Student's Book



TopGoal

2

Nico Dantaz Rachel Finnie

Mc Graw Hill

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PART 1

PART 2

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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:** *How many*/*How long* 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, funny, 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 *will* **TEACHING OF: (Grammar 2)** *Will* vs. *be going to*	**Grammar 1:** • I will look for the key. • We won't come here again. **Grammar 2:** • I am going to sleep at Luna's house tonight. • I will tell my dad you don't like fish. • Add a few strawberries and a little cereal using a spoon.
3 Job Paths	**REVISION OF:** prefer, work	**TEACHING OF:** actor/actress, artist, businessman/businesswoman, driver engineer, fashion designer, flight attendant, journalist, manager, mechanic, photographer, pilot, singer, waiter; airport, factory, gallery, job, news, meeting, office, stage, work	**EXPOSURE TO:** repair, population, sound (v)	**RETEACHING OF: (Grammar 1)** Future plans with *be going to* **TEACHING OF: (Grammar 1)** Unlikely and impossible future plans with *may* and *might* **TEACHING OF: (Grammar 2)** Question tags	**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 *should* and warnings with *had better* **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.

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Scope and Sequence

READING	SEL	LISTENING	SPEAKING	WORD WORK	WRITING	INTEGRATED LEARNING	PROJECT
• A story about making a new friend **(Comparing and contrasting information)** • An e-mail describing a special interest **(Identifying and ordering events)**	• Relationship skills and social awareness: Initiating and engaging in social interactions with peers and adults	• An interview with a writer **(Listening for specific details)**	• Talking about a dream youth center	• Working with the prefix *un-*	• Writing an e-mail about a special interest	• Social Studies: Unusual interests around the world	• Creating a community-interests poster
• A story about moving house **(Identifying setting)** • A magazine article about redesigning a bedroom **(Reading for detail)**	• Responsible decision-making: Selecting the appropriate supplies and tools needed to complete a task	• A conversation about animal houses **(Listening to make inferences)**	• Describing an ideal house	• Working with words that can be used as verbs and nouns	• Writing an e-mail about plans to redesign a bedroom	• Social Studies: Buildings of the future	• Creating a plan for a house of the future
• A story about applying for college **(Identifying characters' feelings)** • Article about jobs of the future **(Reading for detail)**	• Social awareness: Solving problems in various situations	• A conversation about moving abroad **(Listening for specific details)**	• Talking about different professions and professional plans for the future	• Working with the suffix *-ist*	• Writing about professional plans for the future	• Social Studies: Numbers about future jobs	• Creating a poster showing the most common jobs in your community now and in the future
• A story about an experiment in cooking class **(Reading for specific information)** • An article about *dos* and *don'ts* for sports and food **(Identifying specific information)**	• Self-management: Accepting mistakes; working independently and showing initiative	• A conversation between a doctor and a patient about healthy eating habits **(Listening for specific information)**	• Talking about different types of food and eating habits	• Working with words that can be used as verbs and nouns	• Writing an article about food advice	• Natural Science: Healthy eating	• Creating a pancake recipe

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Scope and Sequence



Unit	VOCABULARY			GRAMMAR	SAMPLE LANGUAGE
5 Storylines	**REVISION OF:** end, movie	**TEACHING OF:** adventure, animation, cartoon, comedy, documentary, drama, fairy tale, musical, mystery, play, plot, sci-fi, thriller, western; act (n), alone, appear, character, decide, end (v), feel, storyboard, whisper, wish	**EXPOSURE TO:** act (v), begin, beginning, climax, meet, middle, study	**TEACHING OF: (Grammar 1)** Past Progressive **RETEACHING OF: (Grammar 2)** Making suggestions with *Why don't/How about/What about*	**Grammar 1:** • Were you studying last night? • He wasn't watching the movie. We were studying! **Grammar 2:** • Why don't we draw a storyboard? • How about making a comedy? • What about writing a story?
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)** *When* and *while* 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 *already, just,* and *yet*	**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)** *be made of*	**Grammar 1:** • Have you tried the new uniform? Yes, I have./ No, I haven't. **Grammar 2:** • The necklace is made of silver. • The earrings are not made of gold.
G Goodbye!	**REVISION OF:** backpack, camping, climbing, cookies, flashlight, helmets, hiking, hiking boots, hot dog, hurry, platform, station, subway, taxi, thriller			**REVISION OF:** Simple Past, Past Progressive, Present Perfect, future forms, advice and warnings with *should* and *had better*	

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Scope and Sequence

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

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Welcome!

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PART 1

1 Look and find.

a tall child | a tired child | comic book | lion | mountain | rainbow | snail



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2 W.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 W.3 Listen again and chant.



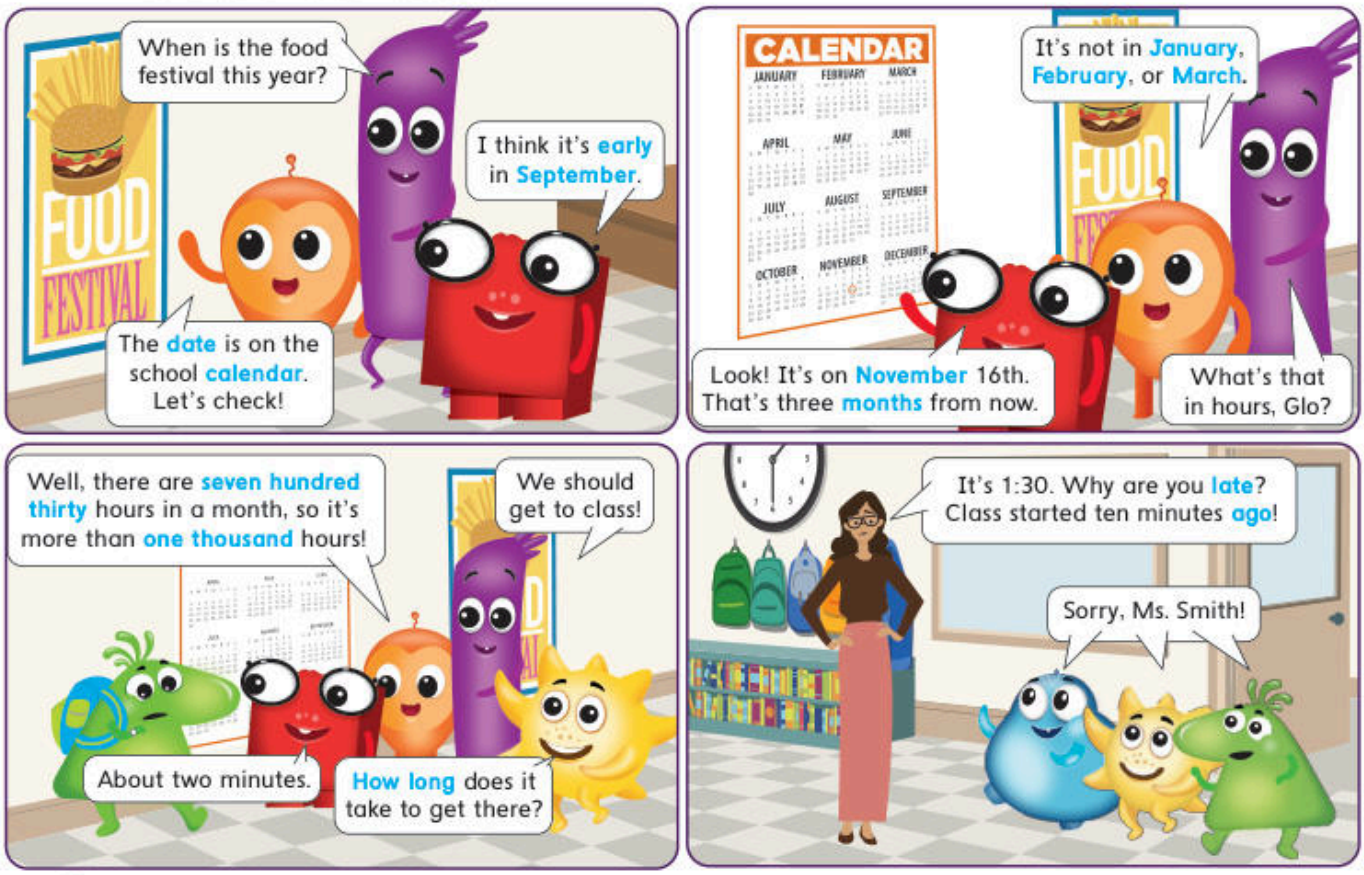
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1 W.4 Listen, read, and answer.

1 Where does A-J want to go?

2 What are the *All Sorts* late for?



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

a	one hundred thirty-two	795
b	four hundred twenty-one	508
c	seven hundred ninety-five	132
d	one thousand	421
e	five hundred eight	1,000

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

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

1 January 2 3 4 5 6

7 8 9 10 11 12

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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 W27 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?

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Do you remember?

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



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



2 Write more questions. Then ask and answer.



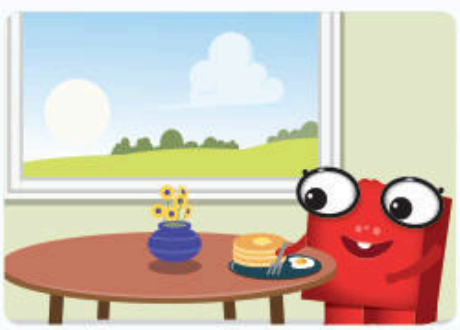
How many classes do you have on Wednesdays?

This year, I have five classes on Wednesdays!

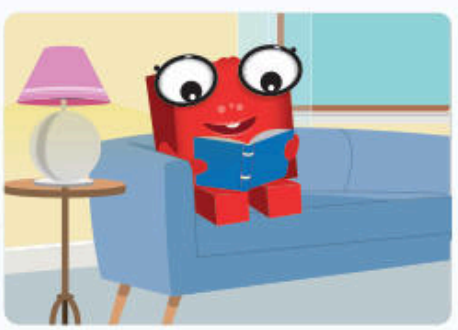
How long is the English lesson?



3 Look, read, and complete.







Tang [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.

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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 ...

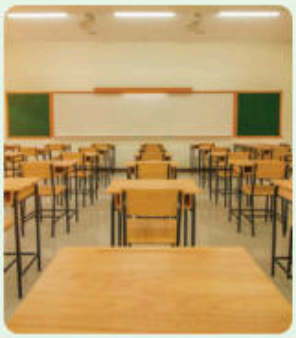
What did you eat?



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?



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1 Personal Interests

Join an activity at the youth center!

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1 1.1 Listen, point, and write the names. **2** 1.2 Listen, point, and say.

~~Abi~~ Noah Kinsley Jack

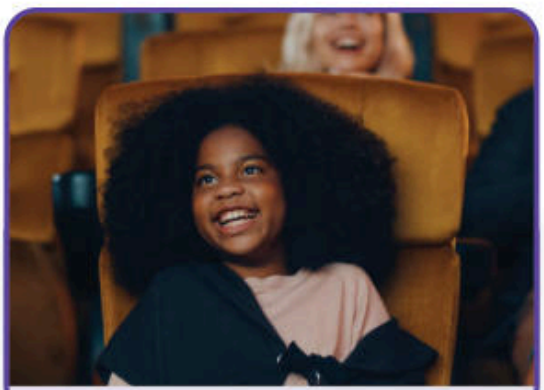


YOUTH CENTER

Join the Most Popular Youth Center Around!

Click here to find out about all our interesting events.





Funny Fridays—our fun 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?

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3 Read and complete.

YOUTH CENTER

Join us in the [1] e*normous* youth center for some [2] a_____ activities! We have different events every day, and you can meet some [3] f_____ people, too! The most [4] p_____ activity is the Friday movie night when we show [5] f_____ movies! People also love the sports days. We usually hold competitions, so you can win a [6] s_____ prize if you're [7] l_____!

On the first weekend of every month, we have a family day. This is when everyone brings their family, and the space is full of [8] l_____ people! It can get [9] n_____ when everyone is talking and laughing, and it's [10] i_____ to make sure the space is [11] t_____ when they leave. But we have a [12] w_____ time!

On Tuesdays, you can join the book club. We always read something [13] i_____. But whatever day you come, you always leave with [14] e_____ memories.

4 Make a poster about your favorite interest.

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



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?



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Grammar

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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 *painted* an amazing landscape 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 ... ☐☐

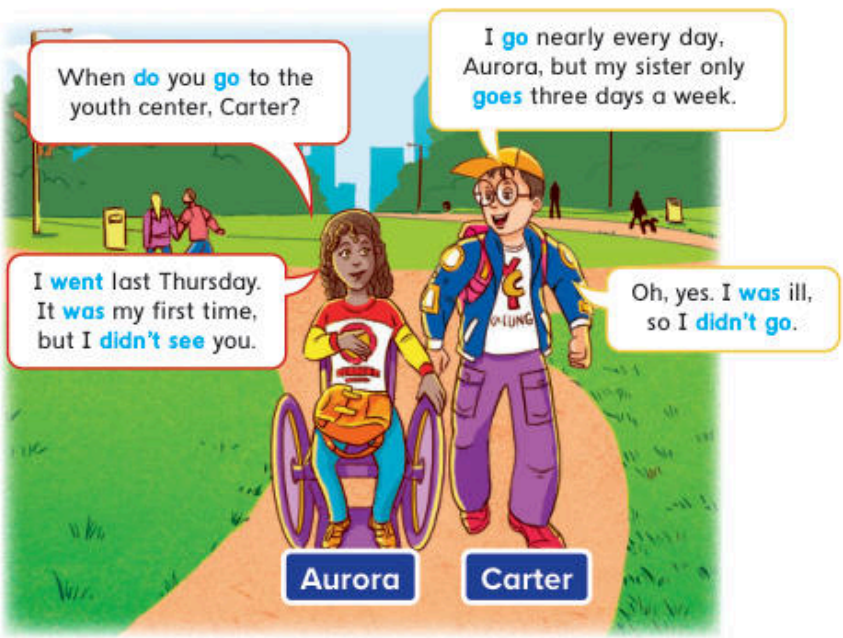
2 Aurora ... ☐☐

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 _____.

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4 1.3 Read and choose the correct words. Then listen and check.

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

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

On Thursdays, they [8]teach / taught us how to cook!
Last week I [9]cook / cooked my favorite dishes!
Friday [10]is / was movie night.
We [11]watch / watched a movie that was funny!
On Saturdays, we [12]play / played games!
I won! I [13]run / ran as fast as lightning!

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

5 1.4 Listen to the poem again.

6 Look and write.



Last week / go / adventure park.

Last week I went to an adventure park.



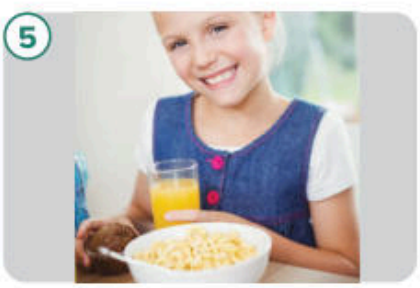
do / exercise / every morning?



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.

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Story

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1 1.5 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 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 How was Chloe's house different from normal? _____
4 How did Ava react when she met Lia? _____
5 Who is more confident meeting new people, Lia or Ava? _____
6 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 ...



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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?



2 1.6 Listen and check (✓) or cross (✗). Correct the false sentences.

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

3 Use the information to role play a conversation.

Student A

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

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

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

I'm a ...

Oh, wonderful! And when did you start?

