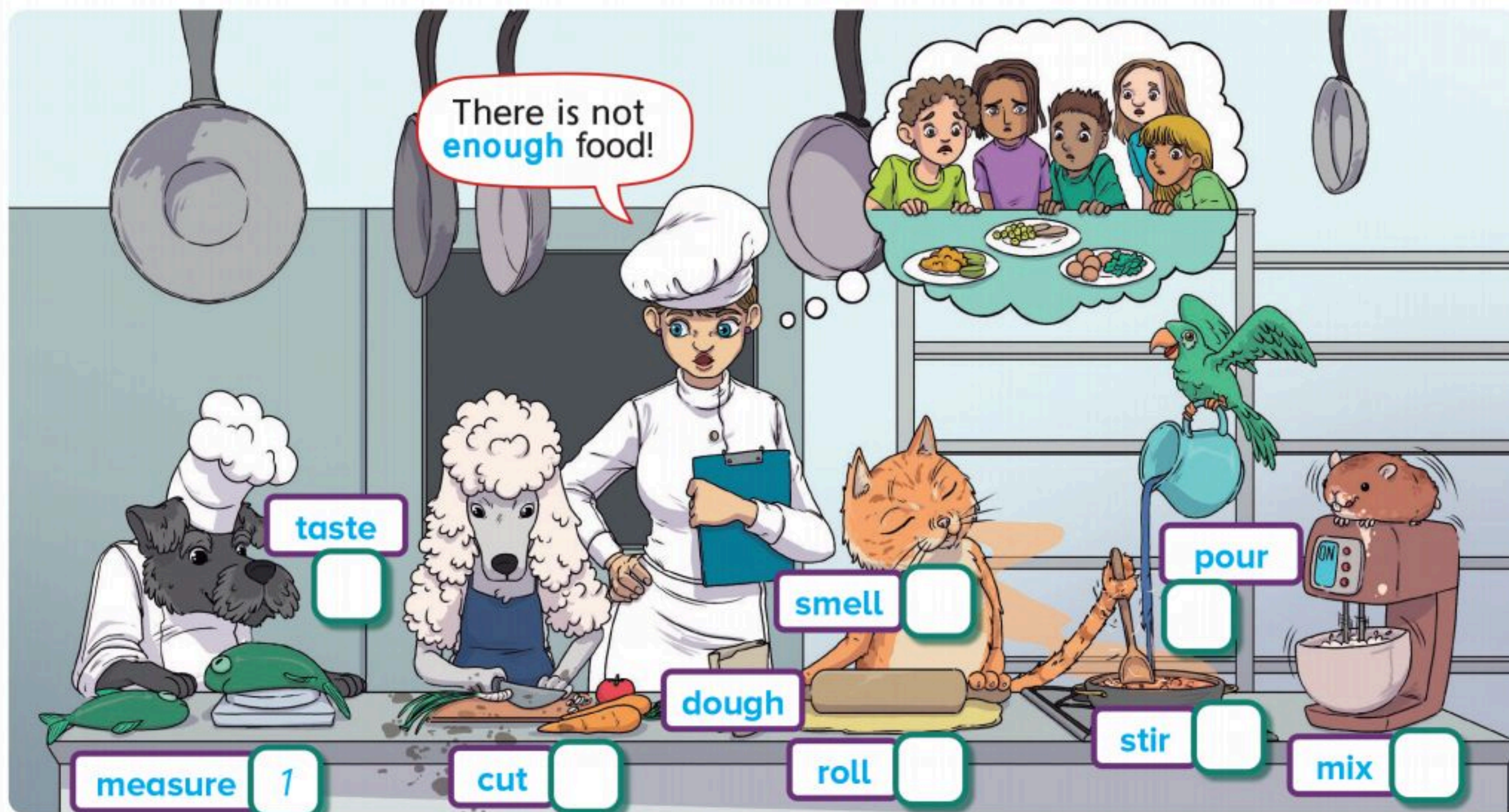
Student B

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

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

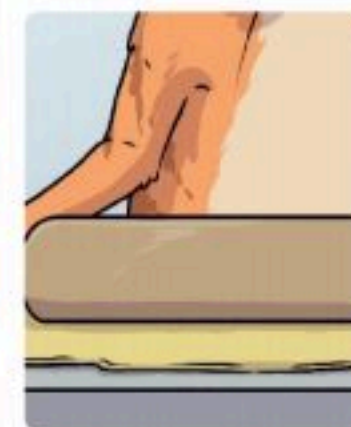
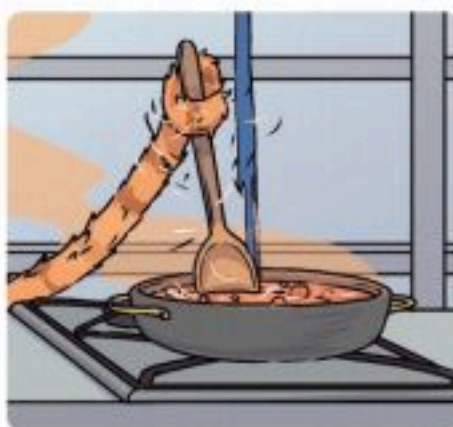


1 Look, listen, and order the steps.



2 Listen, point, and say.

3 Look and write possible sentences.



1 *Keep stirring while I pour the sauce.*

2 _____



3 _____



4 _____



1 Read the chart.

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

2 Read and check (✓) or cross (X).



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

☒
☐
☐
☐

3 Order the words to make sentences.

- 1 bake / If / cookies / , / like / cake / . / you don't / a
If you don't like cookies, bake a cake.
- 2 sauce / enough / you / don't / If / , / have / . / add / you / water

- 3 wet / add / flour / . / dough / I / more / if / is / the

- 4 you / . / measure / you / have / , / enough / If / food

- 5 want / snack / if / yogurt / Try / sweet / you / . / a / fruit / with



1 Read the text quickly and answer the questions.

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

Food and Sports: Dos and Don'ts.

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

Do:

- 1 You should drink lots of water. Water is good for your body and keeps you awake. It also helps when your head hurts! If you don't like the taste of water, mix in some fruits or herbs.



- 2 You should eat enough fruit and vegetables. If you want a snack, you can cut up some carrots or apples.

- 3 You should use fresh ingredients. They taste better and are healthier!



Don't:

- 1 You shouldn't skip meals. If you can't eat a full meal, make a small snack.

- 2 You'd better not eat after 7 p.m. because you won't sleep well. Plan your eating well. If you are still hungry after 7 p.m., eat some fruit or bread and honey.



- 3 You shouldn't eat meat that smells bad. Old meat can make you sick. If you don't like the smell, you'd better throw it away!

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

- 1 water *You should drink lots of water.*
- 2 fruit _____
- 3 skipping meals _____
- 4 7 p.m. _____
- 5 Eating sugar helps when your head hurts.

- 6 You don't sleep well if you eat after 5 p.m.

- 7 Meat smells bad if it is fresh.

3 Discuss the questions with a partner.

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





Word Work and Writing

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

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

- 2 Fill out the graphic organizer.



- 3 Write and draw your article.

Food Advice for _____

Useful Expressions

He/She should/shouldn't ...

He/She had better (not) ...

Don't forget ...



1 Read and answer the questions.

Healthy Eating: The Best Kind of Diet

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

Vegetables and Fruit

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

Dairy

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



Starches

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

Proteins

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

Fatty Foods

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

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

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

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

1 Play and answer.

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

Project



Create a pancake recipe.

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



Vocabulary

PART

1

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Audio Track List

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

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

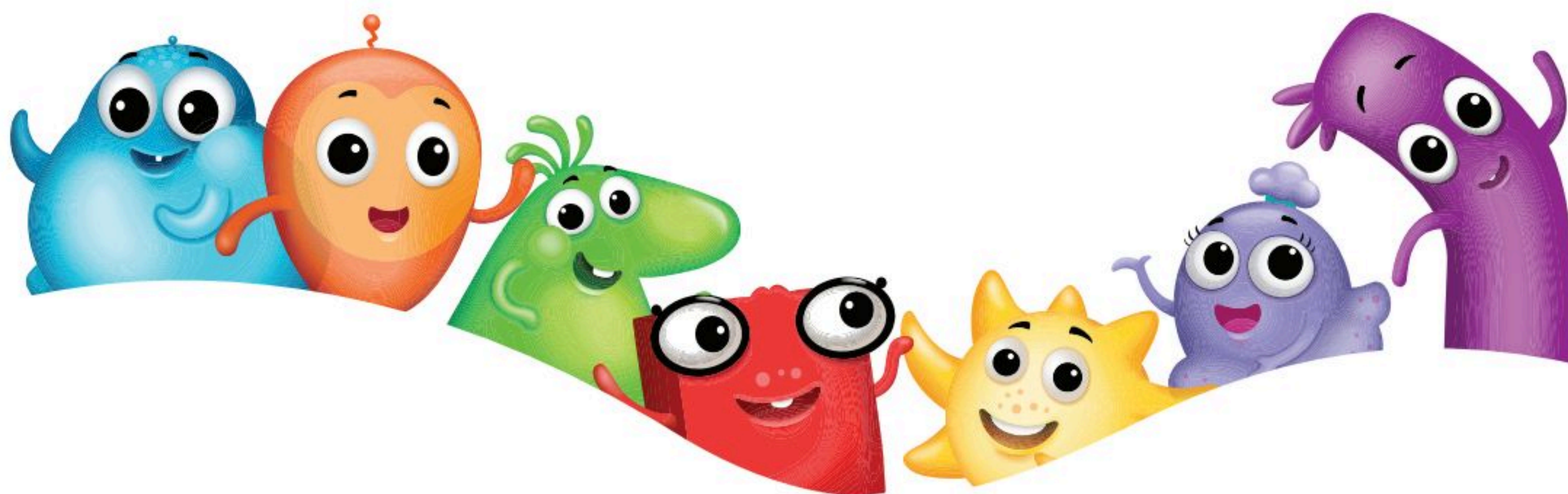
| Track | Unit | Student Book Section |
|-------|--------|--|
| 4.7 | Unit 4 | Exercise 1, Look, listen, and order the steps. |
| 4.8 | Unit 4 | Exercise 2, Listen, point, and say. |
| 5.1 | Unit 5 | Exercise 1, Listen, point, and check or cross the types of stories the speakers like or dislike. |
|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

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

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

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

Workbook



TopGoal!

**Mc
Graw
Hill**

Nico Dantaz Rachel Finnie

2



Top Goal, Workbook 2

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PART

1

PART

2

Welcome!

PART

1

1 Listen and order.

Chorus

Hello everybody.

a ____ You'll learn a whole lot more,

b 1 Welcome back to school!

c ____ and you'll make some new friends, too!

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

Chorus

a ____ Just wait and see what the teachers have prepared for you!