Student B

You are a famous person. Think about:

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



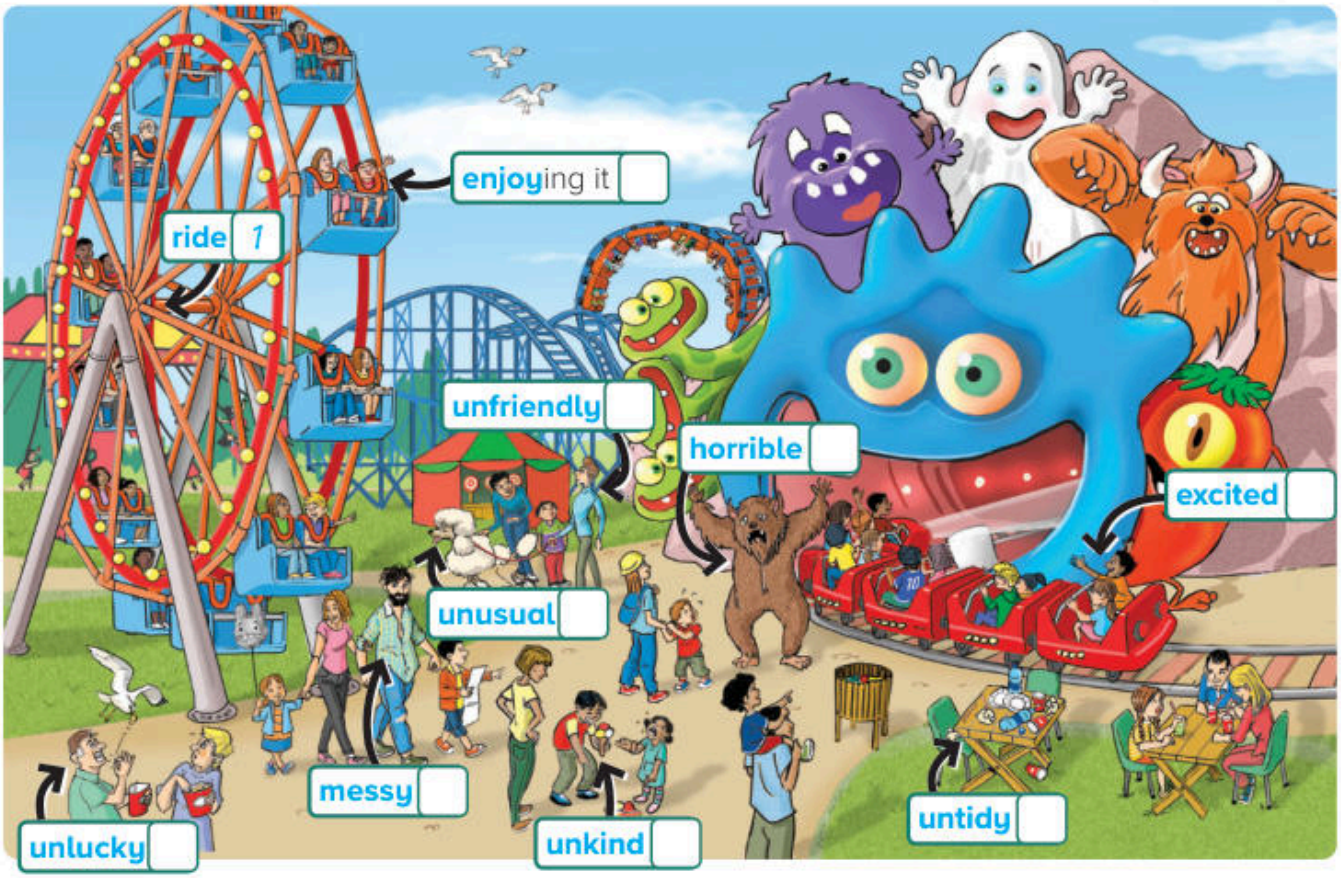
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TopGoal_2_Combo_SB_Unit_1.indd 15 12/01/26 11:48 AM

Vocabulary

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1 1.7 Look, listen, and order the events.



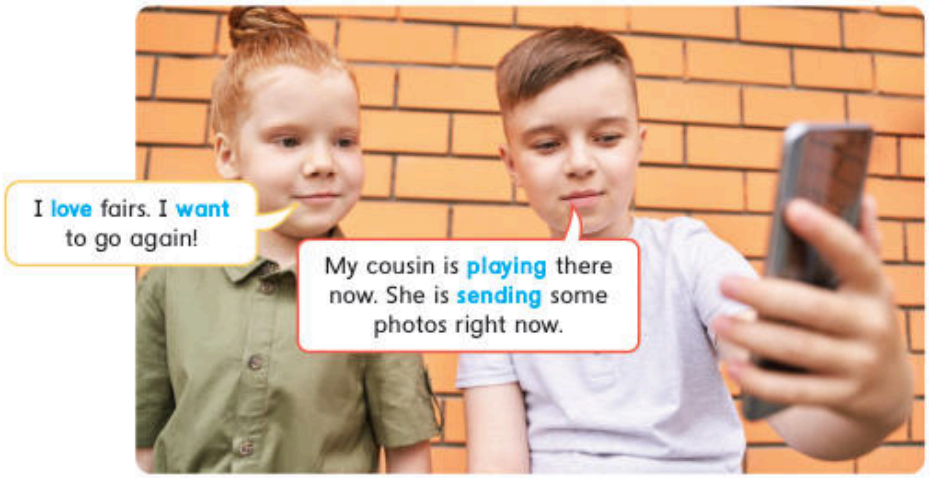
2 1.8 Listen, point, and say.

3 Look and discuss the eight differences.



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1 Read and match.



Ethan Jenny

1 _____ is talking about **actions**.

2 _____ is talking about **feelings** or **states**.

2 Read and circle or underline.

1 We use state verbs such as

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

to talk about feelings and states.

2 We use action verbs such as

to talk about actions.

3 Play a game with your partner.

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

Tell a story together:

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



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Reading

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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	1	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?

TopGoal_2_Combo_SB_Unit_1.indd 18 13/12/25 3:37 PM

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

Send

Useful Expressions

I love it because ...
I started ...
An unusual result of doing ...

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Integrated Learning: Social Studies

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1 Look, read, and complete the sentences.

Unusual Interests Around the World

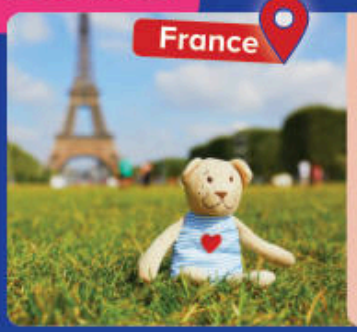
People have different interests around the world. Some can be very unusual! Do you know about these?

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



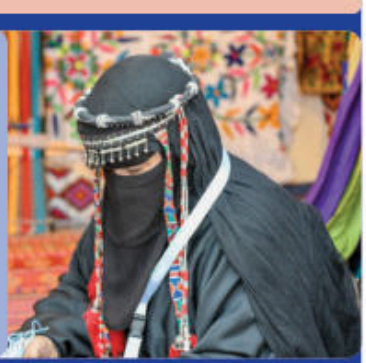
Do you enjoy traveling with toys? Did you enjoy it when you were younger? Toy voyaging is a popular hobby where people take photos of their toys in special places. Some people believe this started with a French movie, but now people all over the world do it.

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.



Did you know that Al Sadu is one of the oldest art forms in Saudi Arabia? Bedouin women use wool and traditional equipment to create material with beautiful designs and patterns, using a mixture of bright and dark colors. The material is used to make clothes, tents, and carpets. Al Sadu requires a lot of skill, and it is an important part of the Kingdom's cultural history.



1 Unusual interests can be found *all over the world*.
2 Yarn bombing started _____.
3 People use yarn bombing to _____.
4 Toy voyaging is _____.
5 Toy voyaging might have started _____.
6 In Thailand, you can _____.
7 Al Sadu is one of _____.
8 Al Sadu designs use bright _____.

2 Discuss the questions with your partner.

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

3 Research and present.





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Unit Review

1 Play and answer.

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

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.



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2 House Designs

Sophie moves to a new house.

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1 2.1 Listen, point, and order the sections. **2** 2.2 Listen, point, and say.

a



There is a *basement*.



phone

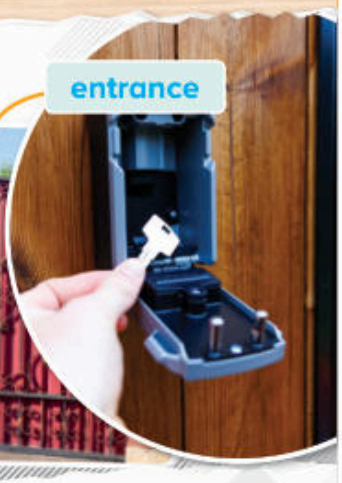
For any problems, call me.

b

You will find the key in the lockbox.



entrance

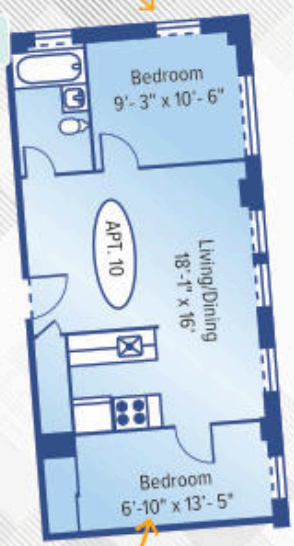


1

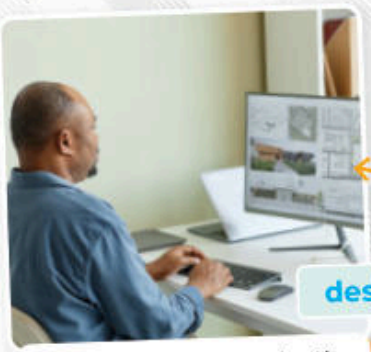
gate

c

layout



measurements



design

The architect made the perfect vacation home with strong materials.



d

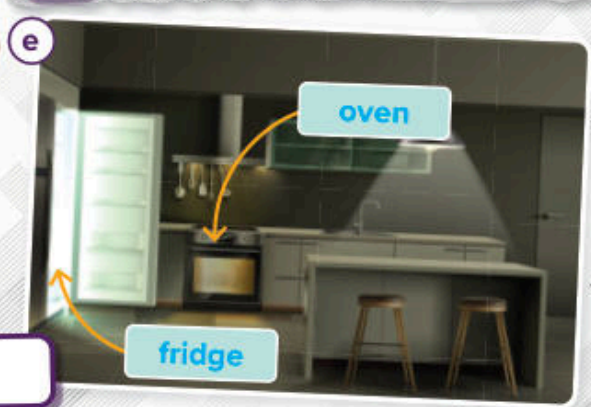
Turn on the Wi-Fi next to the TV screen.



screen

Wi-Fi

e



oven

fridge



What does your ideal home look like?

TopGoal_2_Combo_SB_Unit_2.indd 22 13/12/25 1:53 PM

3 Look and write.



1 *The key is in the lockbox.*



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____

Living/Dining
18'-1" x 16'

12 _____



13 _____



14 _____

4 2.3 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 2.4 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?



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Grammar

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1 Read the chart.

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

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





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

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

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



I can't connect.

will

[1] I ∧ 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



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Story

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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 2.5 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.

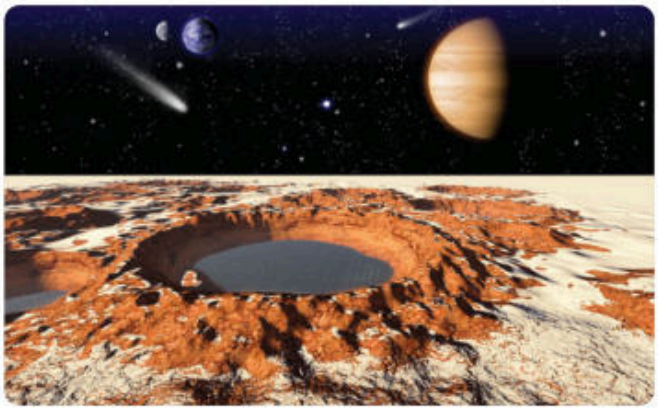
You are Sophie, and you moved to a new house yesterday. You are talking to your friend at school about it and what you will do there. You can invent more information about the house.

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.

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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.

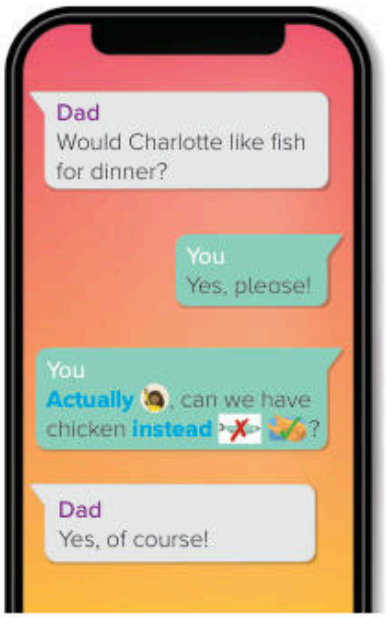
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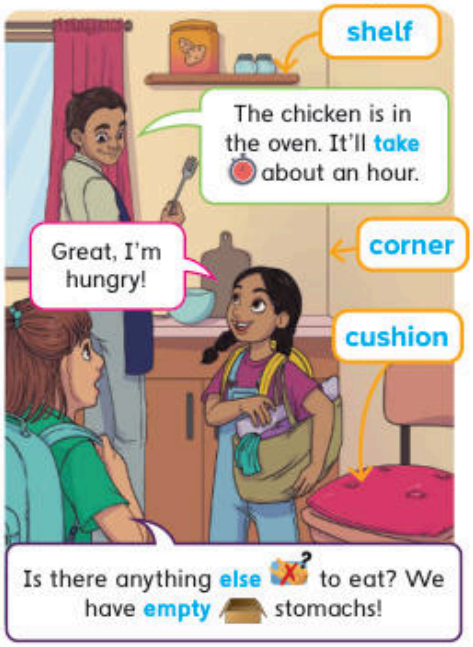
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Vocabulary

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1 2.8 Listen, look, and match the words to the speakers.







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

2 2.9 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.

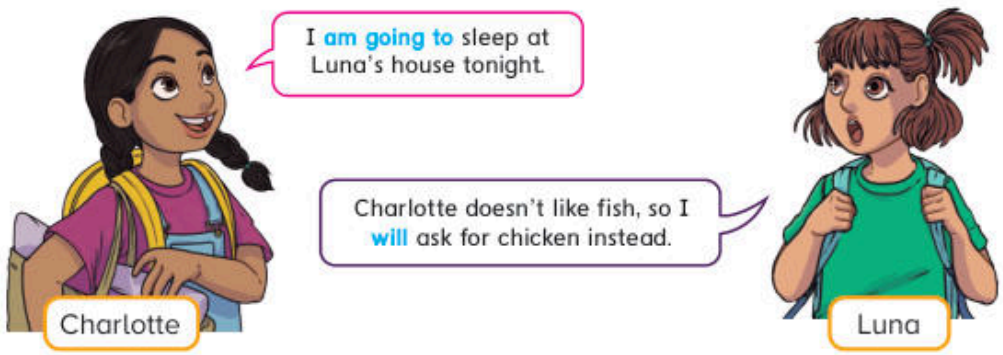


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1 Read the chart.

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 will tell my dad you don't like fish.*	*She is going to come to my house after school.*
✗	*We missed the bus! We won't be home before 4 p.m.*	*I am not going to sleep at home tonight.*
?	*Will you bring some extra pajamas?*	*Are we going to watch a movie this evening?*

2 Read and write the names.



1 Who mentions a decision made at that moment? _____

2 Who mentions a plan made before now? _____

3 Read and complete.

am be going to will won't

1 We use _____ to talk about plans and arrangements.

2 We use _____ and _____ to talk about decisions made in the moment.

3 Only the word "be" changes to _____, *are*, or *is*.

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Reading

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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?

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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! ☐

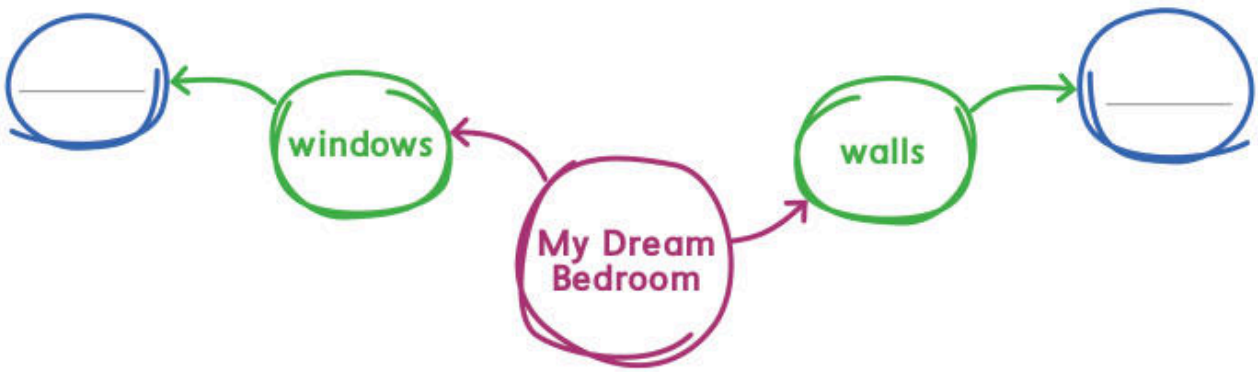
7 The movie theater is going to **screen** my favorite movie! ☐

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 ...

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Integrated Learning: Social Studies

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1 Look and discuss the questions.

1 Do you think buildings stay the same forever? Why or why not?

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

BUILDINGS OF THE FUTURE

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

FOOTBALL STADIUMS



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

JEDDAH TOWER



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

MODERN CITY HOMES



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

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

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

2 Architects will always build new stadiums for the World Cup. ☐

3 Architects will change the layout of the football stadium. ☐

4 The stadiums won't look different. ☐

5 Jeddah Tower is empty inside for now. ☐

6 The tower will be built with traditional materials, like wood. ☐

7 There will be more people living in cities in 2030. ☐

8 In the Farmhouse, people will grow their own food. ☐

3 Research and present.

Future building design

Architect

Materials to be used

Measurements

Unique design features



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Unit Review

1 Play and answer.

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

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.

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3 Job Paths

Jobs in the community

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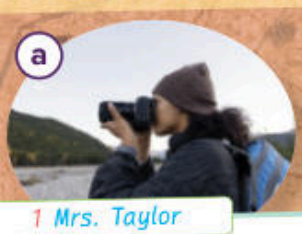
1 3.1 Look, listen, and complete.

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

2 3.2 Listen, point, and say.

Meet Your Community!

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

a 

1 Mrs. Taylor
Learn how to take professional photos with this *photographer*.

b 

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

c 

2
Do you know this *actor* from TV?

d 

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

e 

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

f 

3
See how to plan a building with an *engineer*.

g 

Ellie Foster
Do business with a *businesswoman*.

h 

Mrs. Garcia
Practice teamwork with a *manager*.

i 

j 

4
Fly around the city with a *pilot* or watch the *flight attendant* help the passengers.
Adam

k 

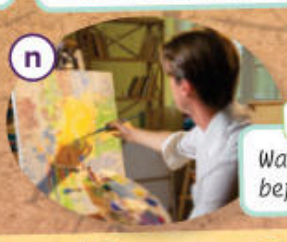
Luke Harris
Love food and meeting people? Help a *waiter* serve customers their favorite dishes.

l 

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?

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3 Look and write.



a *A mechanic fixes cars.*



b _____



c _____



d _____



e _____



f _____



g _____



h _____



i _____



j _____



k _____



l _____



m _____



n _____

4 3.3 Listen, read, and circle the jobs.

Hi. I'm an actor. I act in films and TV.
I'm a school bus driver.
Have you seen me?
Hello, I'm an artist. I love to draw and paint.
I'm a businesswoman. I have a meeting;
I can't be late!
We live in your community, in your community!
Hey! I'm a fashion designer. I design the clothes that you wear.
I help people build houses. I'm an engineer.
Hello. I'm a journalist. I talk about the news.
I'm a manager of business people – don't be confused!
We live in your community, in your community!
Hey! I'm a mechanic. I fix your car if it breaks.
I'm a photographer and pictures I take.
Hello. I'm a pilot. I fly airplanes.
I'm a flight attendant. I'll help you relax on the plane!
We live in your community, in your community!
Hey! I'm a singer. I sing on TV.
And I love to sing in concerts and make you happy!
Hello. I'm a waiter and I bring you food.
If you like what you eat, then you'll be in a good mood.
We live in your community, in your community!

5 3.4 Listen again and chant.

6 Describe the people in your community.





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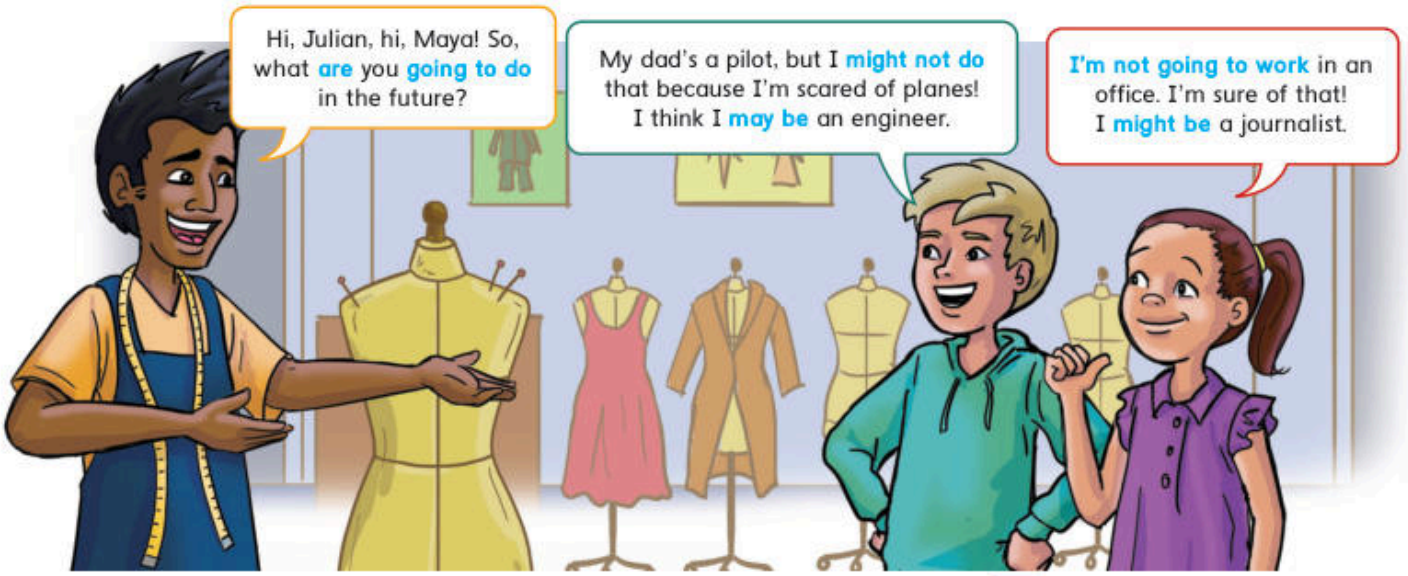
Grammar

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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 (✗).



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.

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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.





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Story

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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 3.5 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 (✗).

1 Emilia is excited about going to college. ✗
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?

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Listening and Speaking

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



2 3.6 **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.



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?

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Vocabulary

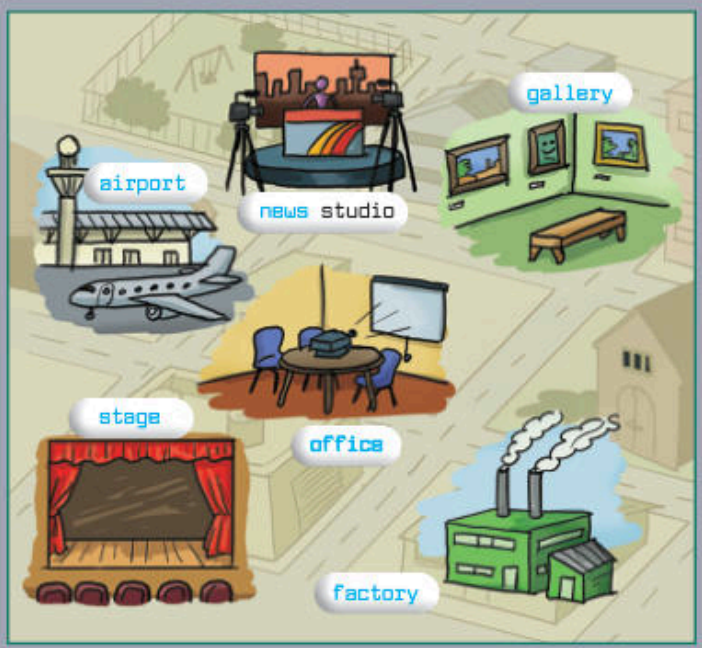
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1 3.7 **Listen and match the people to the places.**

Where do they work?

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





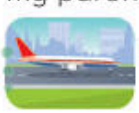
2 3.8 **Listen, point, and say.**

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 _____.

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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.





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Reading

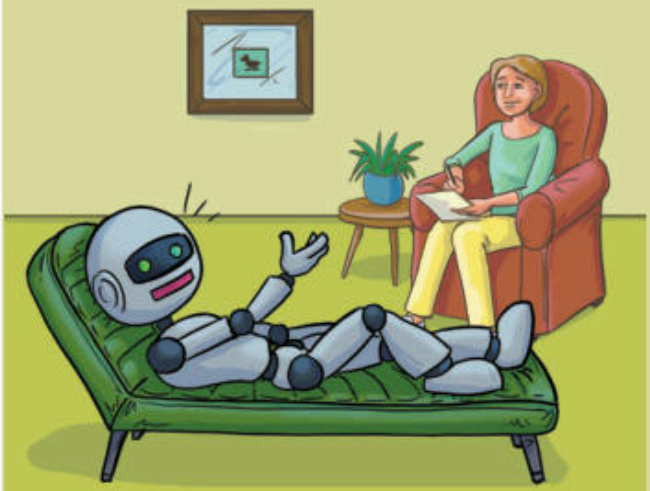
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1 **Look at the picture and title. Predict what the article is about.**

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

Search

What job are you going to do in 2040?



Deciding what to do in the future isn't easy, is it? Especially because many of the jobs you might do when you grow up don't even exist now. We interviewed different **specialists** and asked them about jobs in 2040. Are we going to have **archeologists**, **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 becoming a software designer? Specialists say we will need more software designers to write software and code to improve the robots and to help them be better at their jobs. 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. F
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 We won't need software designers in the future. ☐
6 There won't be many jobs in the future. ☐

3 **Read and discuss.**

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

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Word Work and Writing

1 Match the word to the definition.

1	specialist	a	Someone who is trained in science.
2	archeologist	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 studies objects of people who lived in the past.

2 Read and write.

-ist

1	cycle	*cyclist*	2	art	_____
3	pharmacy	_____	4	tour	_____
5	novel	_____	6	economy	_____

3 Look and write sentences about your future.

1 

_____

_____

2 

_____

_____

3 

_____

_____

4 

_____

_____

4 Write about your plans for the future.

Me 15 Years from Now

Useful Expressions
I'm going to ... because ...
I may (not) ... and/but ...
I might (not) ...

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Integrated Learning: Social Studies

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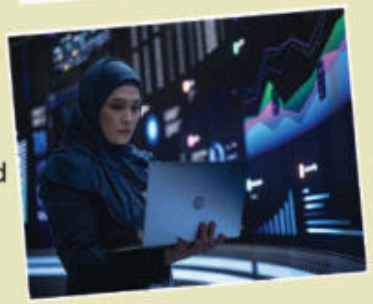
1 Read and answer the questions.

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 3.9 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 _____.

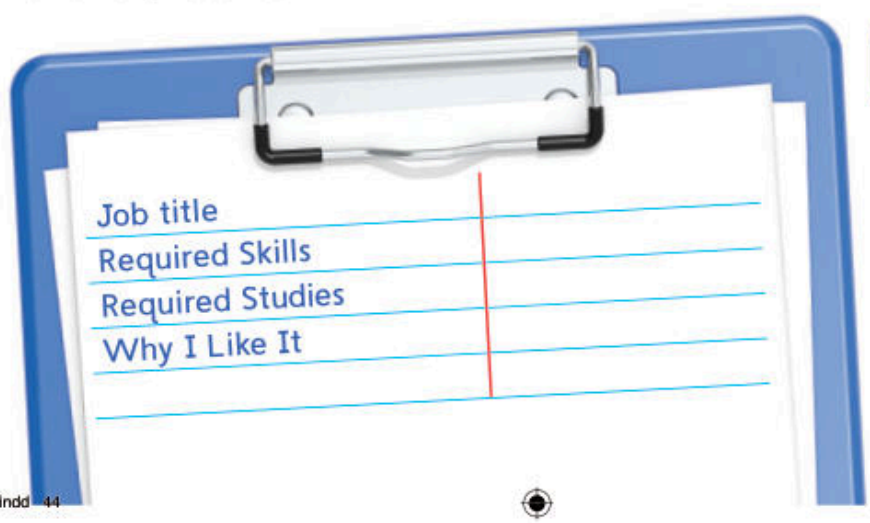
3 In Saudi Arabia, more people are working as doctors, engineers, and _____.

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.





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Unit Review

1 Play and answer.

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

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.



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4 Glorious Food

Make your favorite snack.

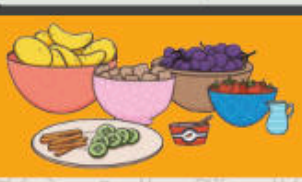
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1 4.1 Listen and point. Circle what you need to make the food.

2 4.2 Listen, point, and say.

Search

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?

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Vocabulary

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] f*lour*, 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?



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Grammar

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1 Read the chart.

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

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

3 Read and write full sentences.

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

TopGoal_2_Combo_SB_Unit_4.indd 48 28/04/25 5:29 PM

4 4.3 Listen and read. Circle the advice and underline the warnings.

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

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

Chorus

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

Chorus

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

Chorus

5 4.4 Listen again and chant.

6 Look at the pictures and write another verse.

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

You should _____
because _____.
You'd better _____.

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



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!



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Story

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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.

Layla tries different flavors. First, she puts in garlic, but a horrible smell fills the classroom. "That was a mistake," she thinks. She puts some new flour and butter into a bowl, this time with onion.
"What's that smell?" asks the teacher. "You should try carrots."
Then Layla remembers a carrot cake she ate once. Carrots can be in sweet snacks! But she looks at the clock. Only 15 minutes left! She'd better be quick!

Layla fetches the ingredients again and puts in some carrot. She puts her cookies in the oven and waits. A sweet smell starts to fill the classroom, and everyone is interested! When the cookies are ready, she gives everyone a bite.
"You should sell these!" says Thelma with cookie around her mouth.

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

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

Social and Emotional Learning

Discuss the questions with your partner.

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

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Listening and Speaking

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 4.6 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?

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Vocabulary

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1 4.7 **Look, listen, and order the steps.**



2 4.8 **Listen, point, and say.**

3 **Look and write possible sentences.**




1 *Keep stirring while I pour the sauce.*





2 _____





3 _____




4 _____

TopGoal_2_Combo_SB_Unit_4.indd 52 23/12/25 6:29 PM

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 (✗).



1 The children are saying facts that are always true. ✓

2 Sally says to always stir in salt. ☐

3 Eva says to add water when the sauce is very thick. ☐

4 The children are only talking about this sauce on this day. ☐

3 Order the words to make sentences.

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

2 enough sauce / you add water / If / , / you don't have / .

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

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

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

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Reading

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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?



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Word Work and Writing

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

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

2 **Fill out the graphic organizer.**

Food Advice for a Local Sports Person

Advice for: _____

Dos: What should they do/eat?

Drink lots of water.

Don'ts: What shouldn't they do/eat?

3 **Write and draw your article.**

Useful Expressions
He/She should/shouldn't ...
He/She had better (not) ...
Don't forget ...

Food Advice for _____

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Integrated Learning: Natural Science

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1 Read and answer the questions.

Healthy Eating: The Best Kind of Diet

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

Vegetables and Fruit

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

Starches

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



Dairy

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

Proteins

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

Fatty Foods

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

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

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

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

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Unit Review

1 Play and answer.

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

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.



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5 Storylines

Let's watch a movie!

PART 2

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

2 5.2 Listen, point, and say.

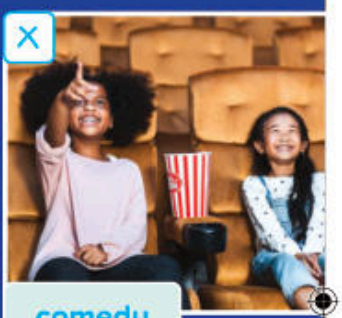
Search

Movie Deluxe



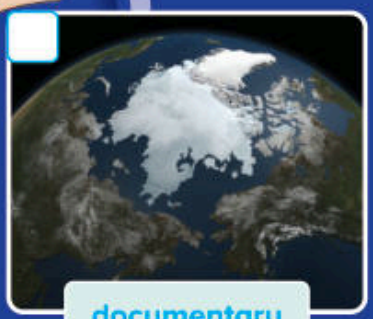




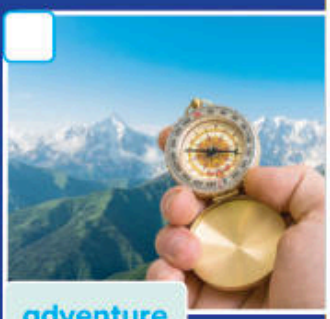


Click to read the plot.





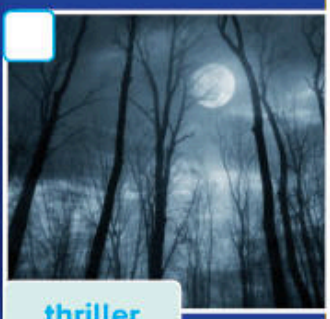














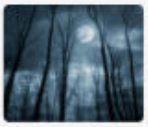
What's your favorite kind of story?

TopGoal_2_Combo_SB_Unit_5.indd 58 12/01/26 11:30 AM

3 Look and write.



1 People sing in musicals.



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



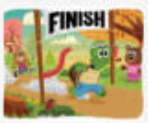
8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

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

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

Is it a mystery
with detectives and a twist in the plot?
Is it a comedy
to make us laugh a lot?
Is it a sci-fi
with astronauts in space?

Is it a musical
that puts a smile on your face?
Is it a cartoon
with pictures drawn by hand?
Or a 3D animation
in a computer-made land?
Is it a thriller
that will make me hide behind my hands?
Or an adventure story
with an exciting journey to a new land?

5 5.4 Listen to the poem again.

6 Discuss the questions with your partner.

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

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Grammar

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1 Read the chart.

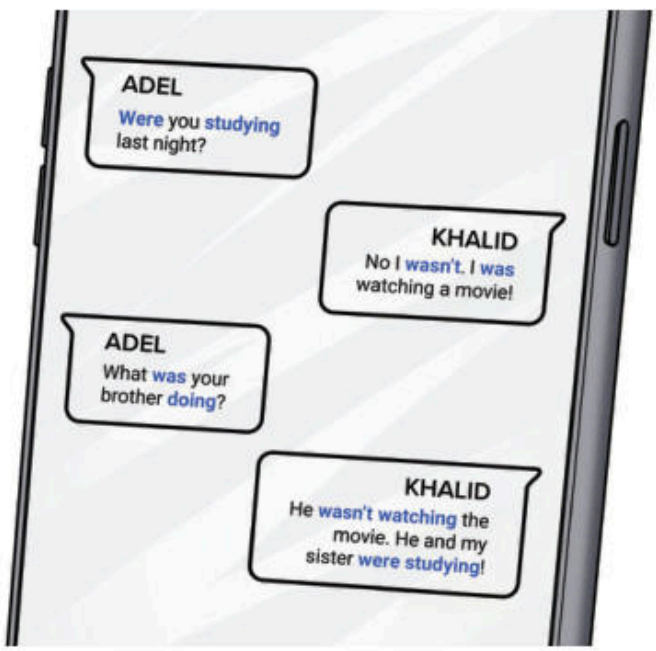
Past Progressive		
Subject + *Was/Were (Not)* + Verb +*ing*		
✓	I *was watching* (watch) a movie!	They *were laughing* (laugh) during the comedy movie.
✗	We *were not singing* (not sing) in the musical.	She *was not watching* (not watch) a play.
Was/Were* + Subject + Verb +*ing		
?	*Were* you *enjoying*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

2 Read and circle.

1 These sentences are about the past / present / future.

2 They mention short / long actions.

3 The actions are finished / still happening now.



3 Read and match.

-ing	was	question	were

1 We use _____ for *I*, *he*, *she*, *it*.

2 We use _____ for *you*, *they*, *we*.

3 We add _____ to the end of the action.

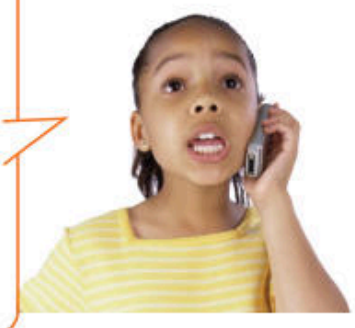
4 We use *Was/Were* at the beginning of a _____.