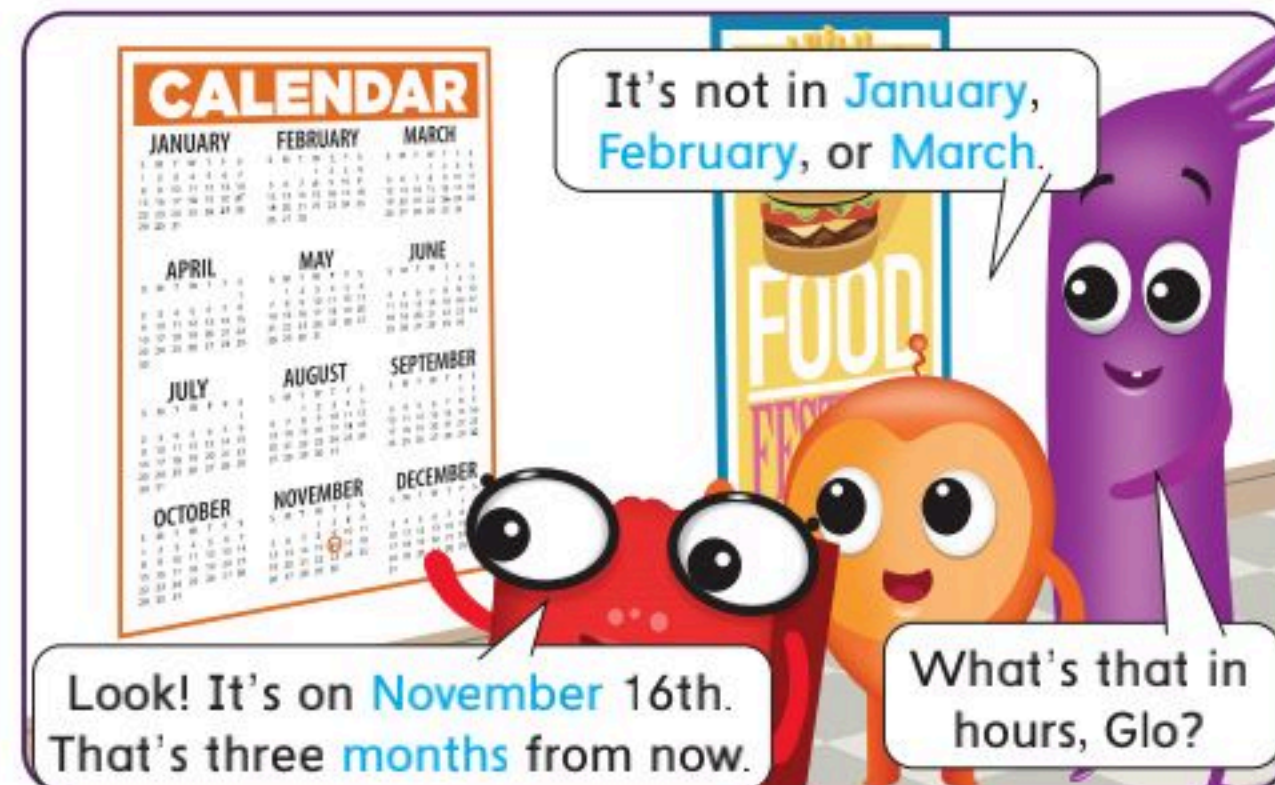
b ____ You'll learn new songs and games,

c ____ and read new stories, too!

Chorus

HELLO!

2 Look and check (✓) or cross (X).



1 The food festival is in September.



3 There are 720 hours in a month.



5 They arrive on time for class.



2 November is three months from now.



4 The mascots should get to class.



6 The class started at twenty past one.



W

120

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

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

Months of the year

- 1 January
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

4 Read and choose the correct option.

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

5 Write the numbers in words.

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



Do you remember?

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

Grandpa: Do you like your new school, Gabe?

Gabriel: Yes, I love it! And it's close to my house too.

Grandpa: ¹ *How long* does it take you to get there?

Gabriel: Only five minutes when I walk.

Grandpa: ² _____ kids are in your class?

Gabriel: About 30. They're really cool!

Grandpa: ³ _____ of your teachers are nice?

Gabriel: All of them.

Grandpa: ⁴ _____ is your school day?

Gabriel: It starts at 7:30 a.m. and ends at 3 p.m.

Grandpa: ⁵ _____ breaks do you get?

Gabriel: One recess and a lunch break.

Grandpa: ⁶ _____ is the lunch break?

Gabriel: 30 minutes.

Grandpa: It sounds like a great school to me!

2 Complete the chart.

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

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

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

4 Write the questions and answer them.

- 1 (How many / teachers / you / have?) How many teachers do you have?

- 2 (How long / your school recess?) _____

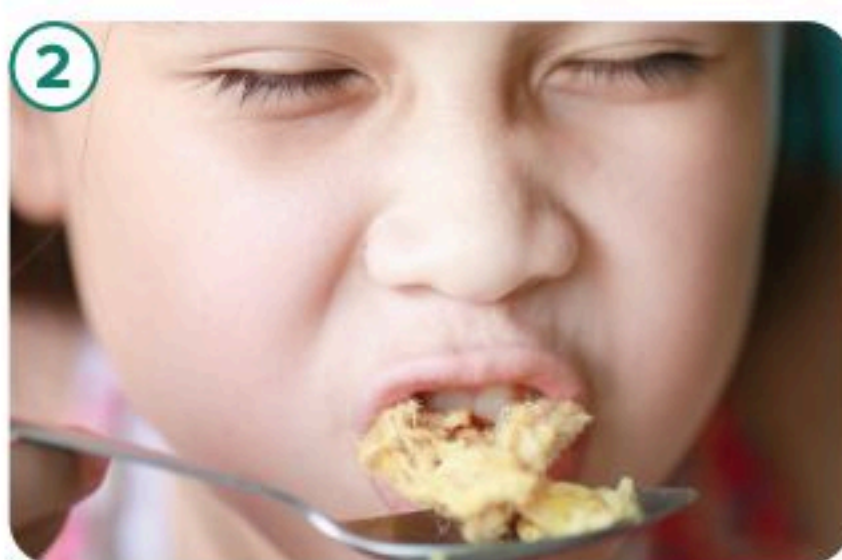
- 3 (What / you / do / yesterday morning?) _____

- 4 (What / you / do / on your last day of school?) _____

5 Look, read, and complete.



This is the largest (large) class I teach.



This is _____ (bad) food in this restaurant.



This is _____ (difficult) test of the year.



Science is _____ (interesting) class I have.



This is _____ (small) class I teach.



This is _____ (funny) story they heard.

6 Complete the sentences. Then answer.

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

1

Personal Interests

Join an activity at the youth center!

1 Complete the words.

1 w o nd e rf u l

3 xc ll nt

5 fr ght n ng

7 fr ndly

9 n rm s

11 t dy

13 sp c l

2 l v ly

4 nt r st ng

6 m z ng

8 mp rt nt

10 p p l r

12 l cky

14 n sy

2 Write the correct word.

1 i important: something you care about the most

3 s : something unique

5 n : makes a lot of noise

7 t : clean and organized

9 p : someone who a lot of people like

11 w : brilliant and pleasing

13 l : to have good luck

2 e : done very well

4 e : very big

6 i : makes you think

8 a : very good

10 f : scary

12 l : pretty or beautiful

14 f : nice and kind to everyone

3 Complete the sentences.

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

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

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

4 Our living room looks with new rose pink curtains.

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


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

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

8 Be quiet! You are too !



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

 New Message

To: Jenny

Subject: My Vacation

Hi Lisa,

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

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

What are you doing on your vacation?

Love,
Jenny

Send

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

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

1 (a frightening activity)

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

2 (a noisy activity)

3 (a popular place)

4 (an important person for you)

5 (an amazing activity)





1 Choose the correct option.

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

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

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

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

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

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

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

Jimmy: Sounds fun! ¹¹Do / Did you win the game?

Tom: No, my dad always ¹²wins / won!



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

1 We love (love) watching football on Sundays.

2 My sister _____ (play) board games on Thursdays.

3 I _____ (swim) in the ocean last summer.

4 I _____ (do) karate on Wednesdays.

5 He usually _____ (eat) pizza on Fridays.

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

7 We _____ (watch) that movie last week.

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

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

10 My mom always _____ (read) in the evening.

3 Rewrite the sentences in their negative form.

1 I like playing board games.

I don't like playing board games.

2 They went to the mountains in the winter.

3 My sister does her homework on Saturday.

4 We play baseball every weekend.

5 He ate pizza for lunch.



4 Read and choose the correct option.

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

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

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

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

- (get up) / every / day / What / you / time / ?

- on / What / (like) / you / doing / weekend / the / ?

- usually / (eat) / on / What / Saturdays / you / ?

- yesterday / (eat) / you / What / ?

- after / (do) / school / What / , / do / you / activities / ?

- when / activities / little / you / What / enjoy / you / were / ?

6 Answer the questions in Exercise 5 with information that is true for you. Write complete sentences.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



1 Read and order the sentences of the story.

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



2 Look at the pictures. Write what happens next.



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

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



Listening and Speaking

1 **1.1** Listen and choose what Mila is talking about.

a a party

b her vacation

c her daily routine

2 **1.2** Listen again and check (✓).

1 Who did Mila visit on her vacation?



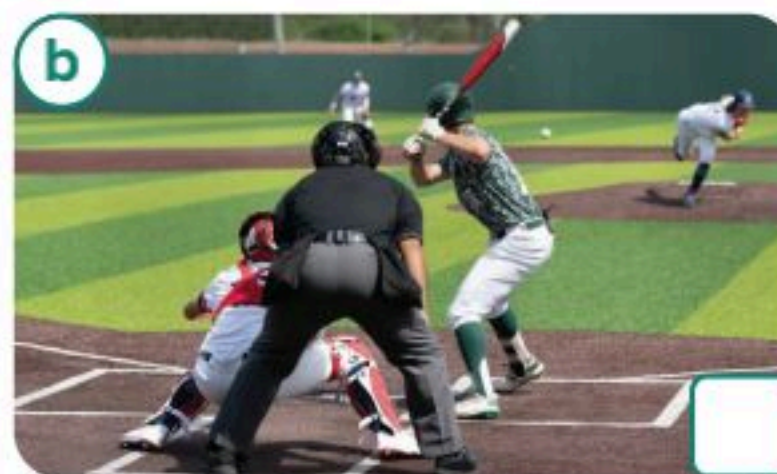
2 What did she do on Monday?



3 What did she do on Wednesday?



4 What did she do on Friday?





1 Look and find. Circle.

~~enjoy~~

excited

ride

horrible

messy

unusual

unkind

untidy

unlucky

unfriendly

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

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

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

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

- (unlucky) _____
- (horrible) _____
- (messy) _____
- (unusual) _____
- (unfriendly) _____



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

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

| Action Verbs | State Verbs |
|--------------|-------------|
| | like |

2 Choose the correct option.

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

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

buy cook eat like need ~~want~~

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

Jack: I ² _____ pizza more than burgers.

Mom: OK. Pizza it is!

Jack: Can we ³ _____ it at home?

Mom: That sounds fun. Sure!





1 Read the text and choose a title.

a Unusual Jobs

b Unusual Hobbies

c Unusual People

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

Scrapbooking



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

Rock climbing



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



Playing the piano

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

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



1 Rewrite the sentences with a new word.

1 They are not friendly.

They are unfriendly.

2 She was not lucky in the competition.

3 His room is not tidy.

4 This is not fair.

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

Hobby:

What it is:

Materials or
equipment needed:

When and where
to do it:

Why I think it's interesting:

3 Write about the hobby you found.

A new hobby: _____

This activity is _____

To do this activity, you need _____

You can do this activity _____

I think it's interesting because _____



1 Listen and complete.

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

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

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

We have a wonderful time.
We have a wonderful time!

2 Read and answer the questions.

Dear Diary,

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

1 Which activity is good for game nights?

collecting board games

2 Which two activities help people?

3 Which activity needs writing?

4 Which activity keeps places tidy?

5 Which activities can you do with friends?



3 Complete with words from this unit.

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

4 Read and choose the correct option.

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

5 Listen and complete.

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

6 Read and color for you.

| | | | |
|---|--|--|--|
| I can use all sorts of words to talk about personal interests. | | | |
| I can use all sorts of verbs in their present and past forms. | | | |
| I can identify and use all sorts of action and state verbs. | | | |
| I can read all sorts of stories and e-mails about interests. | | | |
| I can write about all sorts of special interests. | | | |
| I can listen to all sorts of people talking about interesting things they do. | | | |
| I can speak about all sorts of interests. | | | |

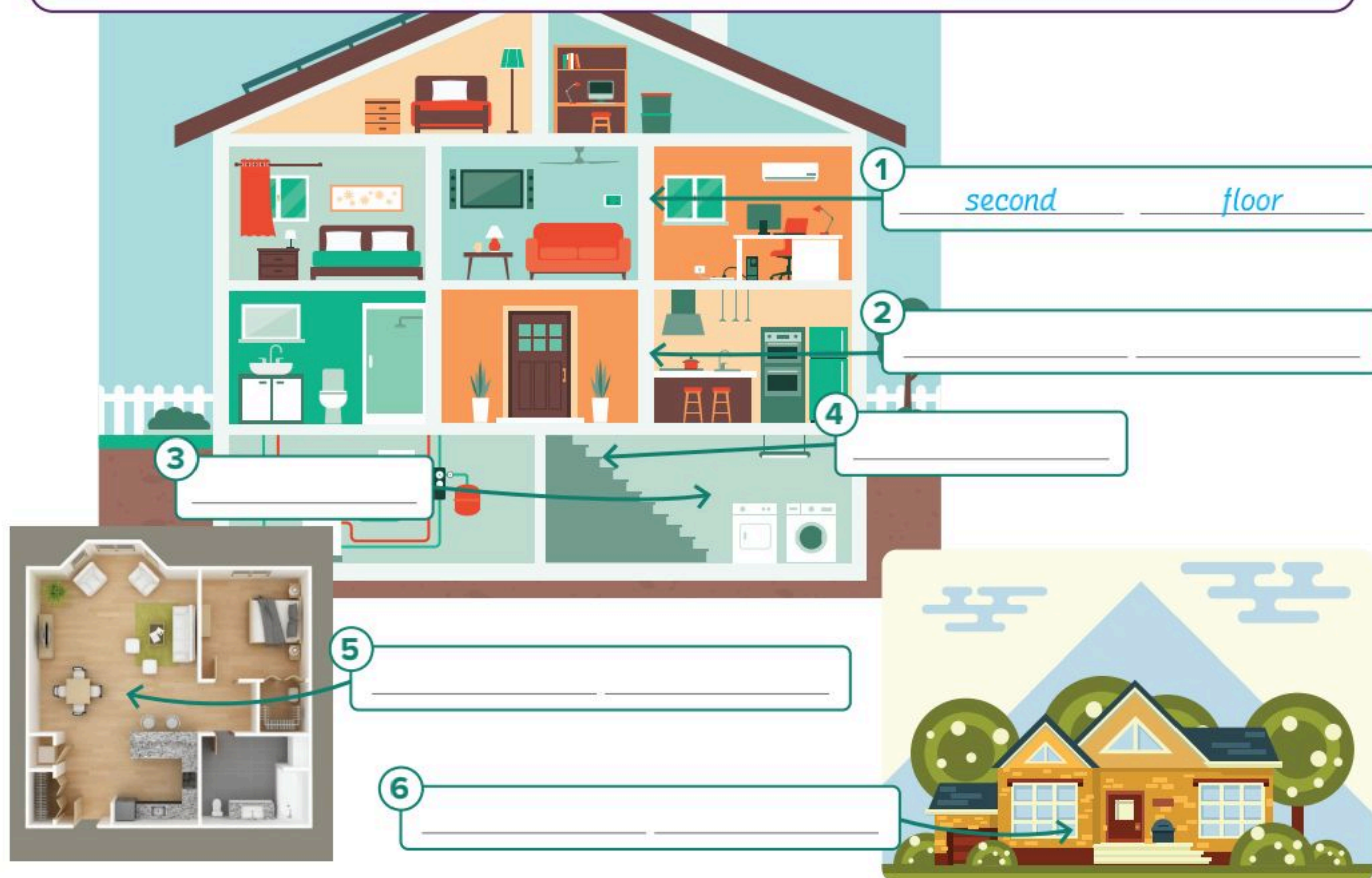
2

House Designs

Sophie moves to a new house.

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

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



2 Read. Then find, circle, and copy.

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





3 Label the things in a house.

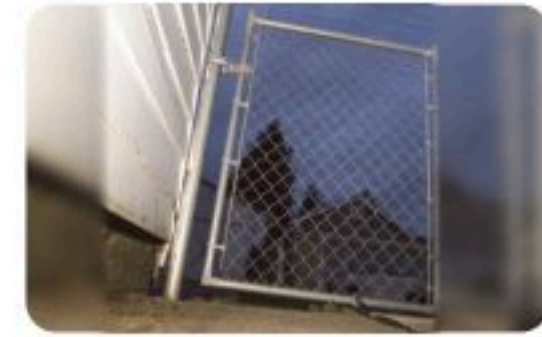


1

Wi-Fi



2



3



4



5



6

4 Look and complete. Use words from the box.

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



- 1 No parking!
Do not block
the entrance.



- 2 Restrooms are locked.
Ask the attendant for
the _____.



- 3 Keep _____ door
closed.



- 4 The _____ password
is IC@NTS@Y.



- 5 Danger!
Toxic _____.



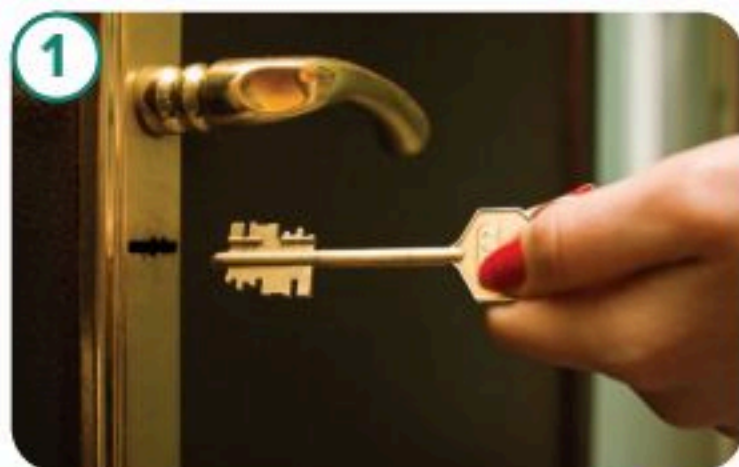
- 6 _____ apartment
for rent.

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

Handwriting practice area with lined paper.

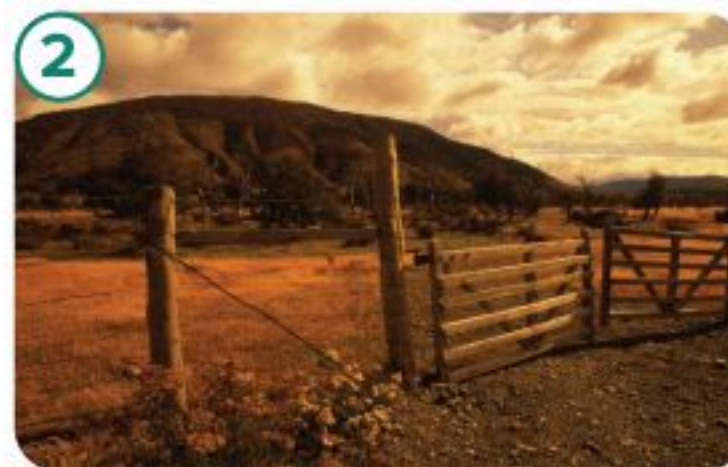


1 Look, read, and complete with *will* or *won't*.



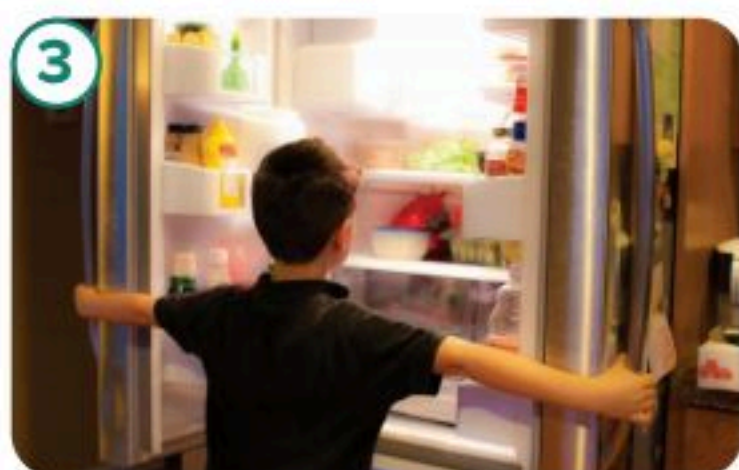
The front door lock doesn't open.

Don't worry! I will call for help.



We _____ keep this old wooden gate, right?

Of course not! We _____ buy a new one.



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

Great! We _____ need to replace it!



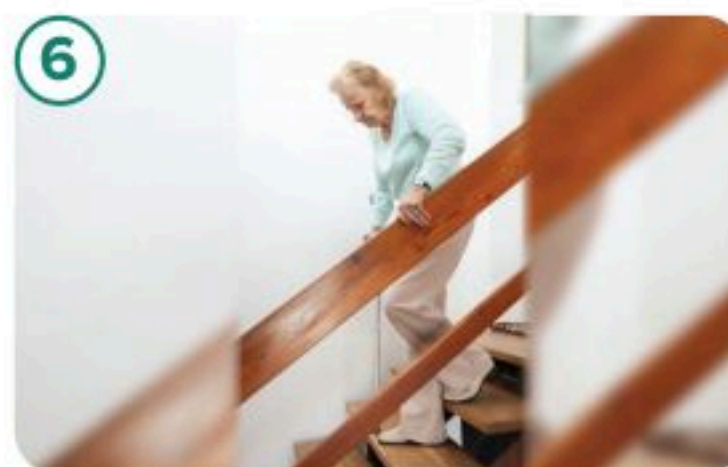
Dad, I don't like the color of my bedroom anymore!

No problem! I _____ repaint it.



Mom, the Wi-Fi is very slow!

I _____ replace it.



These steps are too steep!

I _____ help you get down the stairs, Grandma.

2 Read and match the sentences.

1 I must go home now. Mom's waiting.

2 Dave, classes start at 8 a.m.

3 I can't find my wallet, Zack!

4 I don't feel well, Dad. I have a fever.

5 This burger is expensive and not very good.

6 The gate is locked!

a Don't worry. I'll buy the tickets.

b I'll take you to the hospital right now.

c I agree! We won't come back here again!

d Come on! I'll give you a ride.

e No problem! I'll get the key.

f Sorry, Mr. Adams. I won't be late again.

**3 Order the words and add *will* or *won't* to make sentences.****1 Grandpa:** The phone isn't working.**Michael:** No problem, Grandpa.

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

*I'll contact the phone company.***3 Dad:** Look at this! You broke the screen with the football.**Ivy:** Sorry, Dad!

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

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

(somewhere / else / I / . / park)

2 Grandma: Be careful, kids! The oven door is hot.**Kids:** Don't worry! (it / . / touch / We)**4 Mrs. Jones:** Look! Our fridge is almost empty!**Mr. Jones:**

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

6 Sabah: My parents need a good architect.**Amina:** My mom's an architect.

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

4 Read and complete with *will* or *won't* and words from the box.be change ~~check~~ get go turn off**Mom:** Come on! We're late for the party. Are the doors and the windows closed, Eli?**Dad:** The windows are all closed. But I ¹ *will check* the kitchen door.**Mom:** Thanks! Kids, you all went to the bathroom, right?**Enzo and Elena:** Yes.**Theo:** I didn't, Mom. I ² _____ now.**Mom:** OK, Theo. What is that noise? Is the TV on?**Enzo:** Yes. I ³ _____ the TV!**Mom:** Thanks, Enzo! Where's the present?**Elena:** I ⁴ _____ it, Mom!**Mom:** Thanks! Eli, do you like my clothes?**Dad:** Well ...**Mom:** Hmm ... I think I ⁵ _____ clothes. Don't worry! I ⁶ _____ long!**Whole family:** Oh, no!**5 Look and write what you would say to help these people.****1** *I'll help you with your homework.***2** _____**3** _____**4** _____