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4 Read and complete.



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



5 Look, find, and write.

1 You / cover / ears
You were covering your ears.

2 They / buy / tickets / sports show
_____
_____

3 She / walk / path
_____
_____

4 He / read / fairy tale
_____
_____

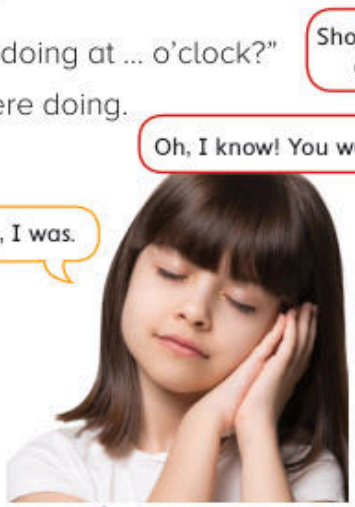
5 We / talk / phone
_____
_____

6 _____
_____



6 Play a game with your partner.

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





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Story

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

school | presentation | exercise | agree | bookcase | mystery

dinner | dog | plot | reading | fairy tale | story | pizza

2 55 Listen, read, and answer the questions.

The Book Presentation

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

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

"No, no," said Connor. "I don't want to present a fairy tale. What about this musical I was watching last night?"

Kai took a deep breath. "But we're supposed to present a book," said Kai. "Not a musical, or a play, or a movie."



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

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

"I was reading this book last year. Do you remember I was talking about it all the time? It's about a real-life mystery, and there is a documentary about it. You should watch the documentary and see what you think."

Connor looked at the cover. He liked mystery movies, and he liked documentaries. He decided to try it.

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

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

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

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

Social and Emotional Learning

Discuss the questions with your partner.

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

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Listening and Speaking

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



2 5.7 **Listen again and write *T* (true) or *F* (false). Correct the false sentences.**

1 Liliana was telling a comedy story. F
Liliana was telling a fairy tale.

2 The story started in Jayden's house. ☐

3 Jayden was going to visit his dad, who was sick. ☐

4 When Jayden was walking in the forest, a bear was talking on the phone. ☐

5 Jayden got to Victoria's house and found the bear in her bed. ☐

6 Jayden was talking to the bear on the phone. ☐

7 The bear was sick. ☐

8 Jayden found the bear in the forest with Victoria's phone and hat. ☐

9 The bear scared the family away. ☐

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

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

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Vocabulary

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1 5.8 **Listen, look, and number the tips.**

Making Your Storyboard

Who are your characters?



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

How do they feel?

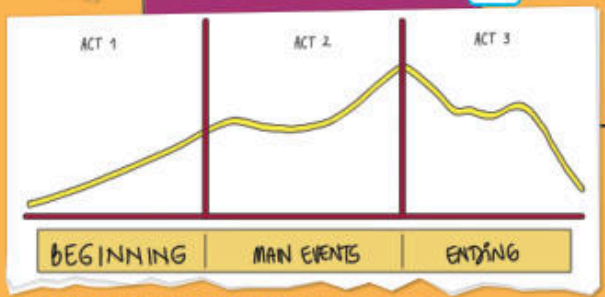


Are they **alone** or with other people?

What do they do?



There are 3 **acts.** 1



How does the story **end**?

2 5.9 **Listen, point, and say.**

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

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

4 **Read, act and check.**

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

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1 Read and discuss the chart.

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

2 Read and match.



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

3 Order the words to make sentences.

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

2 meeting / ? / at my house / How about
_____

3 inviting / my / sister / ? / What about
_____

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

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

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Reading

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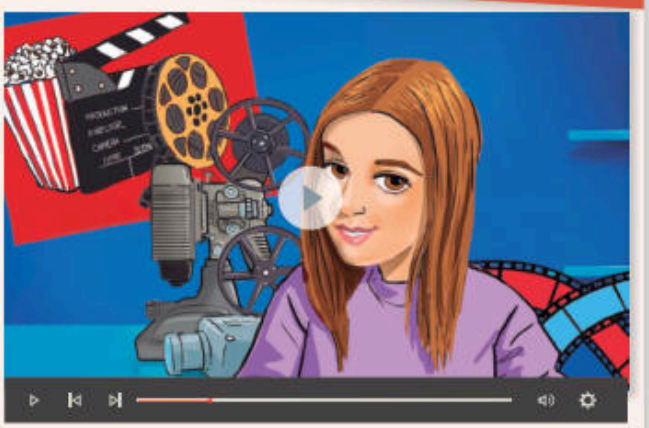
1 Look and discuss the questions with your partner.

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

Search

My Movie Thoughts

My Favorite Movie Scenes



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

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

2 Read and complete.

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

3 Discuss the questions with your partner.

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

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Word Work and Writing

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

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

2 Write and draw.

My favorite movie scene is from _____.

What happens in the scene?

What kind of story is it?

What do you like about it?

Is there anything you don't like?

3 Write your blog post.

My blog

My Favorite Movie Scene

Useful Expressions

- Why don't we ...
- What I loved was ...
- The great thing about ...
- One thing I didn't like was ...

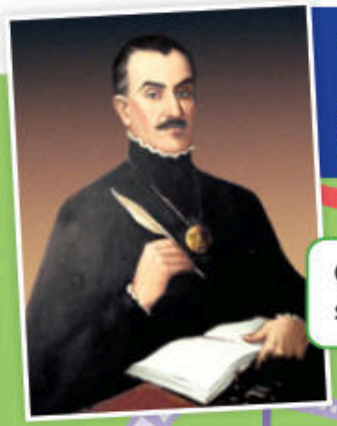
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Integrated Learning: Language Arts

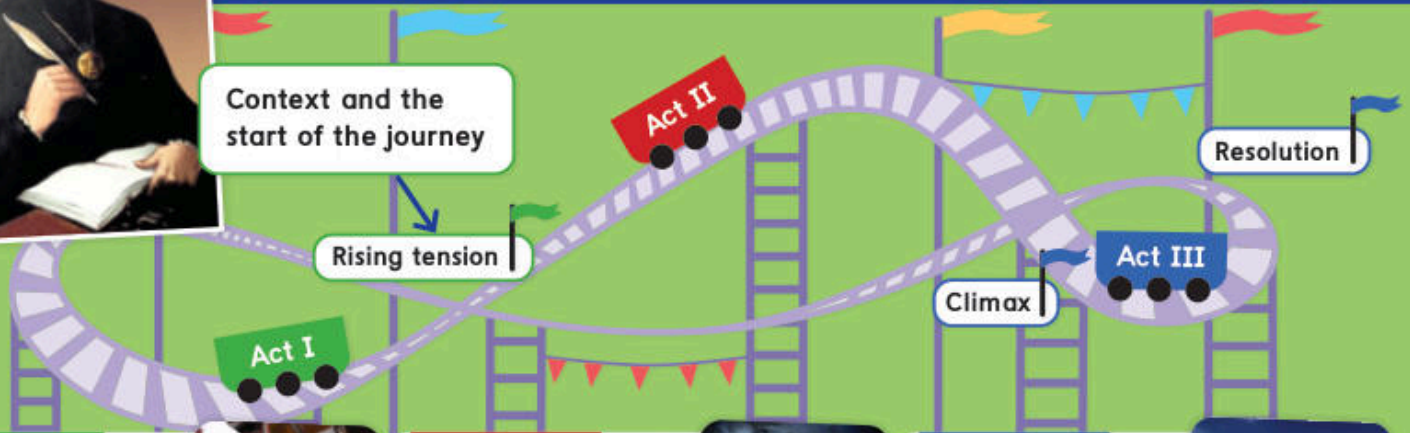
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1 Look, read, and complete the graphic organizer.



The Writing Roller Coaster

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

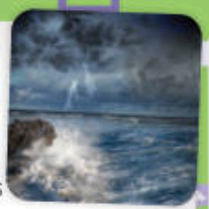


Act I



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

Act II



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

Act III



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

1 Number of acts:

There are normally three acts in a story.

2 The shape is like:

3 In the first act:

4 In the second act:

5 The climax:

6 The resolution:

2 Remember, plan, and present.

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



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Unit Review

1 Play and answer.

Start / Finish	1 Name four kinds of stories.	2 Tell your partner what you were doing at 5p.m. yesterday.	3 Give your partner a suggestion on how to study for an exam.
7 Write three sentences about a movie scene you love.	6 Ask your partner what they were doing last Saturday afternoon.	5 Complete the actions characters can do: w_ _ _ _ _ _ w_ _ _ d_ _ _ _ _	4 Ask three people what they were doing at 8 p.m. last night and then tell your partner.
8 Answer. What can you draw to plan a story?	9 Answer. Who called Jayden on his phone?	10 Write three sentences about a book you dislike.	11 Answer. What are the people in stories called?
Return	14 Ask your partner: What's your favorite type of story? Suggest a movie for them to watch.	13 Answer. What two events happen in the third act of a story?	12 In the movie blog, what is the blogger's favorite scene?

Project

Create a movie or story poster.

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



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6 Outdoor Activities

Riley goes on a camping trip.

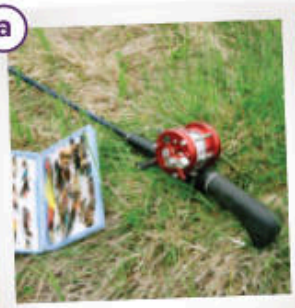
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1 6.1 Listen, point, and match the items to the activities.

2 6.2 Listen, point, and say.

The Great Outdoors!

a



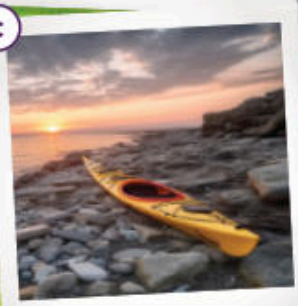
fishing rod

b



hiking boots

c



canoe

d



sleeping bag

1



hiking

2



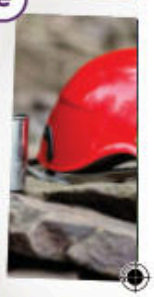
camping

3



surfing

e



f



4



canoeing

5



climbing

6



fishing

g

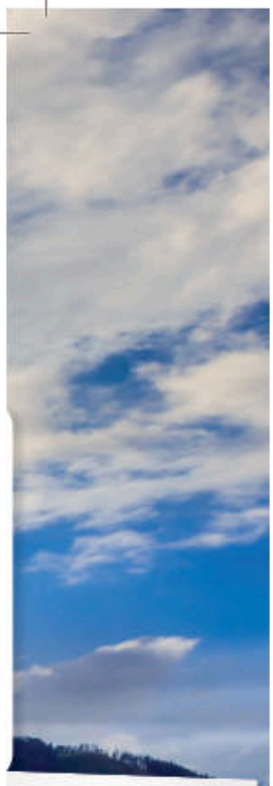


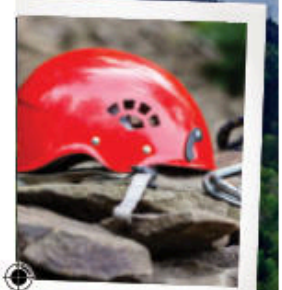
surfboard



What activities do you do outside?

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helmet



tent



3 Look and write sentences.



1 *I wear hiking boots.*



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

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

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

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

Chorus

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

Chorus

5 6.4 Listen again and chant.

6 Discuss the questions with your partner.

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

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Grammar

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1 Read the chart.

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

2 Read and choose the correct option.



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

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

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

Long Actions	Short Actions
was fishing	heard

4 Read and complete.



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

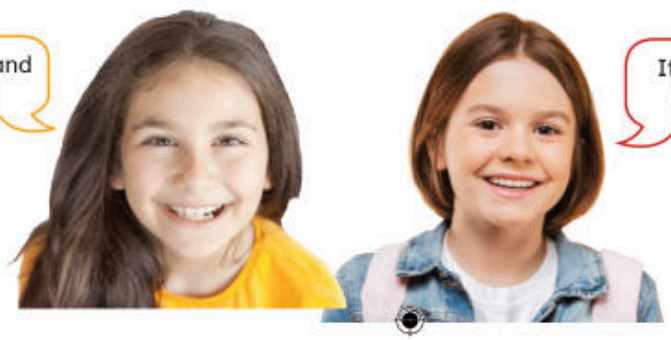


5 Read and complete with the Past Simple or the Past Progressive.

1 We were sleeping (sleep) in a tent for four nights.
2 Mom _____ (hike) in the mountains when she _____ (see) a snake.
3 I _____ (learn) how to climb yesterday.
4 She _____ (fall) but she _____ (wear) a helmet.

6 Tell a story with your partner.

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



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Story

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1 Look at the pictures and discuss the questions.

1 Where do you think the girl went?

2 Do you think she had a good time? Why?

The School Camping Trip



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

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

"They're going to laugh at me," she said. "They'll know I'm afraid of the dark!"

Her dad handed her a climbing helmet. "Why don't you show them your special ability?" he asked.

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

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

She put on her helmet and ran to the rocks.

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

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



2 6.5 Listen and read the story. Correct the sentences and number them 1–7.

a Riley told her dad that she was afraid of spiders. ☐

b At the campsite, Riley joined the group that was canoeing. ☐

c Riley was feeling nervous about her fishing trip. 1
Riley was feeling nervous about her camping trip.

d Riley noticed the dark at the campsite. ☐

e Riley was climbing trees while the other kids were hiking. ☐

f Her dad gave her some hiking boots. ☐

g Everyone was bored by Riley's climbing. ☐

Social and Emotional Learning

Discuss the questions with your partner.

1 What is your worst fear?

2 What do you do when you feel scared or nervous?

3 How can you manage your feelings when you are scared, nervous, or angry?

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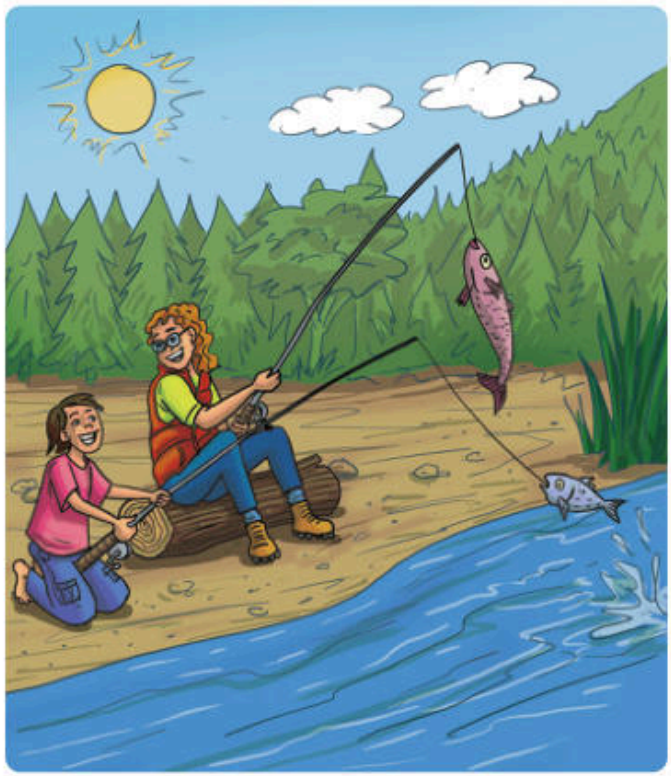
Listening and Speaking

1 Look and discuss the questions.

1 Where did Luke go on the weekend?

2 Do you think he had a good time? Why or why not?





2 6.6 Listen and write notes.

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

3 Talk about a trip in the outdoors.

1 Where and when did you go?

2 What did you do?

3 Where did you sleep?

4 What was the weather like?

5 How did you feel about the trip?

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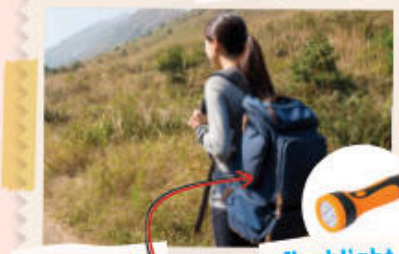
Vocabulary

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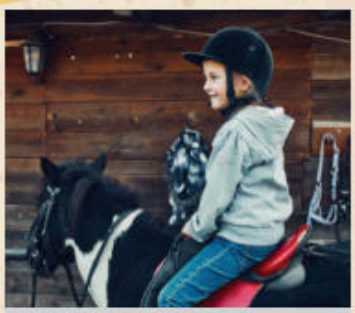
1 6.7 Look, listen, and circle the picture that isn't of Olivia.