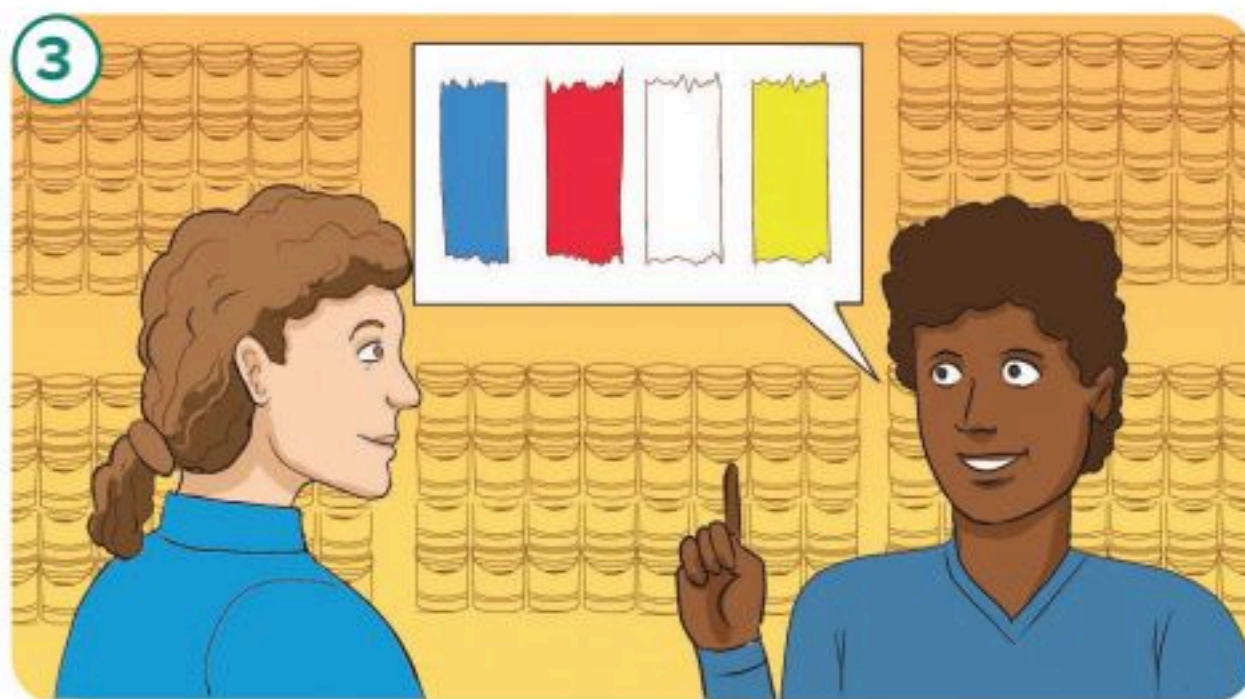


1 Look and write Sophie's story.



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













Listening and Speaking

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

- 1 Ryan's parents are going to build a new house. *T*
- 2 It will be a small house.
- 3 The family saw the layout yesterday.
- 4 The house will have two floors but no basement.
- 5 Matt thinks it is a dream house.

2 Listen again and check (✓).

- 1 How many bedrooms will the house have?

(a)

3

☐

(b)

4

☐

(c)

5

☐

- 2 Which of these rooms will be on the first floor?

(a)

☐

(b)

☐

(c)

☐

- 3 Which of these will Ryan's mother buy?

(a)

☐

(b)

☐

(c)

☐

- 4 Which of these rooms won't be in the basement?

(a)

☐

(b)

☐

(c)

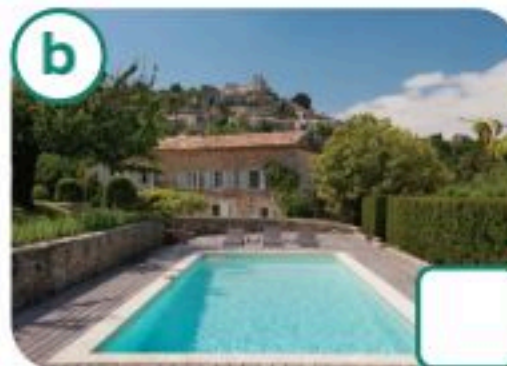
☐

- 5 What part of the new house is Ryan most excited about?

(a)

☐

(b)

☐

(c)

☐



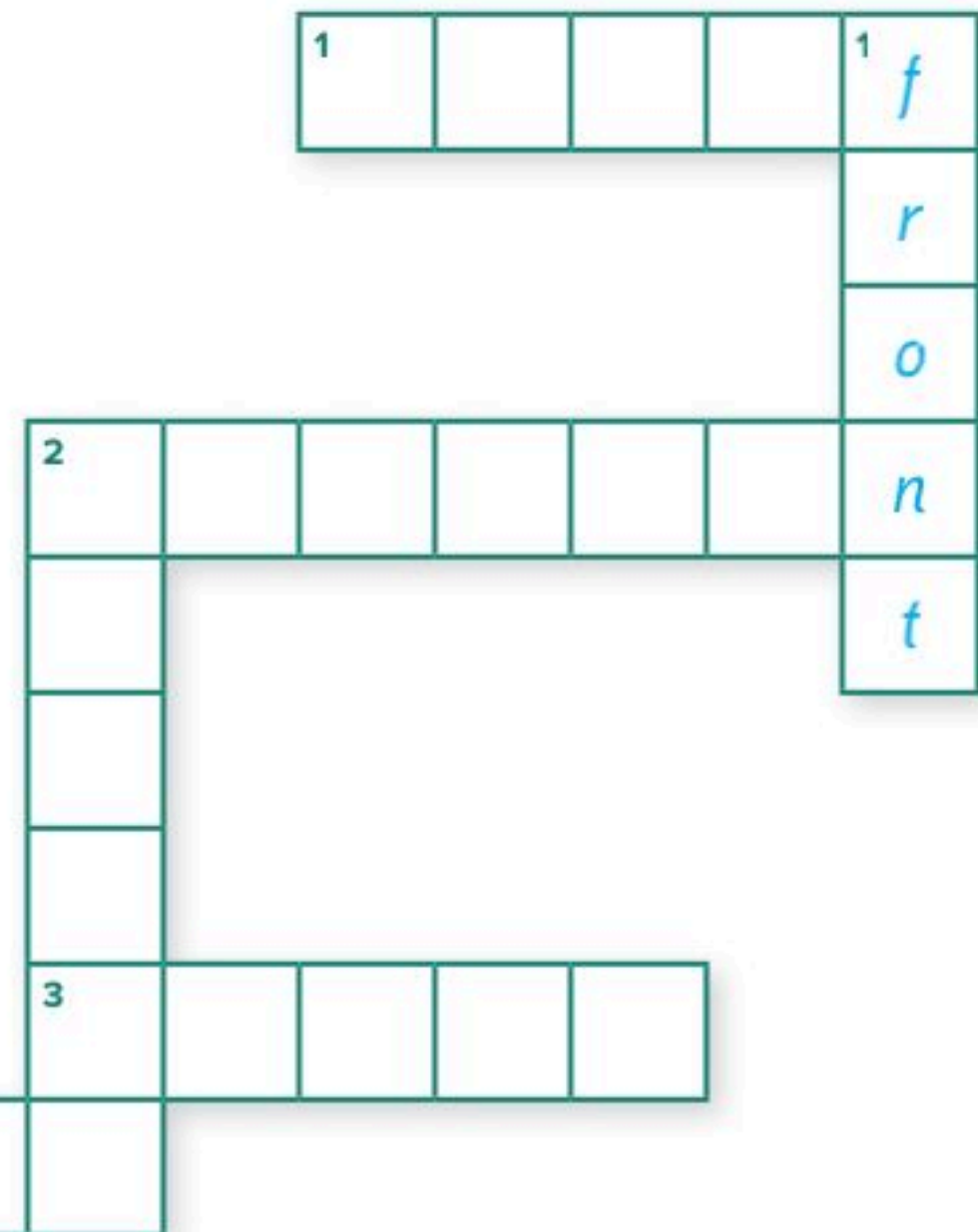
1 Read and complete.

Down

- 1 Can you check on the children, please?
They're in the front room.
- 2 I love this armchair and floor lamp in
the _____ of the room!

Across

- 1 The book is on the top _____ of the
bookcase.
- 2 I loved the new _____ on your
armchair. It's so soft!
- 3 There are no cookies in the cookie
bowl. It's completely _____.
- 4 I can't do it right now,
but I'll do it _____.



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

~~Actually~~ else empty later shelf take

Amy: What is there for lunch, Dad?

Dad: Your favorite dish—pasta.

Amy: 1 Actually, my favorite dish is pizza.

Dad: But you like pasta, too.

Amy: I do. Is there anything 2 _____?

Dad: Yes. There's green salad.

Amy: Can I have a juice instead?

Dad: Is there any? Check the bottle on the bottom
3 _____ of the fridge.

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

Dad: The pasta is in the oven. It'll 5 _____
about 30 minutes to cook.

Amy: I'm hungry!

Dad: Go and do your homework while it bakes.

Amy: I'll do it 6 _____.

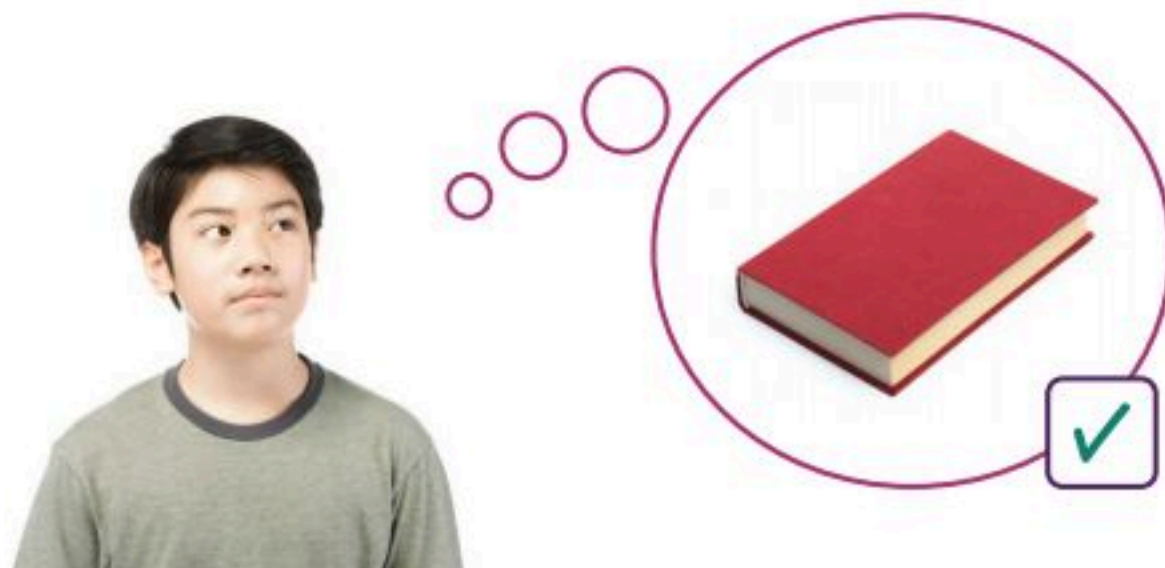
Dad: No. Do your homework now!

Amy: OK, Dad.





1 Look and complete using *going to*.



1 Lucas *is going to read a book* this evening.



2 Sarah _____ next weekend.



3 They _____ tomorrow.



4 Henry and Rose _____ on Friday evening.

2 Read and choose the correct option.

- 1 **Mom:** Did you call Grandpa?
Hussein: Oops! I completely forgot. I *am going to do* / *will do* it right now.
- 2 **Noura:** Is your mother coming to the dinner party on Saturday?
Amal: I'm afraid not. She *is going to work* / *will work* next weekend.
- 3 **Adel:** Oh, no! All my sneakers are too small. I *am going to ask* / *will ask* Mom to buy me new ones.
- 4 **Eva:** There's no bread, Dad.
Dad: It's OK. I *am going to buy* / *will buy* some after work. Have some cereal.
- 5 **Jacob:** My family and I *are going to travel* / *will travel* to the lake tomorrow. Do you want to join us?
Adam: Sure! Thanks for the invitation.
- 6 **Mom:** I *am going to go* / *will go* to the mall tomorrow. Do you need anything, Aisha?
Aisha: I do. Could you get me two notebooks, please?

3 Read and answer.

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

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



1 Look and choose the best option.


- 1 This text is
 - a an e-mail.
 - b a blog post.
 - c a story.
- 2 The text is about
 - a the family's new house.
 - b an apartment for guests.
 - c a design competition.

Our new guest area

Some of my aunts and uncles live far away and when they visit, they stay with us. So, my parents decided to change our ¹ basement into a small apartment for our guests. Mom and Dad asked an ² _____ named Oliver to design the apartment ³ _____. When Oliver took the ⁴ _____, he said the basement was very big. It can have a living room, a dining room, and a small kitchen with a stove, an ⁵ _____ (my aunts love baking!), and even a large ⁶ _____.

Oliver saw that the basement already has a bedroom and a bathroom, so he's going to keep them as they are. We decided to put a big ⁷ _____ in the living room so people can watch TV.