Grandma Olivia's Memories!


mountain biking


backpacking
backpack
flashlight


life jacket
raft
rafting


horseback riding


campfire
hot dog

2 6.8 Listen, point, and say.

3 Look and write.







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

2 _____







3 _____

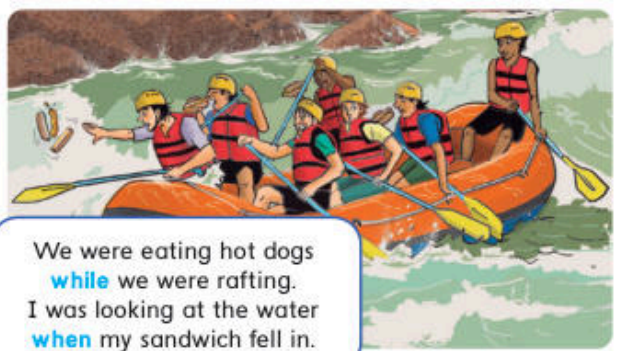
4 _____

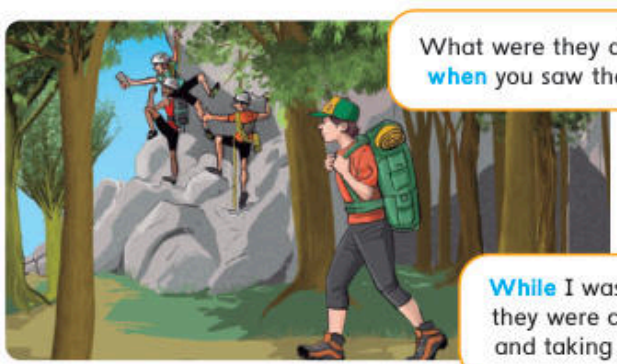
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1 Read the chart.

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

2 Read and correct the underlined parts of the sentences.





1 These sentences describe actions that happen <u>at different times</u>. _____

2 We normally use *while* before <u>short actions</u>. _____

3 We use *when* before <u>long actions</u>. _____

4 We use *when* and *while* at the beginning or <u>at the end</u> of the sentence. _____

3 Reorder the words to make sentences.

1 ate / were sitting / while / we / hot dogs / We / . / around the campire
We ate hot dogs while we were sitting around the campfire.

2 it got dark / . / set up / when / I / the campfire
_____

3 canoeing / horseback riding / Were / ? / you / while / we were
_____

4 I / fell off the bike / was wearing / . / When / my helmet / , / I
_____

5 we went / , / I / camping / took a flashlight / When
_____

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Reading

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

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

Search

Adventures in the Outdoors!

Outdoor Safety by Sebastian Martinez

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

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

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

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

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





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

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

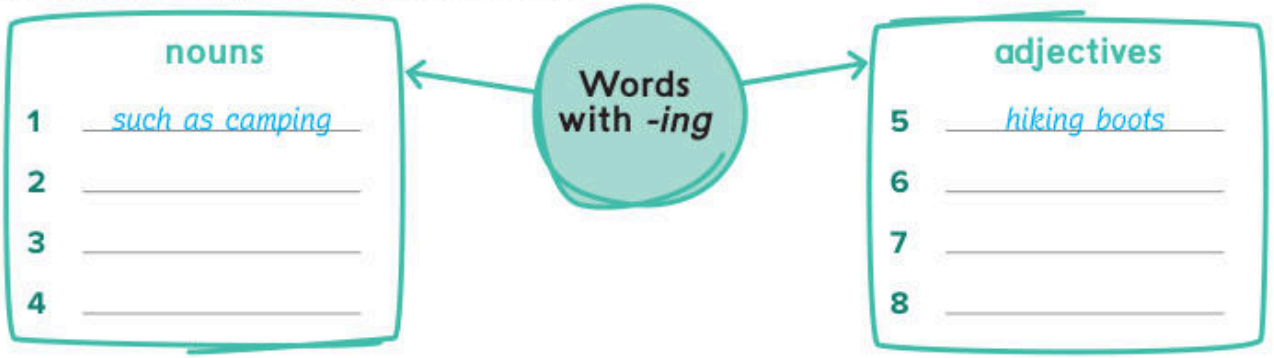
3 Discuss the questions with your partner.

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

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Word Work and Writing

1 Look and complete the mind map.



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

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

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

3 Write a blog post about outdoor safety.

Outdoor Safety

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

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Integrated Learning: Social Studies

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1 Look at the pictures and answer the question.

What words do you know to describe a landscape?



2 Read the text and complete the notes.

Landscapes

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

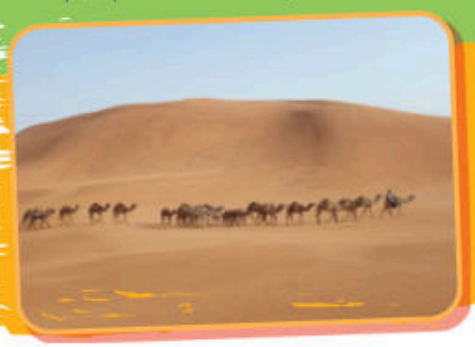




A **cliff** is where the land stops and there is a drop to the water or land below. While we were looking at the sea from the top of the cliff, I got scared and moved back. Some people were climbing up the cliff with helmets, ropes, and climbing equipment.

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





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

1 Cliffs are *where the land stops and there is a drop*.
2 Cliffs can be _____.
3 At a cliff, you can _____.
4 A forest is _____.
5 In a forest, you can find _____.
_____.
6 Deserts are _____.
7 A desert at night can be _____.
_____.

3 Research and present.

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

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

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Unit Review

1 Play and answer.

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

Project

Create a travel brochure.

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



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7 Trips

James goes on a trip!

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1 7.1 Listen, point, and order the steps.

2 7.2 Listen, point, and say.



What different ways to travel do you know?

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3 Look and write full sentences.



1 Put everything in a suitcase.



2 _____



3 _____



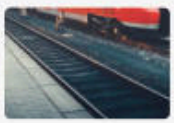
4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

4 7.3 Listen, read, and choose the correct option.

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

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

Get to the [3]station / security,
For the subway or the railroad.

Hurry to the [4]depart / platform.
We don't want to go slow!

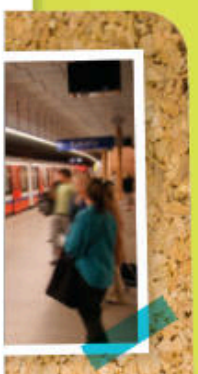
Pack up your [5]suitcase / passport.
Let's go to the airport!
We're going through [6]platform / security.
Let's go, go, go!

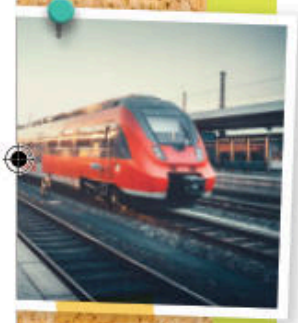
We are going on a trip.
Don't forget your passport!
Hurry to the gate.
We don't want to go slow!

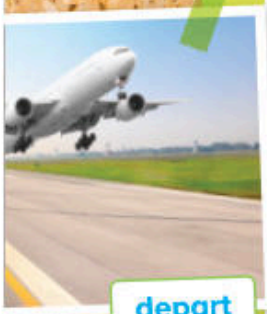
5 7.4 Listen again and chant.

6 Discuss the questions with your partner.

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







depart



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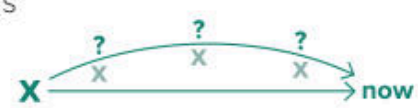
Grammar

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1 Read the chart.

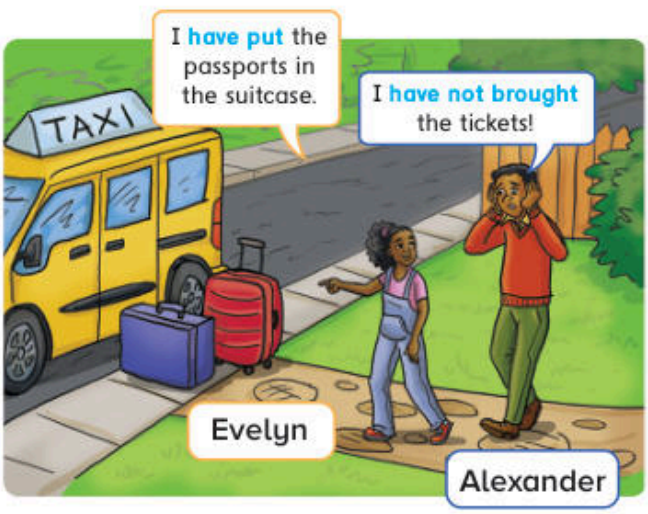
Present Perfect Simple

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



Subject + *Have/Has* + Verb (Past Participle)			
✓	I *have visited* the beach.	He *has called* the taxi.	We *have bought* the tickets.
✗	You *have not traveled* on an airplane.	We *have not taken* a tour before.	He *has not packed* his suitcase.

2 Read and check (✓) or cross (✗).





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

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

2 They say when the actions happened. ☐

3 Evelyn may travel on the subway again in the future. ☐

4 It is impossible for Evelyn to go on the railroad. ☐

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3 Read and complete using the Present Perfect.

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



4 Look and write.





1 eat / insects
He has eaten insects.

2 be / not / airport / security
_____

3 travel / train / railroad
_____

4 not / take / tour / boat
_____

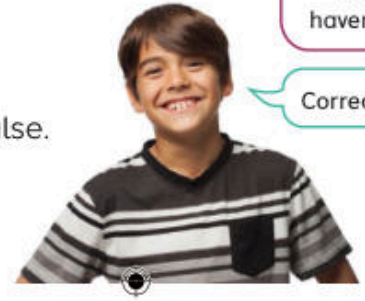
5 take / tour / city
_____

6 not / fly / plane
_____

7 ride / taxi
_____

5 Play a game with your partner.

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





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Story



1 Read the story quickly. Choose the main idea.

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

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

"Hurry up, James!" his mom shouts. "We've called the taxi, but you haven't eaten your breakfast!" James wakes up. It's late!
Leaving the house, his dad says, "Wait! I've forgotten the tickets." James's dad runs back into the house and comes back with the plane tickets.
"I hope the plane hasn't departed by the time we get there," says James.

At the terminal, the family runs to security and presents their passports. But James's face turns pale. "I can't find my passport."
"Maybe you've left it in the taxi," says his dad. He runs outside. "I've found it!" he shouts, running back. They run through security and onto the plane, just in time. James sits back, relaxed.

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

2 7.5 Read and listen to the story. Answer the questions.

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

Social and Emotional Learning

Discuss the questions with your partner.

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

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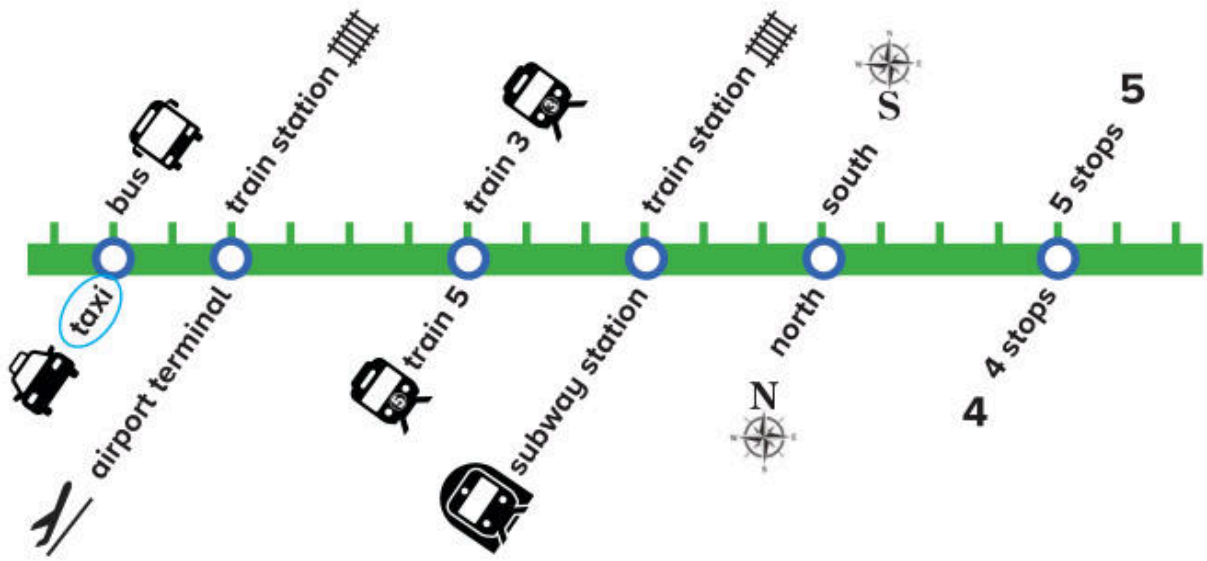
Listening and Speaking

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

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



2 7.7 **Listen again and circle the correct options.**



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

4 **Discuss the questions with your partner.**

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



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Vocabulary

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1 7.9 **Listen, point, and complete.**

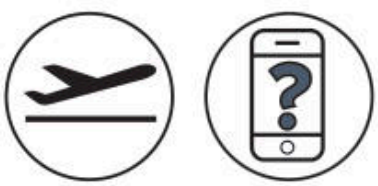
2 p.m. ~~3 p.m.~~ 6 p.m. 8 p.m.



2 7.10 **Listen, point, and say.**

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





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

2 _____





3 _____

4 _____

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1 Read the chart.

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

2 Read and match.



a Which sentences describe something that happened very recently? _____ _____

b Which sentence describes something that hasn't happened, but it needs to? _____

c Which sentences describe something that happened earlier than expected? _____ _____

3 Discuss the topics with your partner.

A food you haven't tried yet.

A movie you have just seen.

A place you have already visited.

A piece of homework you have already completed.

A word one of your classmates has just said.



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Reading

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

1 A blog about forms of transportation
2 A website about different places to visit

Search

Field Trips for All Schools!



Science Museum

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

How to get there:

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



Farm

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

How to get there:

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



Planetarium

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

How to get there:

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

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

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

3 Discuss the questions with your partner.

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

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Word Work and Writing

1 Read and match.

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

2 Imagine a field trip. Write notes.

I imagine ...

They have ...

You can ...

How to get there:

3 Write your post about a field trip.

My Field Trip!

Useful Expressions

- I have planned ...
- They have just ...
- You can ...
- The directions ...

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Integrated Learning: Math

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1 Read, look, and match.

1	multiply	c	2	add		3	divide		4	calculate		5	subtract	

a	9+3=12	b	50÷10=5	c	20x5=100	d	12-2=10	e	all of the above

2 Read and complete the sentences.

Math: Using Basic Calculations

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

Situation 1: Add

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

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



Situation 2: Subtract

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

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



Situation 3: Multiply

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



Situation 4: Divide

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

1 To add is *to calculate the total of two or more numbers together*.

2 To subtract is _____.

3 To multiply is _____.

4 To divide is _____.

5 If you have planned a trip with 15 people and you lose 3 travelers, you need to _____.

6 If you have booked 3 nights at a hotel and each night costs $10, you need to _____.

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Unit Review

1 Play and answer.

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

Project

Create a model plane or train.

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



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8 Outfits

Mia makes her own clothes.

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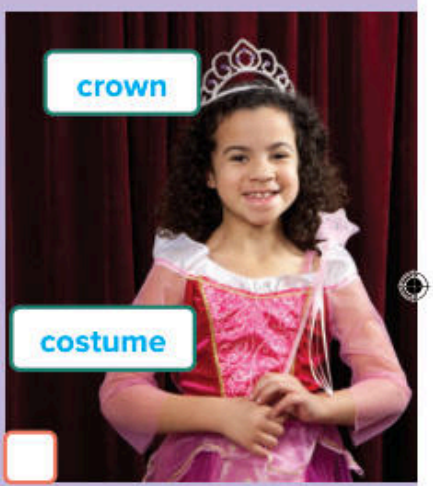
1 8.1 Listen, point, and order the pictures. 2 8.2 Listen, point, and say.

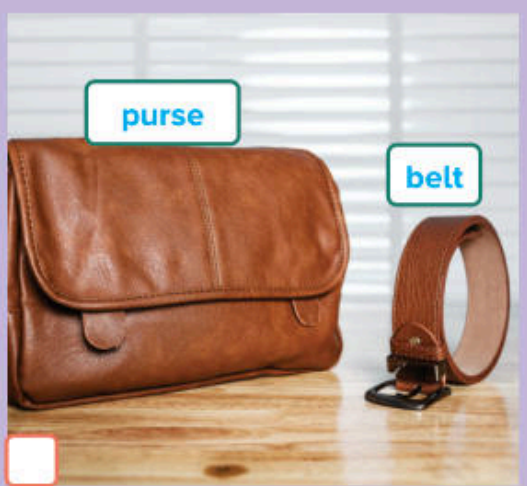
Search

Young Fashion Designers















What clothes do you like to wear?

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3 Look and write sentences about you.