The basement has its own ⁸ _____, so we will give our guests a ⁹ _____ to the door. I'm sure they'll be very happy in our new guest area.



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

architect ~~basement~~ entrance fridge key layout
 measurements oven screen

3 Read again and check (✓) the true sentence.

- 1 The parents are going to buy an apartment for guests. ☐
- 2 The apartment will be big enough for guests. ☐
- 3 Guests won't have their own entrance to the apartment. ☐



Word Work and Writing

1 Read, analyze the words in blue, and choose V (verb) or N (noun).

- 1 The **design** of your bed is really special. **V/N**
- 2 Remember to **call** Grandma. **V/N**
- 3 I really like that channel's main news **broadcast**. **V/N**
- 4 There is a store at the **corner** of my street. **V/N**
- 5 Many young people don't have **telephones** anymore and use cell phones instead. **V/N**
- 6 When we found a lost dog in our garden, we **cornered** it and called its owner. **V/N**
- 7 Which architect **designed** your house? **V/N**

2 Think about where you will live when you have your own house. Complete the graphic organizer.

| <i>Kind of Residence</i> | <i>Location</i> | <i>Floors</i> | <i>Rooms</i> | <i>Amenities</i> |
|---|-------------------|-------------------------------|------------------------------|---|
| Will it be a house, an apartment, a boat house, a tiny house, a castle? | Where will it be? | How many floors will it have? | How many rooms will it have? | Will it have a yard, a swimming pool, etc.? Will there be Wi-Fi, a fridge, a phone, etc.? |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

3 Use your notes to write about the place.



1 Listen and cross out the extra words.

Chorus

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

What's in your house?

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

What's in your house?

- ¹ To get through the entrance, you have to find the ~~metal~~ key. Once you're through the gate, you can come and find me!

Chorus

- ² If you're feeling hungry, see what's in the small fridge!
Turn the oven on or make a cold sandwich!

Chorus

- ³ Downstairs is the dark basement, on the bottom floor.
⁴ There are tiny bedrooms and living rooms. Who could ask for more?

Chorus

If you want technology, turn on the Wi-Fi.

- ⁵ We have lots of TV screens. Have a look ...
Don't be shy!

Chorus

2 Read and answer the questions.

Homes of the Future

Let's take a trip into the future and imagine what homes of the future will look like. In the future, houses will use technology and exciting designs to make homes that won't harm the planet. They will be made with strong materials that will be recycled or natural. The main entrance will be different. Houses won't have keys. They will have smart locks that recognize you, so the door opens by itself. In the future, screens will be built into the walls. Ovens and fridges will have smart features. That means that you will be able to use them from anywhere with your phone. Houses will have strong Wi-Fi networks. In conclusion, houses of the future will make our daily lives easier.

- 1 What will the houses of the future use?
They will use technology and modern designs.
- 2 How will the main entrance be different?

- 3 How will people be able to use ovens and fridges?

- 4 What kind of Wi-Fi network will houses have?

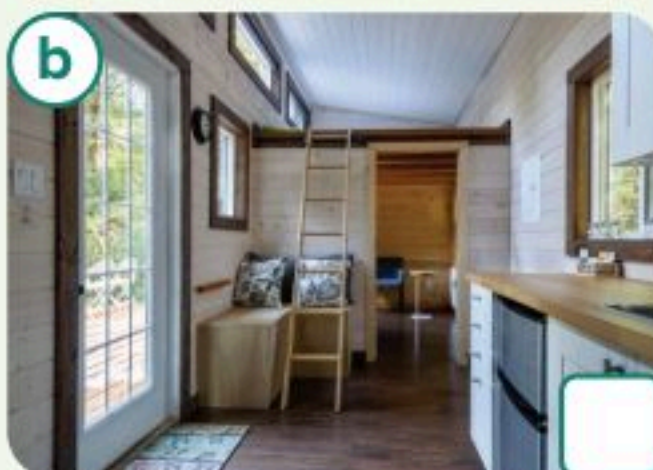
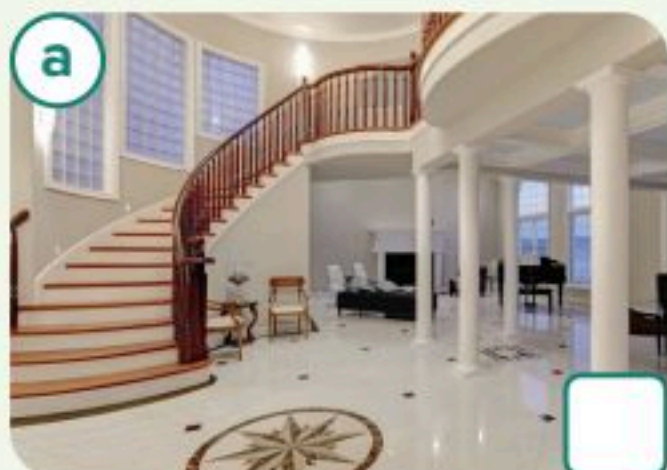


3 Listen and match the name with their perfect future home.

1 Grace

2 Mateo

3 Emily



4 Read and complete with *will* or *be going to* and the correct form of the verbs in parentheses.

Jack: I need your help, Liam.

Liam: I ¹ will help (help) you. But what's the matter?

Jack: This is my bedroom. I share it with my brother Henry.

Liam: What a mess!

Jack: Sorry about that! I ² _____ (clean) it later.

Liam: I think you should.

Jack: Henry ³ _____ (start) college soon. That means he
⁴ _____ (live) there.

Liam: Good for you!

Jack: My parents say that they ⁵ _____ (redesign) the room. They asked me what I want, but I have no idea.

Liam: Don't worry. I ⁶ _____ (give) you some ideas. I love design, and I ⁷ _____ (be) an architect in the future.

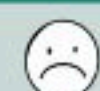
Jack: How lucky am I?

Liam: I ⁸ _____ (lend) you some magazines. Take a look at them and see what you like. Then we can talk.

Jack: Thanks a lot!

5 Read and color for you.

I can use all sorts of words to talk about house designs.



I can use all sorts of future forms to express future plans.



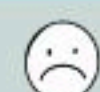
I can read all sorts of texts about different house designs.



I can write about my future plans using all sorts of forms.



I can listen to all sorts of people talking about house designs.



I can speak about all sorts of future plans and house designs.



3

Job Paths

Tell me your future job!

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

| singer | flight attendant | actor | engineer |
|--------------|------------------|--------------|--------------|
| | | | |
| | | | |

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



- 1 This person works in an office. She generally wears formal clothes.
- 2 This person writes the news or gives news reports on TV.
- 3 You can see this person at airports and on planes. They are the people that can fly a plane.
- 4 These people are very creative. They know how to mix colors and have lots of imagination. You can see their work in art galleries.
- 5 This person helps you when your car doesn't work well. He or she can fix it. They have their own garage to do it.
- 6 You can see this person on buses or cars. They take people to different places.

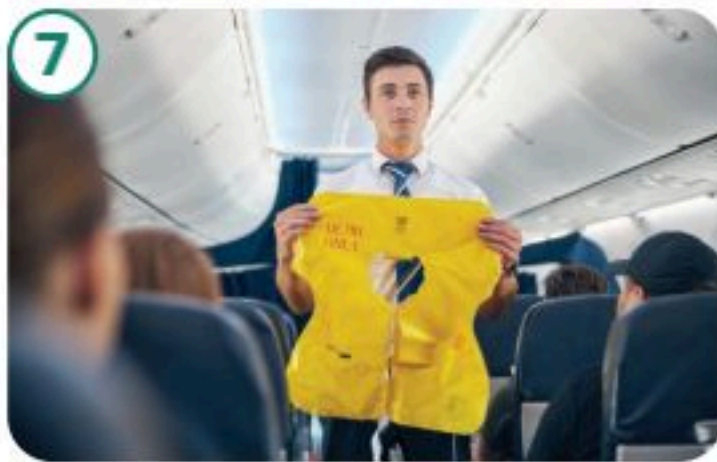
3 Write the clue for the secret word in Exercise 2.



4 Label the jobs.



actor



5 Read and complete.



¹ I want to be a manager so I can lead teams.

³ My dad is a _____. He takes all the kids to school.

² I love working with food and talking to people, so maybe I can be a _____.

⁴ A _____ has to speak to people and report what they hear on TV. That sounds fun!

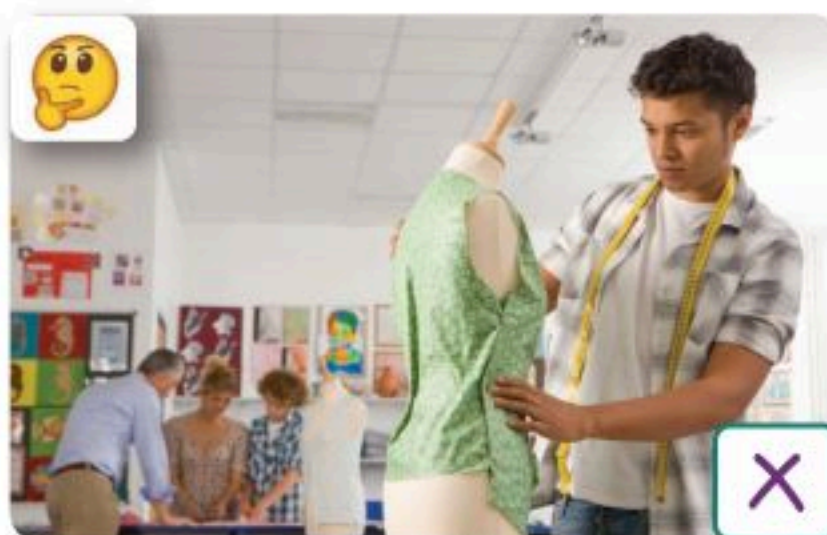




1 Look and write sentences.



1 They are going to be
engineers.



2 _____



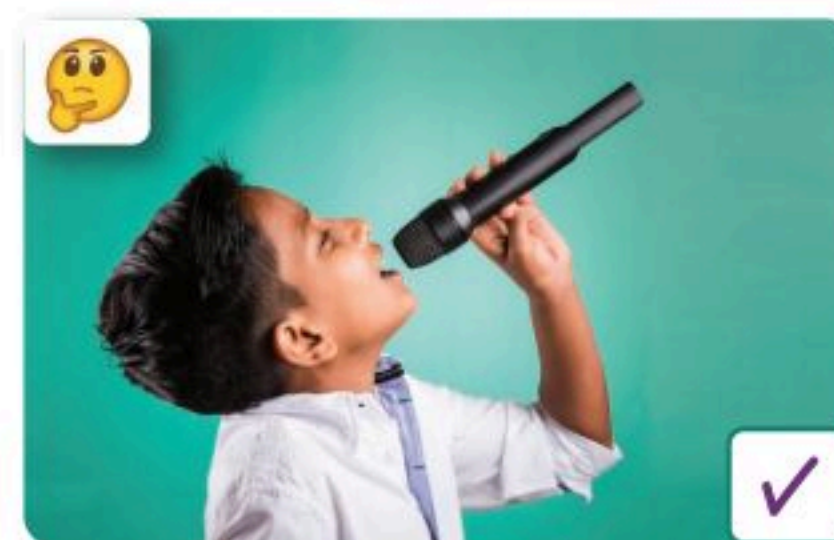
3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Order the words to make sentences.

1 might / future / in / not / She / act / the. She might not act in the future.

2 are / be / We / . / managers / to / going _____

3 be / fashion / My / a / brother / designer / may / . / _____

4 not / You / singer / going / a / . / be / are / to _____

5 planes / . / not / fly / may / He _____

6 They / office / work / might / in / an / . / _____



3 Complete. Use the words from the box.

are going to ~~isn't going to~~ may may might

- 1 Layla is sure she isn't going to be an artist. She hates painting.
- 2 I think Justin _____ be a singer. His voice is very nice.
- 3 David _____ work as a waiter, but he is really not sure.
- 4 Kim and Paul _____ be pilots. They love flying.
- 5 It's possible that we _____ study acting in the future.

4 Rewrite the sentences using the word in parentheses.

- 1 It's possible they will be pilots. (may)
They may be pilots.
- 2 Sam thinks he wants to be an architect in the future. (might)

- 3 Willow knows she doesn't want to work as a fashion designer. (going to)

- 4 It's unlikely they will act in movies when they grow up. (might)

- 5 It's possible Dan will work as a manager in his mom's company. (may)

5 Look and write sentences that are true for you.

- 1  (going to)
I'm going to be a driver. / I'm not going to be a driver.
- 2  (may)

- 3  (might)

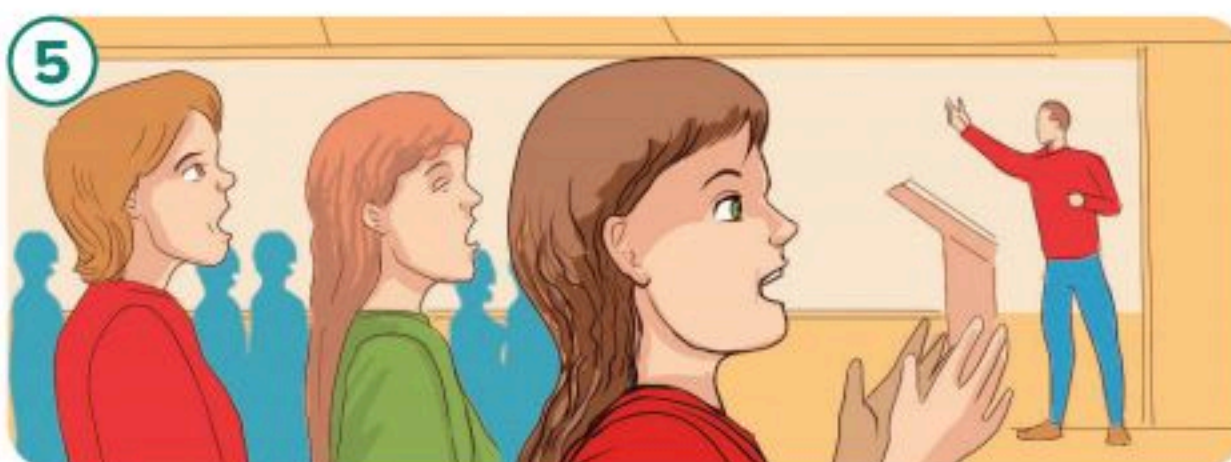
- 4  (going to)



1 Look and write Harper's story.



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





Listening and Speaking

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

a

☐

b

☐

c

☐

d

☐

2  Listen again and complete.

Today's guest speaker

- 1 The man's name is Robert.
- 2 His last name is _____.
- 3 He sometimes works in an _____.
- 4 One thing he does is to _____ in his job.
- 5 Robert wears a _____ to be safe.
- 6 Robert says _____ don't draw or wear suits.
- 7 Robert is an _____.



Vocabulary



1 Look and find. Circle.

office

meeting

airport

stage

factory

news

gallery

job

work

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| R | G | T | D | N | E | G | S | M | O |
| J | M | A | F | O | F | F | I | C | E |
| O | E | S | L | K | A | F | H | N | P |
| B | E | M | A | L | L | R | R | E | N |
| S | T | A | G | E | E | N | E | W | S |
| A | I | D | P | L | J | R | A | S | R |
| S | N | W | R | S | P | E | T | Y | R |
| N | G | P | F | A | C | T | O | R | Y |
| E | O | I | G | A | L | L | E | R | Y |
| A | I | R | P | O | R | T | N | E | T |
| W | O | T | F | M | J | W | O | R | K |

2 Look and write. Then listen and check.

Where might they work in the future?

Write the place.



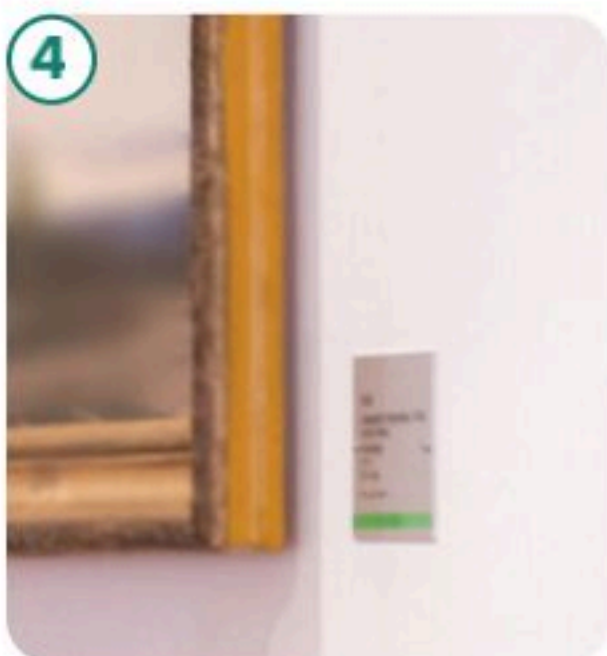
They may work in a news studio.



They may work in an _____.



They may work in a _____.



They may work in a _____.



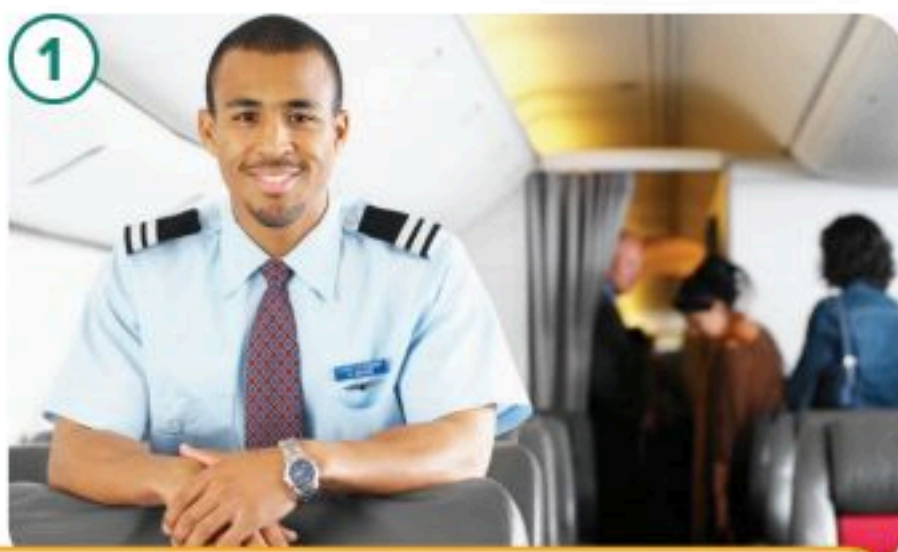
They may work in an _____.



They may work on a _____.



1 Order the words to make questions.



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

No, he isn't. He's a pilot.



actress, / be / isn't / she / to / ? / She's / an /
going _____

No, I think she may be a journalist.



it / ? / the / That / wasn't / airport /
was _____

Yes, I think so.



didn't / worked / that / they / building, /
They / ? / in _____

Yes, they did.

2 Look and complete the sentences.

- 1 She's a driver, *isn't she* ?
- 2 They can't be businessmen, _____ ?
- 3 She is going to be a singer, _____ ?
- 4 He dances very well, _____ ?
- 5 He isn't a professional
photographer, _____ ?



3 Look at the picture in Exercise 2. Write three more sentences.

- 1 _____
- 2 _____
- 3 _____



1 Look at the text and pictures, and choose the best option.

- 1 This text is a an article. b a dialog. c a play.
 2 The text may be about the boys' a parents' jobs. b career plans. c present interests.

Kevin: The show and tell was full of specialists. What are you going to do in the future?

Olly: ¹ I may be an artist or a journalist. I like creating.

Kevin: Oh. I don't like that! I like working with people. So, I might be a therapist or a psychologist.

Olly: ² _____

Kevin: I know. Scientists also study all the time. My mom is a scientist. She is always reading.

Olly: ³ _____

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

Olly: ⁴ _____

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

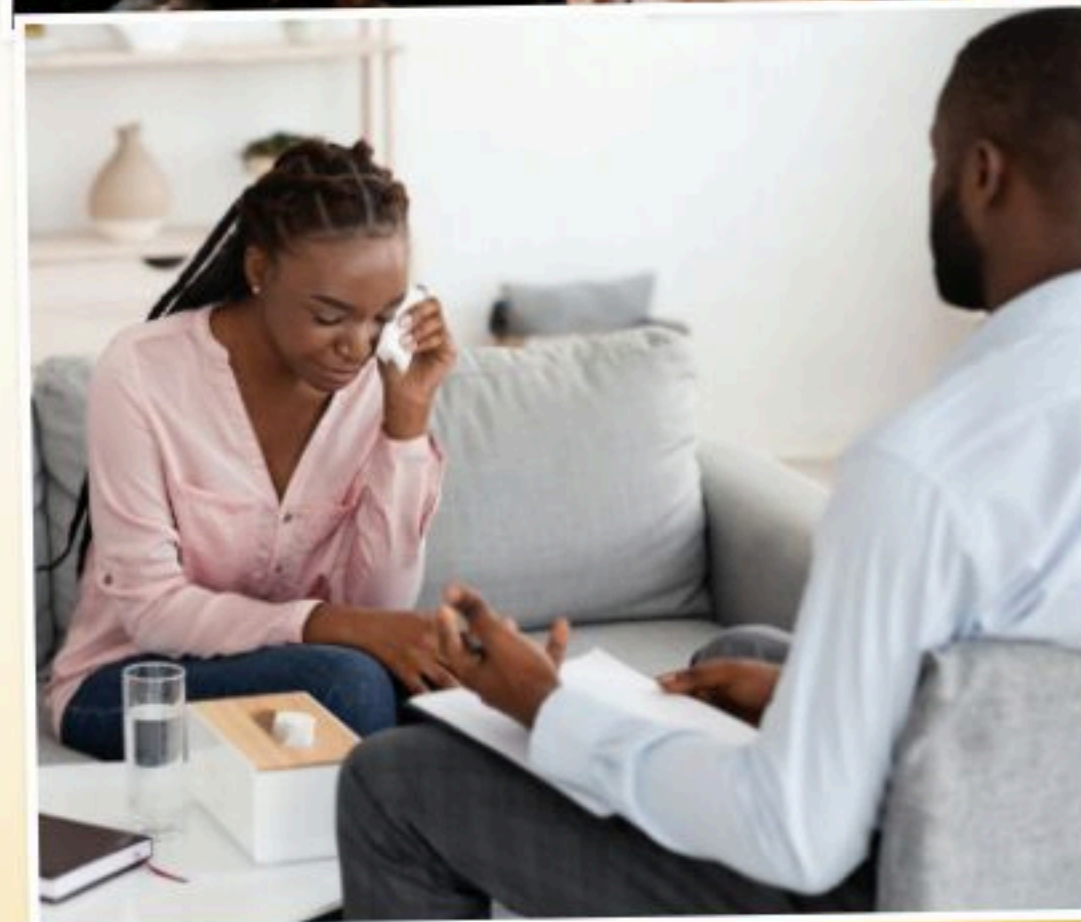
Olly: ⁵ _____

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

Olly: ⁶ _____

Kevin: Well, let's ask my dad what he thinks!

Olly: Good idea!






2 Read and complete Olly's missing lines. There are two extra sentences that you won't need.

- a I know I'm not going to be a businessman. It's very boring.
- b I don't like reading. I like talking.
- c I don't think so. It's boring being in an office all the time.
- ~~d I may be an artist or a journalist. I like creating.~~
- e I may never be good at it, but my mom does it well.
- f My sister says I'm going to be a receptionist because I'm always on the phone.
- g Oh, I love flying. I'm going to be a pilot.
- h My mom is a psychologist. She studies all the time.

1 Complete the chart.

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

2 Look and complete the graphic organizer.

| Past | Now | Future | |
|--|---|--|--|
|  <p>Character: Who is in the story?</p> <p>_____</p> <p>_____</p> <p>_____</p> |  <p>Location: Where are they and why?</p> <p>_____</p> <p>_____</p> <p>_____</p> |  <p>Predictions: What is going to / may / might happen?</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Actions: What happened or is happening?</p> <p>_____</p> <p>_____</p> <p>_____</p> |

3 Use your notes to write the story.

Integrated Skills Review



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

~~actor~~ businesswoman engineer flight attendant
manager mechanic waiter

Hi. I'm an ¹ actor. I act in films and TV.
I'm a school bus driver.
Have you seen me?
Hello, I'm an artist. I love to draw and paint.
I'm a ² _____. I have a meeting;
I can't be late!
We live in your community, in your community!
Hey! I'm a fashion designer. I design the
clothes that you wear.
I help people build houses. I'm an ³ _____.
Hello. I'm a journalist. I talk about the news.
I'm a ⁴ _____ of business people – don't
be confused!
We live in your community, in your community!