1 *I've never worn a ring.*



2 _____



3 _____



4 _____



5 _____



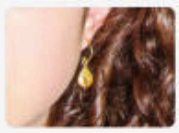
6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

4 Read the poem. Circle the accessories and outfits.

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

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

5 Read the poem again.

6 Discuss the questions with your partner.

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

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Grammar

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1 Read the chart.

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

2 Read and answer the questions.



Ezra=B

Scarlett: **Have** you **tried** the new uniform?
Reply by Ezra=B: **No**, I **haven't**!

Jose: **How long have** you **had** that bracelet, Ezra?
Reply by Ezra=B: For 3 years!

SerenityFashion: **Has** your sister **made** a new belt, too?
Reply by Ezra=B: **Yes**, she **has**!

1 Who is asking a question about length of time?

2 Who is asking a question about a possible action in the past, with a result now?

3 Who is giving short answers?

3 Read and correct the sentences.

1 Questions in the Present Perfect always start with *Have* or *Has*.

2 When we give a short answer, we need to say the action word.

3 In questions and short answers, we can shorten *have* to *'ve* and *has* to *'s*.

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4 Read and complete.



Hey! I love your earrings! [1] *How long have you had* (you / have) them?

Thanks! I've had them for about a month. [2] _____ _____ _____ (you / see) my other ones?

Yes, I [3] _____! [4] _____ _____ _____ (you / buy) a new necklace, too?

No, I [5] _____. It broke, so I added some new beads.

Wow! [6] _____ _____ _____ _____ _____ (it / have) the new beads on it?

About a week. I like it though! [7] _____ _____ _____ (you / try) the new school uniform?

No, I [8] _____. [9] _____ _____ _____ _____ _____ (it / be) on sale?

Two months!



5 Look and write questions.



1 (long / have / crown)

How long have you had that crown?



2 (see / new / ring)

_____

_____



3 (long / be / broken)

_____

_____



4 (buy / new / belt)

_____

_____



5 (long / have / holes)

_____

_____



6 (you / use / my brush)

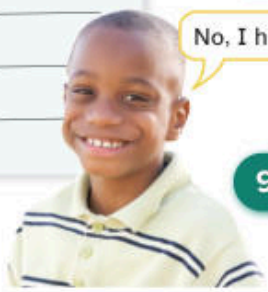
_____

_____

6 Make a survey. Ask your classmates.

Questions	Answers		
	Name:	Name:	Name:





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Story

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

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2 8.3 Read and listen to the story. Mark *L* for literal and *F* for figurative language.



The Belt

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

Mia looked down. "Oh, about two years." she said.
Nadia laughed and walked away. Mia turned red.

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

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

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

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

Social and Emotional Learning

Discuss the questions with your partner.

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

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Listening and Speaking

1 Look and discuss the questions.

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



2 8.4 Listen and complete the sentences.

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

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

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



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Vocabulary

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



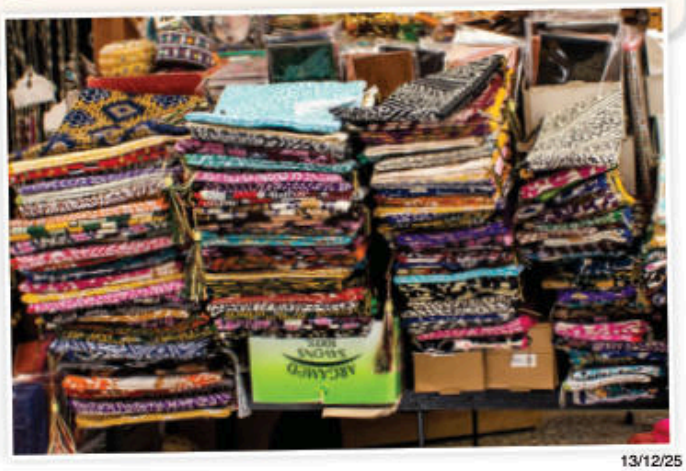
2 8.6 **Listen, point, and say.**

3 Read and circle.

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

4 Look, discuss, and write sentences.

I can see some leather purses, ...



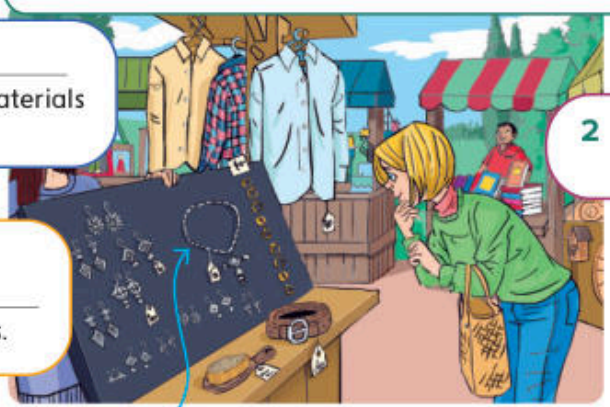
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1 Read the chart.

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

2 Read and complete. Then match.

is be made are be of



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

2 We only change the verb _____.

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

The necklace **is made of** silver.

The earrings **are not made of** gold.

The brush **is not made of** plastic.

The shirts **are made of** cotton.

3 Reorder the words to make sentences.

1 spotted umbrella / is / My / plastic / made of *My spotted umbrella is made of plastic*.

2 metal and wood / is / made of / comb / This _____.

3 isn't / Your / made of / striped tie / wool _____.

4 new earrings / are / made of / These / gold _____.

5 isn't / made of / it's / silk; / dress / cotton / This / made of _____

_____.

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Reading

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1 Read the text quickly and answer the questions.

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

2 Why do you think the author wrote this text?
- a To entertain the reader.
- b To convince the reader to buy more clothes.
- c To inform the reader about how fashion changes.

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





How long have people used rings and necklaces?

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

Have people always used combs and brushes?



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

What materials are clothes made of?

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

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

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

3 Discuss the questions with your partner.

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

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Word Work and Writing

1 Look and make words.

Example:

-tion	-sion
create creation	decide decision confuse confusion

	-TION	-SION
~~invent~~ ~~tense~~ expand promote act divide instruct discuss	*invention*	*tension*

2 Complete the graphic organizer about fashion and the planet.

	Shopping Habits	Materials	Caring for Clothes
1			
2			
3			

3 Write a blog post about fashion and the planet.

Fashion and the Planet

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

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Integrated Learning: Social Studies

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

1 Fast fashion [c]
2 Think about what you buy [ ]
3 Reduce waste [ ]
4 Fashion and the environment [ ]
5 Sustainable fashion in Saudi Arabia [ ]

Sustainable Fashion

(a) When you buy new clothes, do you think about the impact on the planet? You may not realize it, but the fashion industry has a big impact on the environment.



(b) A lot of energy and water is needed to make new clothes. It takes more than 2,500 liters of water to make just one cotton T-shirt. This is the same as taking 70 showers! Some clothing factories produce a lot of toxic wastewater, too. The wastewater contains dyes and chemicals that can pollute rivers.

(c) With the rise of "fast fashion," people want to keep up with fashion trends, so they buy lots of new clothes at cheap prices. People throw away their clothes after they have worn them only a few times. This creates a lot of waste.



(d) There are projects across the Kingdom to help reduce the environmental impact of fashion. Many Saudi fashion designers now use more eco-friendly materials. Some examples are buttons made from coconut shells, fabric made from recycled plastic bottles, and dyes made from plants.



(e) Sustainable fashion isn't just about what you wear. Your shopping habits have an impact on the planet, too. Upcycling your clothes is a good way to make your clothes last longer and reduce the impact on the environment. Maybe you can upcycle an old T-shirt and make something new with it instead of throwing it away!

2 Read the text again and answer the questions.

1 What uses the same amount of water as taking 70 showers?
making one cotton T-shirt
2 How do clothing factories pollute the environment?
3 Why is "fast fashion" bad for the environment?
4 What eco-friendly materials do some Saudi fashion designers use in the clothes that they design?
5 What is is called when you turn something old into something new or useful?

3 Research and present.

- A sustainable fashion designer or brand:
- How long have they been popular?
- What do they make?
- What materials do they use?

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

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Unit Review

1 Play and answer.

Start / Finish	1 Name six different fashion accessories.	2 Ask your partner a question starting with "Have".	3 Choose three accessories and say what they are made of.
7 Write about your favorite outfit.	6 Say four items in the room that are made of the same material.	5 Name six different materials.	4 Ask your partner a question starting with "How long".
8 Name two things some people must wear at school.	9 Answer. How did Mia solve her problem?	10 Answer. What jewelry did people wear in Ancient Greece?	11 Say two words ending in *-sion* and *-tion*.
Return	14 Order the words to make a question. long / you / How / had / have / tie / that / ?	13 Answer. Name something you can do to help make fashion more sustainable.	12 Name your favorite material for clothes and say why you like it. Start with "I like clothes made of ... because ..."

Project

Design an outfit to reflect your personality.

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



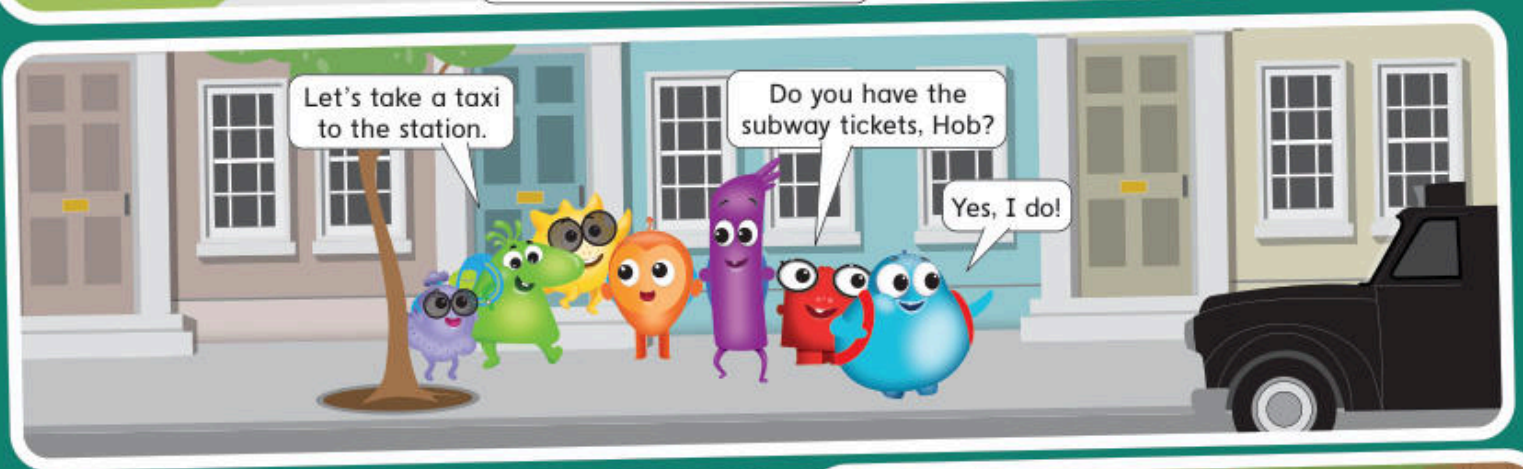
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Goodbye!

1 G.1 **Read and listen.**



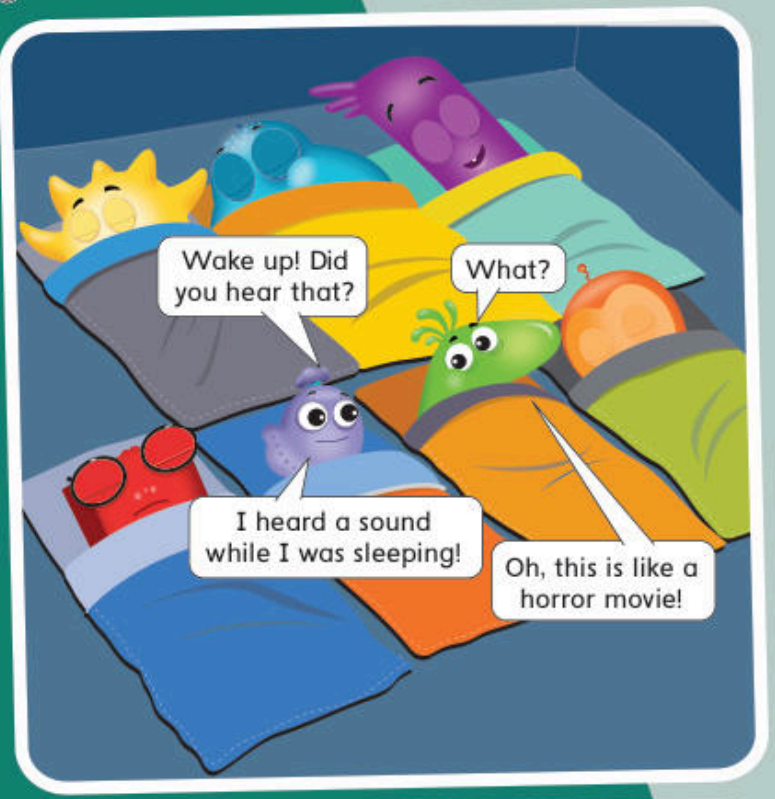






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2 Read and answer.

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

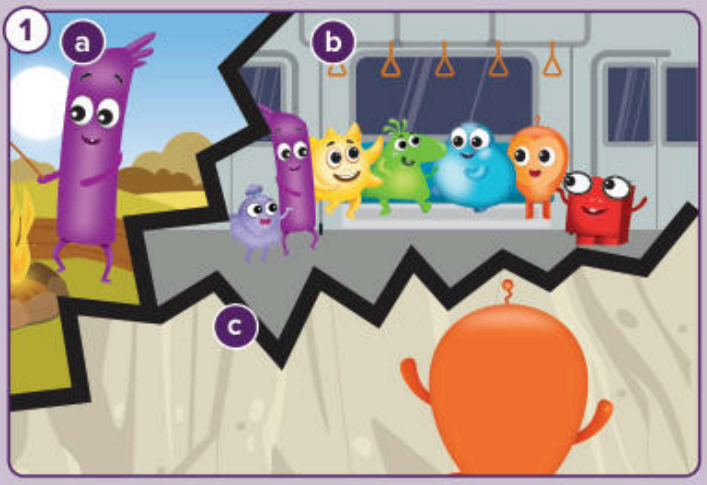
3 Complete for you.

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

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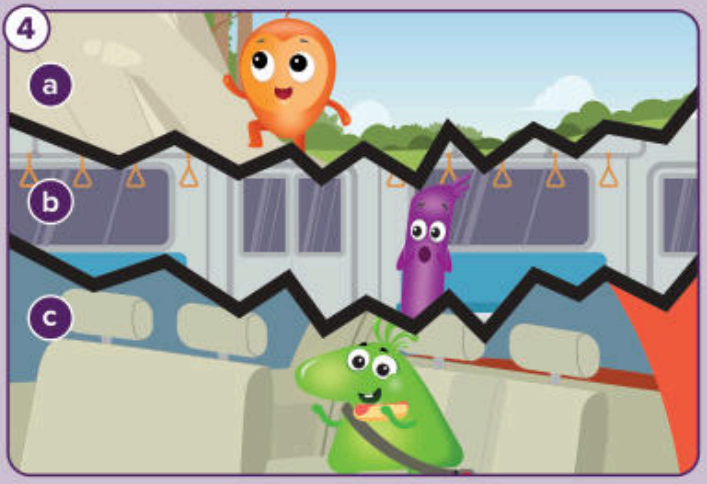
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4 G.2 Listen and choose the correct pictures.









5 Look and tell the rest of the story.











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6 Look, read, and complete.

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



2 The past tense of *leave*.



3 What you do when you look for something.



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



5 A person who works in a store.



6 How you feel when something surprises you.



1 | | a | | | p | a | | |

2 | | e | | t |

3 | | e | | r | | h |

4 | | e | | u | | n |

5 | | a | | | i | e | |

6 | | h | o | | k | | |

7 Look and write the story in Exercise 5.

First, the *All Sorts* ...

After that ...

But ...

In the end, ...

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Do you remember?

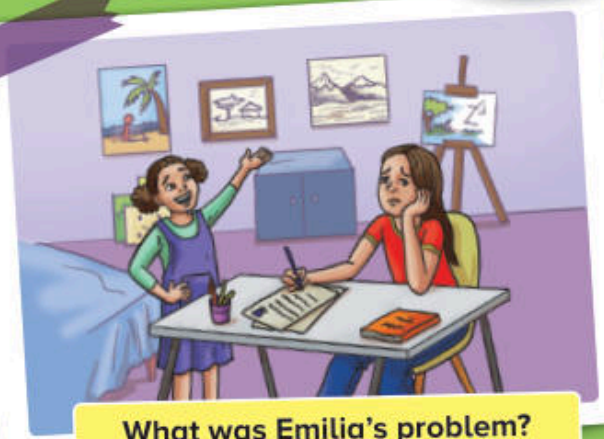
8 Look, read, answer, and play the game.



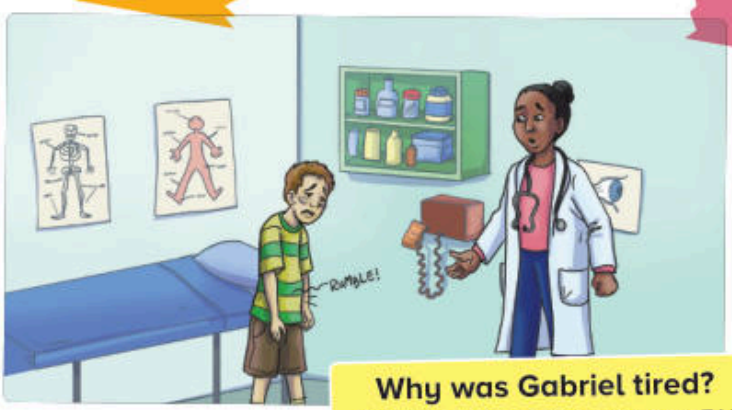
When did Rose start origami?
(Check your answer on page 18.)



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



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



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



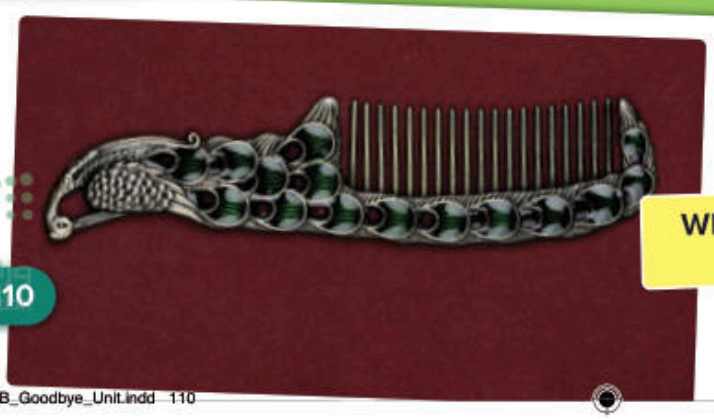
Which movies did the author of the blog talk about?
(Check your answer on page 66.)



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



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



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

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9 Read the poem.



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



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



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

Chorus



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



Chorus





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Vocabulary

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

Unit 1

Amazing *p 10*
Enjoy *p 16*
Enormous *p 10*
Excellent *p 10*
Excited *p 16*
Friendly *p 10*
Funny *p 10*
Horrible *p 16*
Important *p 10*
Interesting *p 10*
Lovely *p 10*
Lucky *p 10*
Messy *p 16*
Noisy *p 10*
Popular *p 10*
Ride *p 16*
Special *p 10*
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Unlucky *p 16*
Untidy *p 16*
Unusual *p 16*
Wonderful *p 10*

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Wi-Fi *p 22*

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Airport *p 40*
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Businessman *p 40*
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Factory *p 40*
Fashion designer *p 34*
Flight attendant *p 34*
Gallery *p 40*
Job *p 40*
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Manager *p 34*
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Audio Track List

Track	Unit	Student Book Section
W.1	Welcome!	Copyright
W.2	Welcome!	Exercise 2, Listen and read.
W.3	Welcome!	Exercise 3, Listen again and chant.
W.4	Welcome	Exercise 1, Listen, read, and answer.
W.5	Welcome!	Exercise 2, Look, read, and match. Then listen and say.
W.6	Welcome!	Exercise 3, Look and complete. Then listen, check, and say.
W.7	Welcome!	Exercise 5, Complete with your partner. Then listen, check, and say.
1.1	Unit 1	Exercise 1, Listen, point, and write the names.
1.2	Unit 1	Exercise 2, Listen, point, and repeat.
1.3	Unit 1	Exercise 4, Read and choose the correct words. Then listen and check.
1.4	Unit 1	Exercise 5, Listen again and chant.
1.5	Unit 1	Exercise 1, Listen and read the story. Choose a title.
1.6	Unit 1	Exercise 2, Listen and check or cross. Correct the false sentences.
1.7	Unit 1	Exercise 1, Look, listen, and order the events.
1.8	Unit 1	Exercise 2, Listen, point, and say.
2.1	Unit 2	Exercise 1, Listen, point, and order the sections.
2.2	Unit 2	Exercise 2, Listen, point, and say.
2.3	Unit 2	Exercise 4, Listen, read, and circle the parts of a house.
2.4	Unit 2	Exercise 5, Listen again and chant.
2.5	Unit 2	Exercise 2, Listen and read the story. Then complete the sentences.
2.6	Unit 2	Exercise 1, Listen and circle the animals that need a home on Mars.
2.7	Unit 2	Exercise 2, Listen again and choose the correct answers.
2.8	Unit 2	Exercise 1, Listen, look, and match the words to the speakers.
2.9	Unit 2	Exercise 2, Listen, point, and say.
3.1	Unit 3	Exercise 1, Look, listen, and complete.
3.2	Unit 3	Exercise 2, Listen, point, and say.
3.3	Unit 3	Exercise 4, Listen, read, and circle the jobs.
3.4	Unit 3	Exercise 5, Listen again and chant.
3.5	Unit 3	Exercise 2, Read, listen, and check.
3.6	Unit 3	Exercise 2, Listen and write T (true) or F (false). Correct the false sentences.
3.7	Unit 3	Exercise 1, Listen and match the people to the places.
3.8	Unit 3	Exercise 2, Listen, point, and say.
3.9	Unit 3	Exercise 2, Listen and complete.
4.1	Unit 4	Exercise 1, Listen and point. Circle what you need to make the food.
4.2	Unit 4	Exercise 2, Listen, point, and say.
4.3	Unit 4	Exercise 4, Listen and read. Circle the advice and underline the warnings.
4.4	Unit 4	Exercise 5, Listen again and chant.
4.5	Unit 4	Exercise 2, Read and listen to check. Then scan the story to answer the questions.
4.6	Unit 4	Exercise 2, Listen and choose the correct answers.

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Track	Unit	Student Book Section
4.7	Unit 4	Exercise 1, Look, listen, and order the steps.
4.8	Unit 4	Exercise 2, Listen, point, and say.
5.1	Unit 5	Exercise 1, Listen, point, and check or cross the types of stories the speakers like or dislike.
5.2	Unit 5	Exercise 2, Listen, point, and say.
5.3	Unit 5	Exercise 4, Read and listen. Circle the types of stories.
5.4	Unit 5	Exercise 5, Listen again and chant.
5.5	Unit 5	Exercise 2, Listen, read, and answer the questions.
5.6	Unit 5	Exercise 1, Look and predict the story. Then listen and check.
5.7	Unit 5	Exercise 2, Listen again and write T (true) or F (false). Correct the false sentences.
5.8	Unit 5	Exercise 1, Listen, look, and number the tips.
5.9	Unit 5	Exercise 2, Listen, point, and say.
6.1	Unit 6	Exercise 1, Listen, point, and match the items to the activities.
6.2	Unit 6	Exercise 2, Listen, point, and say.
6.3	Unit 6	Exercise 4, Read and listen. Circle the activities. Underline the items.
6.4	Unit 6	Exercise 5, Listen again and chant.
6.5	Unit 6	Exercise 2, Listen and read the story. Correct the sentences and number them 1-7.
6.6	Unit 6	Exercise 2, Listen and write notes.
6.7	Unit 6	Exercise 1, Look, listen, and circle the picture that isn't of Olivia.
6.8	Unit 6	Exercise 2, Listen, point, and say.
7.1	Unit 7	Exercise 1, Listen, point, and order the steps.
7.2	Unit 7	Exercise 2, Listen, point, and say.
7.3	Unit 7	Exercise 4, Listen, read, and choose the correct option.
7.4	Unit 7	Exercise 5, Listen again and chant.
7.5	Unit 7	Exercise 2, Read and listen to the story. Answer the questions.
7.6	Unit 7	Exercise 1, Look at the picture. Discuss the questions. Then listen and check.
7.7	Unit 7	Exercise 2, Listen again and circle the correct options.
7.8	Unit 7	Exercise 3, Repeat the instructions with your partner using the picture. Then listen again to check.
7.9	Unit 7	Exercise 1, Listen, point, and complete.
7.10	Unit 7	Exercise 2, Listen, point, and say.
8.1	Unit 8	Exercise 1, Listen, point, and order the pictures.
8.2	Unit 8	Exercise 2, Listen, point, say.
8.3	Unit 8	Exercise 2, Read and listen to the story. Mark L for literal and F for figurative language.
8.4	Unit 8	Exercise 2, Listen and complete the sentences.
8.5	Unit 8	Exercise 1, Listen, point, and match the materials to the accessories.
8.6	Unit 8	Exercise 2, Listen, point, and say.
G.1	Goodbye!	Exercise 1, Read and listen.
G.2	Goodbye!	Exercise 4, Listen and choose the correct pictures.

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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.
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.

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Workbook



TopGoal

2

Nico Dantaz Rachel Finnie

Mc Graw Hill

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1446 - 1447

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Welcome!

PART 1

1 W.2 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!

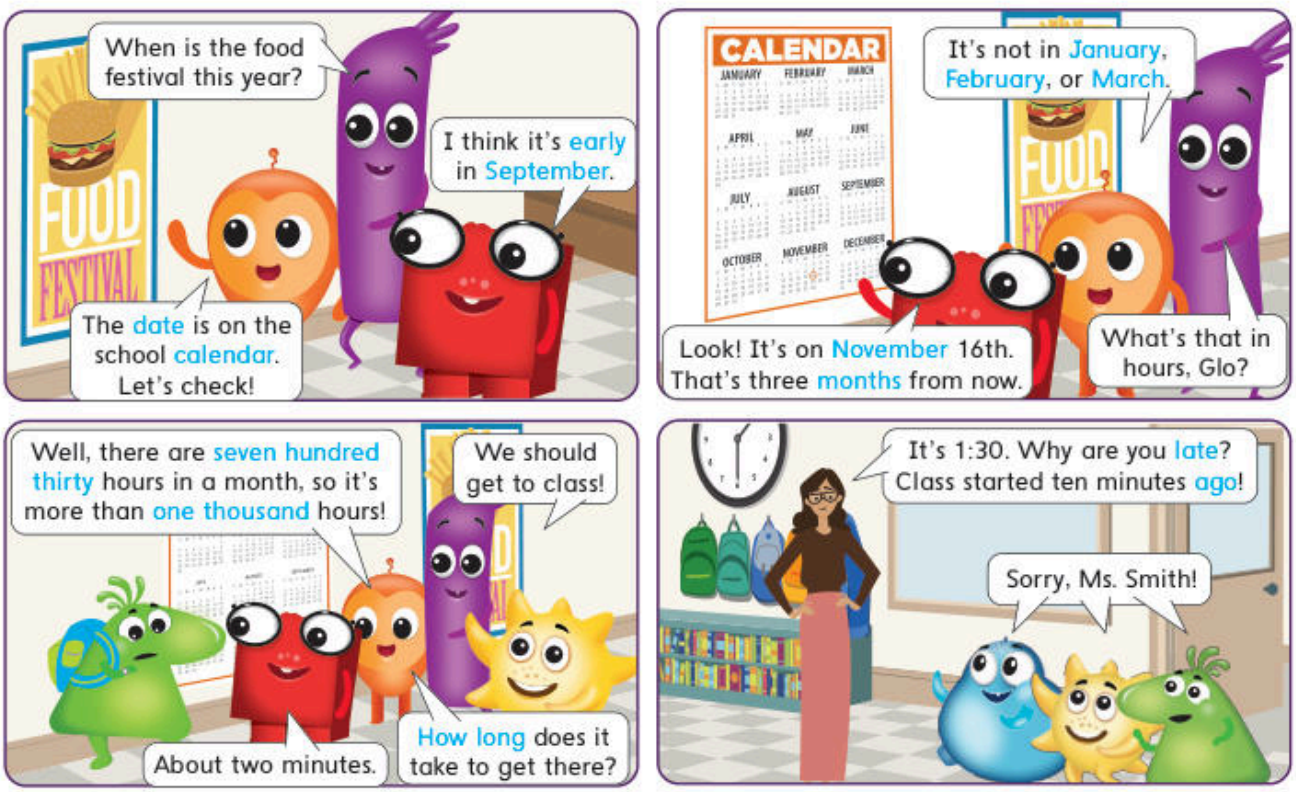
Chorus

[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 (✗).



1 The food festival is in September. ✗
2 November is three months from now. ☐
3 There are 720 hours in a month. ☐
4 The mascots should get to class. ☐
5 They arrive on time for class. ☐
6 The class started at twenty past one. ☐

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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 _____

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TopGoal_2_Combo_WB_Welcome_Unit.indd 121 13/12/25 3:17 PM

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] *was* / *were*	[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!*

TopGoal_2_Combo_WB_Welcome_Unit.indd 122 13/12/25 3:17 PM

4 Complete the questions and answer them.

1 How many teachers _____ you have? _____

_____

2 How long _____ your school recess? _____

_____

3 What _____ you do yesterday morning? _____

_____

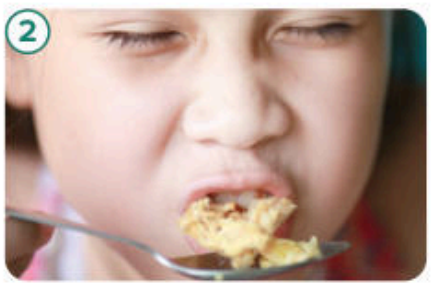
4 What _____ you do on your last day of school? _____

_____

5 Look, read, and complete.



This is *the largest* (large) class I teach.



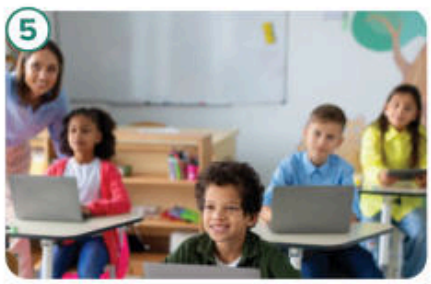
This is _____ (bad) food in this restaurant.



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? _____

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TopGoal_2_Combo_WB_Welcome_Unit.indd 123 09/03/26 7:43 PM

1 Personal Interests

Join an activity at the youth center!

1 Complete the words.

1 w _o_ nd _e_ rf _u_ l
2 l ___ v ___ ly
3 ___ xc ___ ll ___ nt
4 ___ nt ___ r ___ st ___ ng
5 fr ___ ght ___ n ___ ng
6 ___ m ___ z ___ ng
7 fr ___ ___ ndly
8 ___ mp ___ rt ___ nt
9 ___ n ___ rm ___ ___s
10 p ___ p ___ l ___ r
11 t ___ dy
12 l ___ cky
13 sp ___ c ___ ___ l
14 n ___ ___ sy

2 Write the correct word.

1 i*mportant*: something you care about the most
2 e _____: done very well
3 s _____: something unique
4 e _____: very big
5 n _____: makes a lot of noise
6 i _____: makes you think
7 t _____: clean and organized
8 a _____: surprising in a good way
9 p _____: someone who a lot of people like
10 f _____: scary
11 w _____: brilliant and pleasing
12 l _____: pretty or beautiful
13 l _____: to have good luck
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 _____!

TopGoal_2_Combo_WB_Unit_1.indd 124 29/01/26 12:49 PM

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**~~ **funny** **important** **interesting** **lovely** **lucky** **noisy** **popular** **special** **tidy** **wonderful**

1 (a friendly person/people)

I met lots of friendly people at the youth center.



2 (a noisy activity)

_____

3 (a popular place)

_____



4 (an important person for you)

_____

5 (an amazing activity)

_____

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TopGoal_2_Combo_WB_Unit_1.indd 125 26/12/25 1:42 PM

Grammar

1 Choose the correct option.



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

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

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

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

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

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

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

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

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

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

1 We *love* (love) 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.
_____

TopGoal_2_Combo_WB_Unit_1.indd 126 13/12/25 2:05 PM

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 Complete the questions using the correct form of the verbs in parentheses.

1 What sports *do* you *play* (play)?
2 Where _____ you _____ (go) on your last vacation?
3 What time _____ you _____ (get up) every day?
4 What _____ you _____ (like) doing on the weekend?
5 What _____ you usually _____ (eat) on Saturdays?
6 What _____ you _____ (eat) yesterday?
7 What activities _____ you _____ (do) after school?
8 What activities _____ you _____ (enjoy) when you were little?

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

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

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TopGoal_2_Combo_WB_Unit_1.indd 127 04/02/26 5:19 PM

Story

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 _____

TopGoal_2_Combo_WB_Unit_1.indd 128 13/12/25 2:05 PM

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?

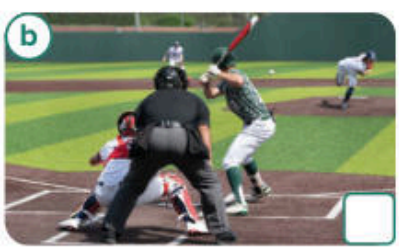






4 What did she do on Friday?







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TopGoal_2_Combo_WB_Unit_1.indd 129 13/12/25 2:06 PM

Vocabulary

1 Look and find. Circle.

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

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

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

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

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

1 (unlucky) _____
2 (horrible) _____
3 (messy) _____
4 (unusual) _____
5 (unfriendly) _____

TopGoal_2_Combo_WB_Unit_1.indd 130 13/12/25 2:06 PM



Grammar

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: Ali, what do you [1] *want* for dinner: burgers or pizza?

Ali: I [2] _____ pizza more than burgers.

Mom: OK. Pizza it is!

Ali: Can we [3] _____ it at home?

Mom: That sounds fun. Sure!



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TopGoal_2_Combo_WB_Unit_1.indd 131 09/03/26 7:44 PM

Reading

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.

Search

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.