Hey! I'm a ⁵ _____. I fix your car if
it breaks.
I'm a photographer and pictures I take.
Hello. I'm a pilot. I fly airplanes.
I'm a ⁶ _____. I'll help you relax on
the plane!
We live in your community, in your community!
Hey! I'm a singer. I sing on TV.
And I love to sing in concerts and make you happy!
Hello. I'm a ⁷ _____ and I bring you food.
If you like what you eat, then you'll be in a
good mood.
We live in your community, in your community!

2 Read and make sentences.

New Message

To Billy

Dear Billy,
Today in class we talked about what we are going to
do when we grow up. My friend Lara says she may be
a manager because she likes telling people what to
do. My classmate Mike thinks he may be a driver or a
mechanic because he loves cars. Jess said she might
be a pilot because she likes flying, but she says it's not
an easy career. I hate flying, so I know I'm not going
to be a pilot or a flight attendant. I may be an artist or
a fashion designer. You know I like creating, so I think
those will probably be good options for me. My sister
is going to be an engineer but that's very difficult.
What about you? Do you know what you are going to
be when you grow up?

Amy

- 1 Lara may be a manager.
- 2 Mike _____.
- 3 Jess _____.
- 4 Amy _____.
- 5 Amy _____.
- 6 Amy _____.
- 7 Amy's sister _____.

3

158



3 Listen and match.

- | | |
|-------------------------------|---------------------------------|
| 1 An actor | a has knowledge of colors. |
| 2 A manager | b has experience with teamwork. |
| 3 A pilot | c communicates well. |
| 4 A businessman/businesswoman | d is able to stay calm. |
| 5 An artist | e needs years of training. |
| 6 A flight attendant | f has leadership skills. |

4 Read and choose the correct option.

Lucas: Let's talk about our future plans. What ¹are you going to / may do in the future?

Daniel: I'm not sure. I think I ²may / am going to be a waiter. You know I like helping people.

Lucas: Yes, but you like painting too, ³do / don't you? You ⁴may / are going to be a good artist too.

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

Lucas: Well, not always. Some ⁶may not / aren't going to make a lot of money.

Daniel: Seriously? Then it ⁷may / might not be a good idea.

Lucas: I don't know. You need to do what you think is right.



5 Read and color for you.

I can use all sorts of words to talk about jobs.



I can use all sorts of future forms to express future plans.



I can read all sorts of texts about different communities.



I can write about my future plans using all sorts of future forms.



I can listen to all sorts of people talking about jobs and communities.



I can speak about all sorts of future plans and my community.

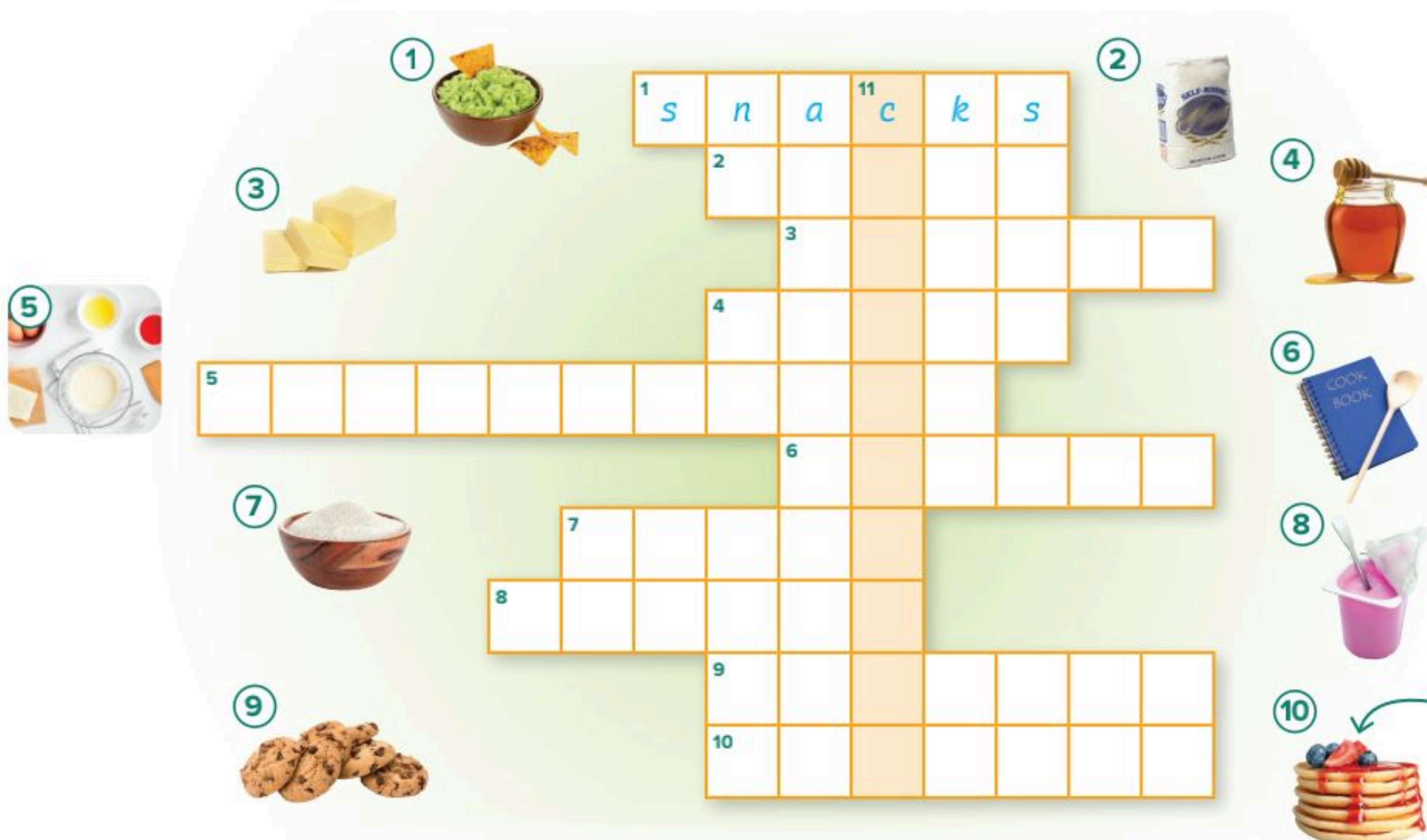


4

Glorious Food

Make your favorite snack.

1 Look and complete. Find the secret word.



2 Write a sentence using the secret word in Exercise 1.

3 Complete. Use the words from the box.

bake butter cookie flour honey ~~recipe~~ smell snack sugar topping yogurt

- 1 It gives instructions to prepare food. recipe
- 2 You can put it on toast. _____
- 3 These ingredients are white. _____
- 4 It is a small meal between regular meals. _____
- 5 You use your nose to do this. _____
- 6 You put it on top of pizza and other foods. _____
- 7 You can have it as a snack. _____
- 8 To do this, you cook something in a hot oven. _____



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

1 butter / countertop / honey

3 topping / recipe / ingredients

5 bake / smell / countertop

2 honey / yogurt / sugar

4 cookies / yogurt / flour

6 sugar / butter / flour

5 Read and choose the correct option.

Luca: Mom, can you help me make a cake?

Mom: Sure!

Luca: I want to learn how to bake / cook cakes and cookies!

Mom: That's great. First, let's clear some space on the topping / countertop.

Luca: All right. Done!

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

Luca: OK. What do we need?

Mom: Let me check the oven / recipe.

Luca: OK.

Mom: We need flour, sugar, eggs, butter, and milk.
Can you please fetch / buy them?

Luca: Sure. Here they are! Do we need anything else?

Mom: Yes. We need a little bit of coffee, too. It's in the cupboard.

Luca: I found it. Mmm ... coffee smells / feels so good!

Mom: It does! Now, let's get started!



6 Read and answer the questions.

1 What do you usually eat as a snack?

2 What do you usually put on your toast?

3 What is your favorite yogurt flavor?

4 What is your favorite kind of cookie?

5 What recipes can you make with flour? Name three.

6 What ingredients do you need to make cookies?



4 Match the situations to the advice.

- 1 This milk smells bad.
 - 2 I'm so hungry, Mom.
 - 3 I can't cook without Mom's permission.
 - 4 I think I'm getting toothache.
 - 5 We must get up early tomorrow.
 - 6 I can't remember the recipe!
- a Should I make you a sandwich?
 - b You shouldn't eat so much sugar.
 - c Shouldn't you all be in bed now?
 - d You had better talk to her then.
 - e You should have a recipe notebook.
 - f You had better not drink it.

5 Look, read, and write your advice. Use *should*, *shouldn't*, *had better*, or *had better not*.



I cook very badly.

You had better take
cooking classes.



Mom and Dad don't let me cook.



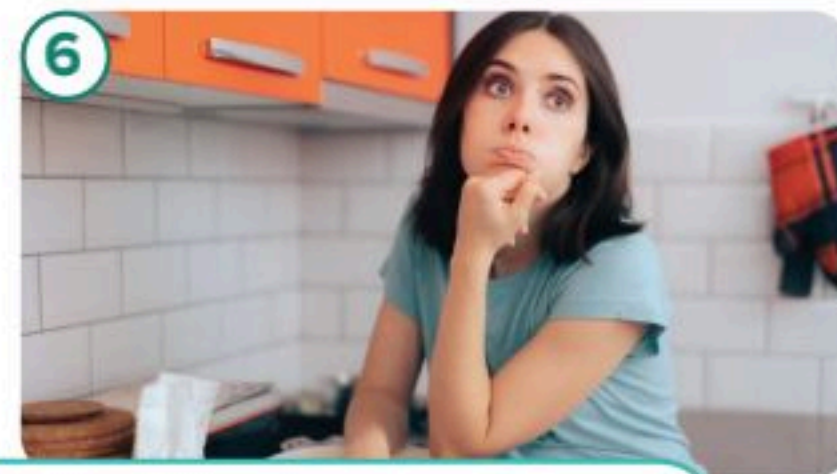
My cookies always burn.



I'm afraid of cutting my finger



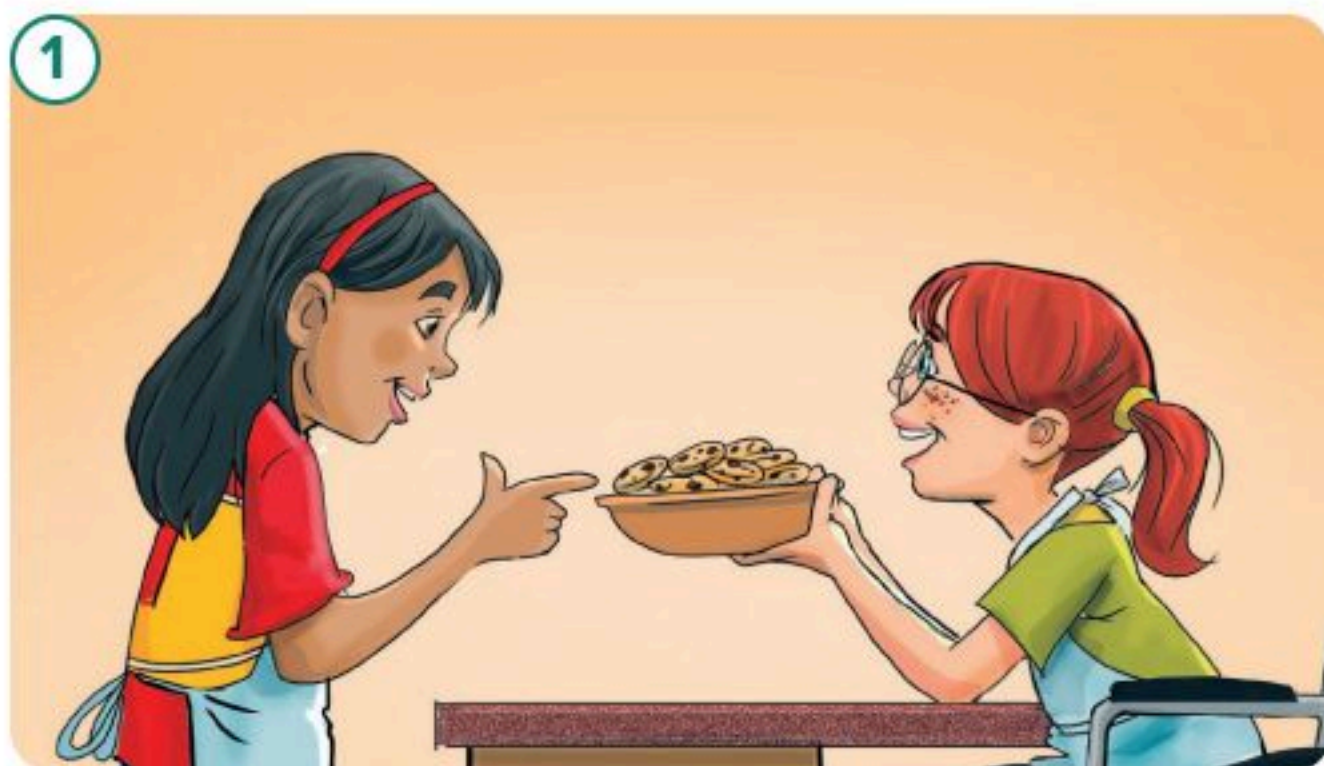
My cake is too sweet.



I never remember the recipes.



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



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





Listening and Speaking

1 Listen and choose the correct option.

- 1 Susan Lee is a doctor / teacher.
- 2 She is talking to students / patients.
- 3 She says children should have three / four meals a day.
- 4 She says children should also have two / three snacks a day.
- 5 She says children should / shouldn't have fast food for lunch or dinner.

2 Listen again and number the food.

1



breakfast

2



morning snack

3



lunch

4



afternoon snack

5

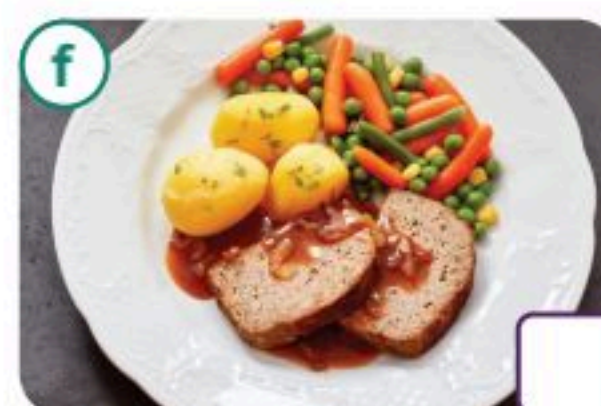
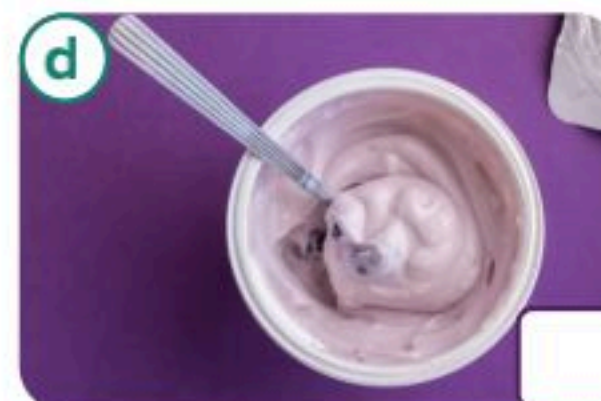
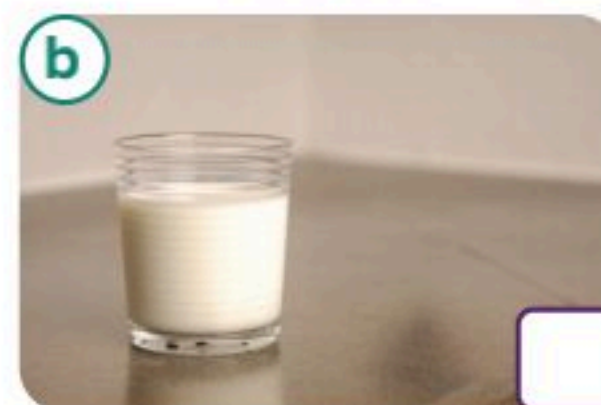


dinner

6



evening snack





1 Break the code and complete the article.



How Can Kids Help in the Kitchen?

Even though kids are (head, triangle, dollar sign, circle) ¹ young, they can help out an adult in the kitchen. They can help in different ways.



2- to 3-year-old kids can:

- (cat, heart, diamond, lightning bolt, dollar sign, sad face, heart) ² _____ dry ingredients
- (cat, diamond, circle) ³ _____ ingredients with a wooden spoon
- (circle, triangle, dollar sign, sad face) ⁴ _____ wet ingredients

4- to 5-year-old kids can:

- Make (star, triangle, dollar sign, circle, paw print) ⁵ _____ balls with their hands
- (sad face, triangle, x, x) ⁶ _____ dough
- (square, dollar sign, sun) ⁷ _____ soft vegetables and fruit with a knife

6- to 10-year-old kids can:

- (lightning bolt, sun, diamond, sad face) ⁸ _____ hot mixtures and sauces
- Follow simple recipes
- Prepare simple snacks and meals

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

cut measure mix pour roll smell ~~stir~~ taste



Stir the eggs quickly.



_____ enough milk to cover the cereal.



_____ the dough into a large circle.



_____ 500g of flour.



_____ the sauce and add salt and pepper.



_____ all the ingredients.



_____ the bananas.



_____ the bread and eat it.

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

- 1 (measure / ingredients) _____
- 2 (mix / ingredients) _____
- 3 (roll / dough) _____
- 4 (cut / fruit) _____



1 Match the columns to make sentences.

- | | |
|--|------------------------------|
| 1 If the oven is too hot, | a if she doesn't cook it. |
| 2 You put on weight | b if he cooks it. |
| 3 If people exercise, | c the cookies burn. |
| 4 Grandma doesn't eat food | d you have to throw it away. |
| 5 My brother eats too much of the food | e if you eat too much. |
| 6 If the meat smells bad, | f they have more energy. |

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

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

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

- 1 If I get hungry late at night, _____.
- 2 My teacher gets angry if _____.
- 3 If I don't do my homework, _____.
- 4 My best friend gets happy if _____.
- 5 If I want to relax, _____.
- 6 My teacher gets happy if _____.
- 7 I get bored if _____.
- 8 My friends get excited if _____.



1 Look at the picture and text and choose the best option.

- 1 This text is a an advertisement. b a recipe. c a diet plan.
- 2 The text is about a the best cookie maker. b sugar-free cookies. c homemade cookies.



Homemade Honey Cookies

Instructions:

- 1 Preheat your oven to 175°C.
- 2 Measure all the ingredients.
- 3 In a mixing bowl, mix the butter and sugar.
- 3 ⁴_____ (ropu) in the honey and ⁵_____ (xim) it well.
- 4 Add the flour to the mixture and ⁶_____ (tris) slowly.
- 5 Add the yogurt to the ⁷_____ (goduh) and mix everything.
- 6 Take a small piece of the dough and ⁸_____ (rlol) it into balls.
- 7 Place the dough balls on a baking sheet.
- 8 Press the ⁹_____ (ptoping) on top of the cookies.
- 9 ¹⁰_____ (kabe) the cookies for about 15 minutes.
- 10 Let the cookies cool for a few minutes and enjoy them!

Ingredients:

- ½ cup ¹ butter (tutber)
- ½ cup ² _____ (gasur)
- ¼ cup honey
- 1 cup ³ _____ (roflu)
- ¼ cup yogurt
- Topping of your choice
(nuts, chocolate chips, etc.)

2 Order the letters in parentheses and complete.

3 Read and write T (true) or F (false).

- 1 It is a recipe for chocolate chip cookies. F
- 2 The recipe uses five ingredients and a topping. _____
- 3 You can't choose the toppings you prefer. _____
- 4 You need a measuring cup to measure the ingredients. _____
- 5 All the ingredients are mixed together in a bowl. _____
- 6 The cookies take a short time to bake. _____
- 7 The topping is added after baking the cookies. _____
- 8 You should eat the cookies while they are hot. _____



Word Work and Writing


1 Read, look at the words in bold, and write *verb* or *noun*.

- 1 I don't like the **taste** of coffee. noun
- 2 Mmm! The cake **tastes** delicious! _____
- 3 I love the **smell** of baking bread. _____
- 4 I can **smell** something burning in the kitchen. _____
- 5 People shouldn't **snack** between meals. _____
- 6 You should take a **snack** to school. _____
- 7 They **looked** at the cupcakes and smiled. _____
- 8 I'll take a **look** at the cookies to see if they're done. _____

2 Think about what children should and shouldn't do to have a healthy life. Complete the graphic organizer.

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

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

New Message 

To: _____

From: _____

Subject: Advice for a healthier life

Send



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

Chorus

Do you ~~have~~ to bake a cake? ¹ want

Bake a cake, bake a cake?

You won't make any mistakes!

If you follow my advice.

You should get all your ingredients

² _____

before you begin.

You'd better wash your hands.

You have dirt on your skin!

Chorus

You'd better not forget the honey ³ _____

to make the cake sweet.

You shouldn't add too much, though,

so it's not too sweet to eat!

Chorus

You should make the cake in the oven,

⁴ _____

and watch the mixture rise.

You'd better watch the clock,

or you'll get a big surprise!

Chorus

2 Read the text and complete the sentences.

Help from Faith

Dear Faith,

I'm a happy 10-year-old, but I feel a little unhealthy and I can't play all the sports with my friends. I love eating all sorts of food. I don't like doing exercise much, but I can try. What should I do?

Julian

FAITH FAITH FAITH FAITH FAITH

Dear Julian,
I'm happy you want to make healthy changes. I'm here to help you. You love all sorts of food, so making small changes in your diet can make a big difference. Stop eating cookies and sugary snacks. Choose healthy foods like fruit, vegetables, and meat. They give you energy and help you maintain a healthy weight. Try to be more active, too. Exercise can be fun! You only need to find activities you enjoy. Ride a bike, roller skate, or dance around. Remember, it's about being healthy, and it isn't a competition with anyone else. Believe in yourself. You can do it!
Take care,
Faith

- 1 Julian wants to _____.
- 2 Julian had better not eat _____.
- 3 Julian should eat _____.
- 4 For exercise, Julian should _____.



3 Listen and match.



- 1 Ella
- 2 Caleb
- 3 Maya
- 4 Nathan



4 Read and complete. Use the words from the box.

had better eat nutritious food had better not eat fast food
if you don't sleep enough If you have a healthy diet ~~should eat healthy food~~
should exercise regularly shouldn't sleep

Dr. Spencer: Is your diet balanced?

Kevin: Well, I know I ¹ should eat healthy food but sometimes I have fast food.

Dr. Spencer: You ² _____ like fruit, vegetables, and meat. ³ _____
_____, you have more energy. And you ⁴ _____.
It isn't good for your body.

Kevin: OK! I'll try to improve my diet.

Dr. Spencer: You ⁵ _____, too. Cycling or walking can help you sleep better. How many hours do you sleep at night?

Kevin: Five or six hours.

Dr. Spencer: That isn't enough. You obviously feel tired ⁶ _____.
You ⁷ _____ less than 7 or 8 hours a night.

Kevin: Thank you, Doctor. I'll do my best to improve these habits!

5 Read and color for you.

I can use all sorts of words to talk about food and cooking.



I can use all sorts of future forms to give advice and describe results of conditions.



I can read all sorts of texts about food, cooking, and healthy lifestyles.



I can write about food and healthy lifestyles using all sorts of forms to give advice.



I can listen to all sorts of people talking about food and healthy lifestyles.



I can speak about food and healthy lifestyles using all sorts of forms to give advice.