TopGoal_2_Combo_WB_Unit_1.indd 132 09/03/26 7:45 PM



Word Work and Writing

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 _____

_____.

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Integrated Skills Review



1 1.3 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 funny!
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?
_____

TopGoal_2_Combo_WB_Unit_1.indd 134 13/12/25 2:06 PM

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 1.4 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.			

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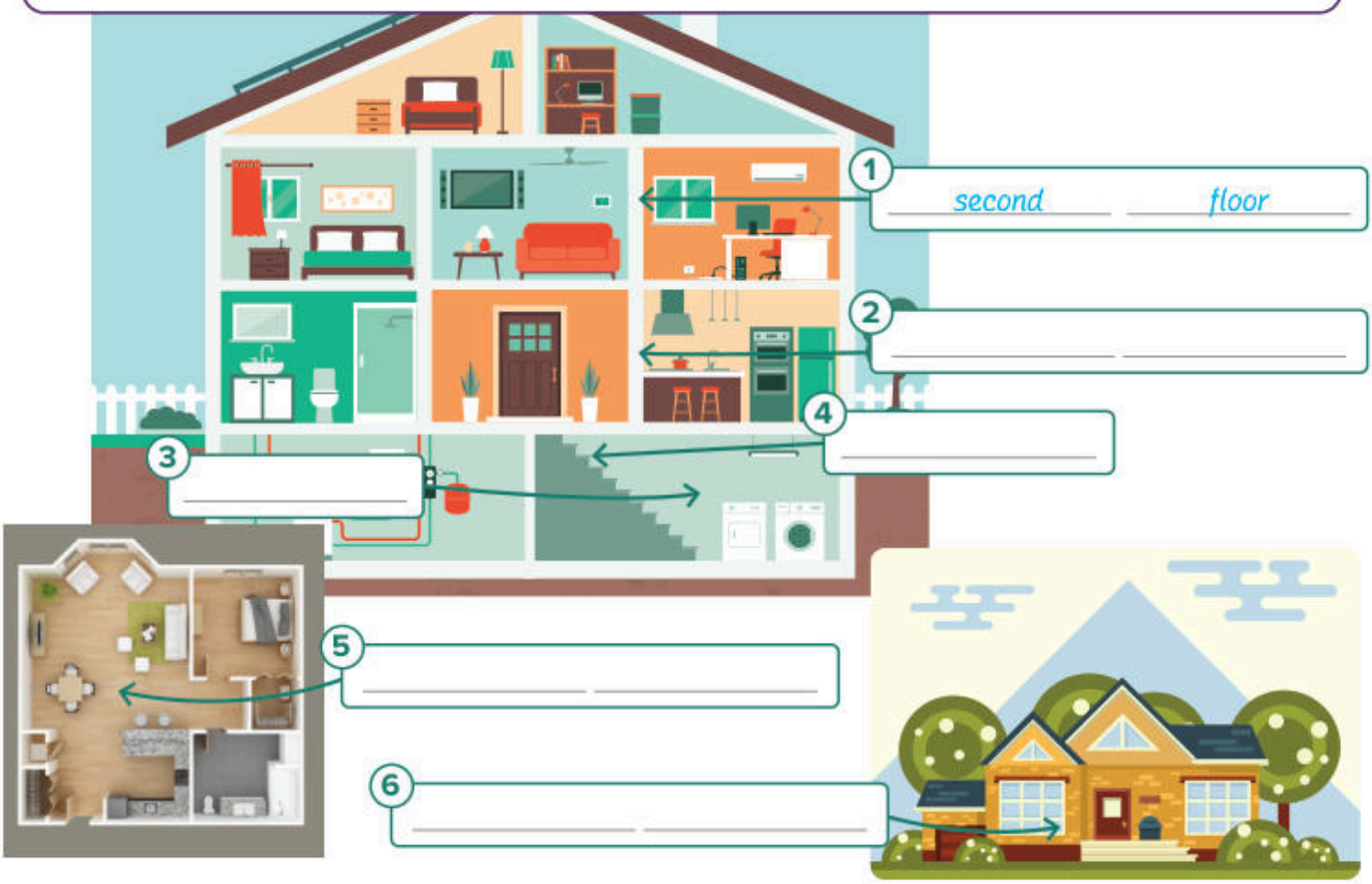
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2 House Designs

Sophie moves to a new house.

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

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



2 Read. Then find, circle, and copy.

1 You need this to unlock the door to your house. k e y

2 This professional designs houses and buildings. ___ ___ ___ ___ ___ ___ ___ ___ ___

3 You go through this to enter a place or building. ___ ___ ___ ___ ___ ___ ___ ___

4 These are numbers that express the size of a room. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

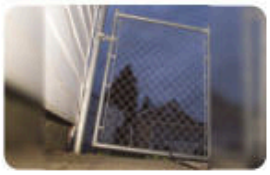
5 You use them to build houses. ___ ___ ___ ___ ___ ___ ___ ___ ___

WSETTARCHITECTVBHJUENTRANCEVBYENKEYKLPIMATERIALSQGHMEASUREMENTSBNH

TopGoal_2_Combo_WB_Unit_2.indd 136 13/12/25 3:39 PM

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

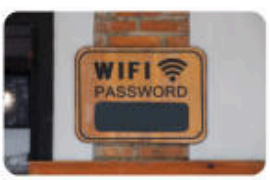




1 No parking! Do not block the entrance.

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.

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TopGoal_2_Combo_WB_Unit_2.indd 137 13/12/25 3:40 PM

Grammar

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.



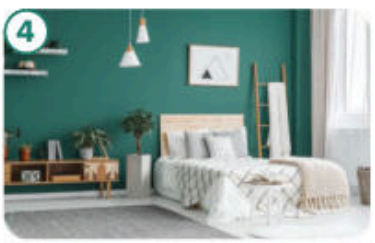
We _____ keep this old wooden gate, right?

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

TopGoal_2_Combo_WB_Unit_2.indd 138 13/12/25 3:40 PM

3 Complete the sentences with *will* or *won't*.

1 **Grandpa:** The phone isn't working.
Michael: No problem, Grandpa.
I *will* contact the phone company.

2 **Grandma:** Be careful, kids! The oven door is hot.
Kids: Don't worry! We _____ touch it.

3 **Dad:** Look at this! You broke the screen with the football.
Ivy: Sorry, Dad! I _____ play football inside the house again.

4 **Mrs. Jones:** Look! Our fridge is almost empty!
Mr. Jones: We _____ go shopping this weekend.

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

6 **Sabah:** My parents need a good architect.
Amina: My mom's an architect. I _____ send you her phone number.

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.
Max: I didn't, Mom. I [2] _____ now.
Mom: OK, Theo. What is that noise? It 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 _____

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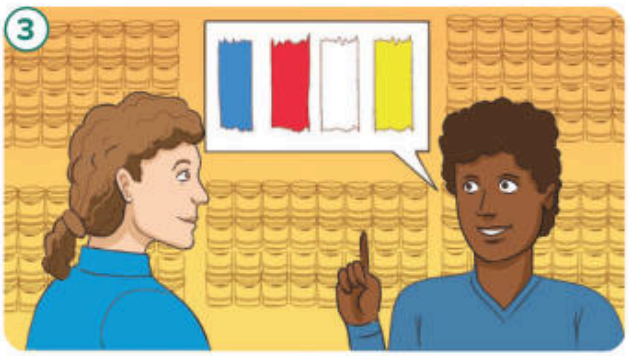
Story

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.









TopGoal_2_Combo_WB_Unit_2.indd 140 13/12/25 3:40 PM

1 2.1 Listen and write *T* (true) or *F* (false).

1 Ryan's parents are going to build a new house. T

2 It will be a small house. _____

3 The family saw the layout yesterday. _____

4 The house will have two floors but no basement. _____

5 Matt thinks it is a dream house. _____

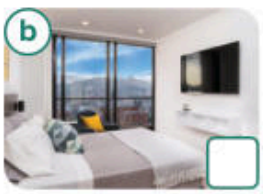
2 2.2 Listen again and check (✓).

1 How many bedrooms will the house have?

a 3 ☐ b 4 ☐ c 5 ☐

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

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?

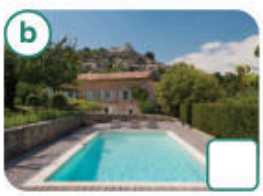
a  ☐

b  ☐

c  ☐

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

a  ☐

b  ☐

c  ☐

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Vocabulary

1 Read and complete.

Down

1 Can you check on the children, please? They're in the *front* room.

2 I love this armchair and floor lamp in the _____ of the room!

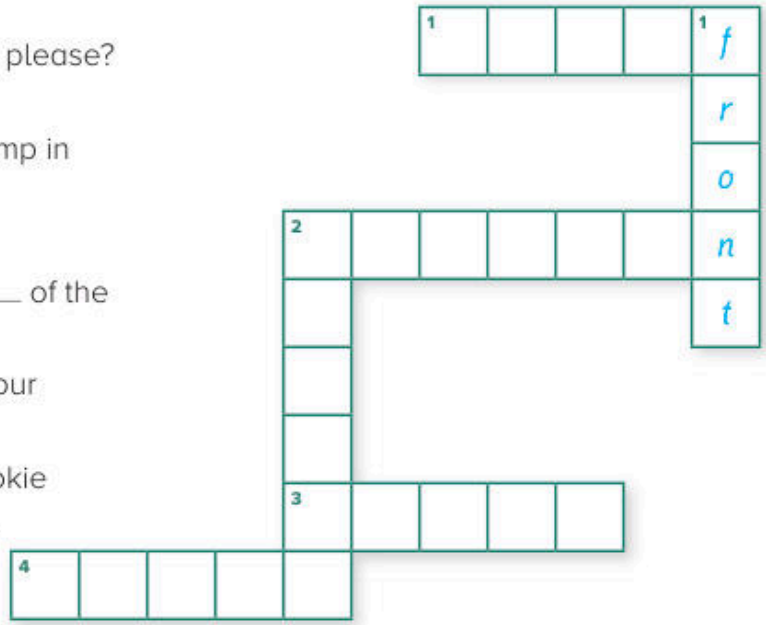
Across

1 The book is on the top _____ of the bookcase.

2 I loved the new _____ on your armchair. It's so soft!

3 There are no cookies in the cookie bowl. It's completely _____.

4 I can't do it right now, but I'll do it _____.



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

~~Actually~~ else empty later shelf take

Amy: What is there for lunch, Dad?

Dad: Your favorite dish—pasta.

Amy: [1] *Actually*, my favorite dish is pizza.

Dad: But you like pasta, too.

Amy: I do. Is there anything [2] _____?

Dad: Yes. There's green salad.

Amy: Can I have a juice instead?

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

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

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

Amy: I'm hungry!

Dad: Go and do your homework while it bakes.

Amy: I'll do it [6] _____.

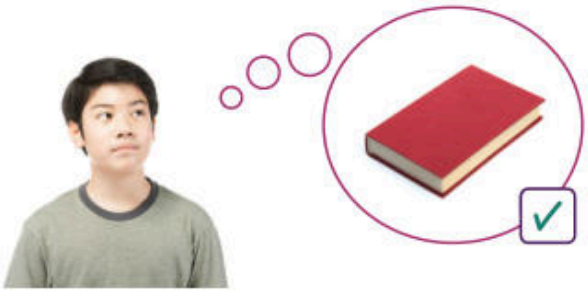
Dad: No. Do your homework now!

Amy: OK, Dad.



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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?

_____

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Reading

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.

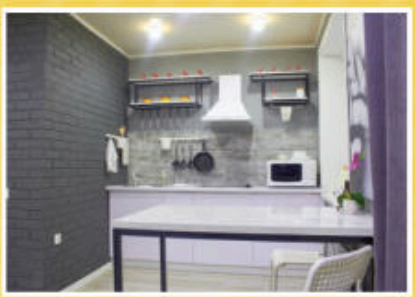
Search

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. ☐

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Word Work and Writing

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

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

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

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

3 Use your notes to write about the place.

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Integrated Skills Review



1 2.3 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?
_____

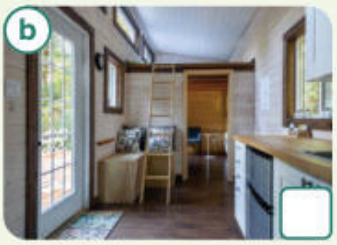
4 What kind of Wi-Fi network will houses have?
_____

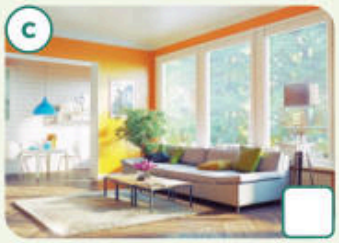
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3 2.4 Listen and match the name with their perfect future home.

1 Grace 2 Mateo 3 Emily

a 

b 

c 

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.			

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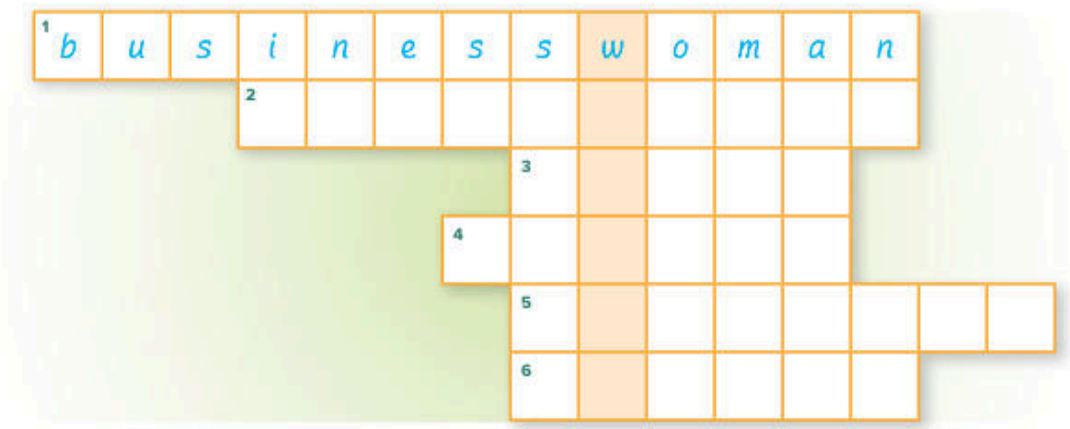
3 Job Paths

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.

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4 Label the jobs.

1 

actor

2 

3 

4 

5 

6 

7 

8 

9 

10 

11 

5 Read and complete.



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

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

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

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



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Grammar

1 Look and write sentences.



1 *They are going to be engineers.*



2 _____



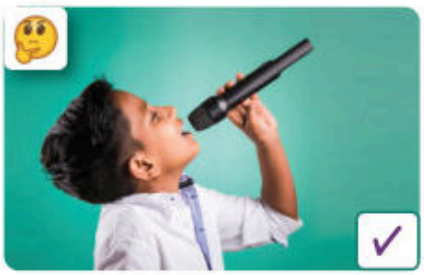
3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Order the words to make sentences.

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

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

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

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

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

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

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3 Complete. Use the words from the box.

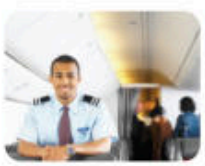
are going to	~~isn't going to~~	may	may	might

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)
_____

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Story

1 Look and write Harper's story.





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









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Listening and Speaking

1 3.1 **Listen and number the professions as the children mention them.**

(a)



(b)



(c)



(d)



2 3.2 **Listen again and complete.**

Today's guest speaker

1 The man's name is *Robert*.

2 His last name is _____.

3 He sometimes works in an _____.

4 One thing he does is to _____ in his job.

5 Robert wears a _____ to be safe.

6 Robert says _____ don't draw or wear suits.

7 Robert is an _____.



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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 3.3 Look and write. Then listen and check.

Where might they work in the future?

Write the place.



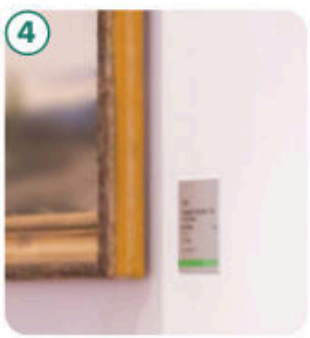
They may work in a *news studio*.



They may work in an _____.



They may work in a _____.



They may work in a _____.



They may work in an _____.



They may work on a _____.

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1 Complete the questions.

1



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

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

2



She's going to be an actress, _____?

No, I think she may be a journalist.

3



That was the airport, _____?

Yes, I think so.

4



They worked in that building, _____?

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 _____

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Reading

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 read a lot.*

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 love reading, especially about the past.

c I think so. I like being outside, and 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 an archeologist because I love old things.

g Oh, I love flying. I'm going to be a pilot.

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

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Word Work and Writing

1 Complete the chart.

Base Word	Noun with *-ist*
special	*specialist*
_____	journalist
_____	therapist
psychology	_____
_____	scientist
archeology	_____
_____	artist

2 Look and complete the graphic organizer.

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

3 Use your notes to write the story.

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Integrated Skills Review



1 3.4 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 leading teams. 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 _____.

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3 3.5 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 [1]are you going to / may do in the future?

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

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

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

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

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

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



5 Read and color for you.

I can use all sorts of words to talk about jobs.			
I can use all sorts of future forms to express future plans.			
I can read all sorts of texts about different communities.			
I can write about my future plans using all sorts of future forms.			
I can listen to all sorts of people talking about jobs and communities.			
I can speak about all sorts of future plans and my community.			

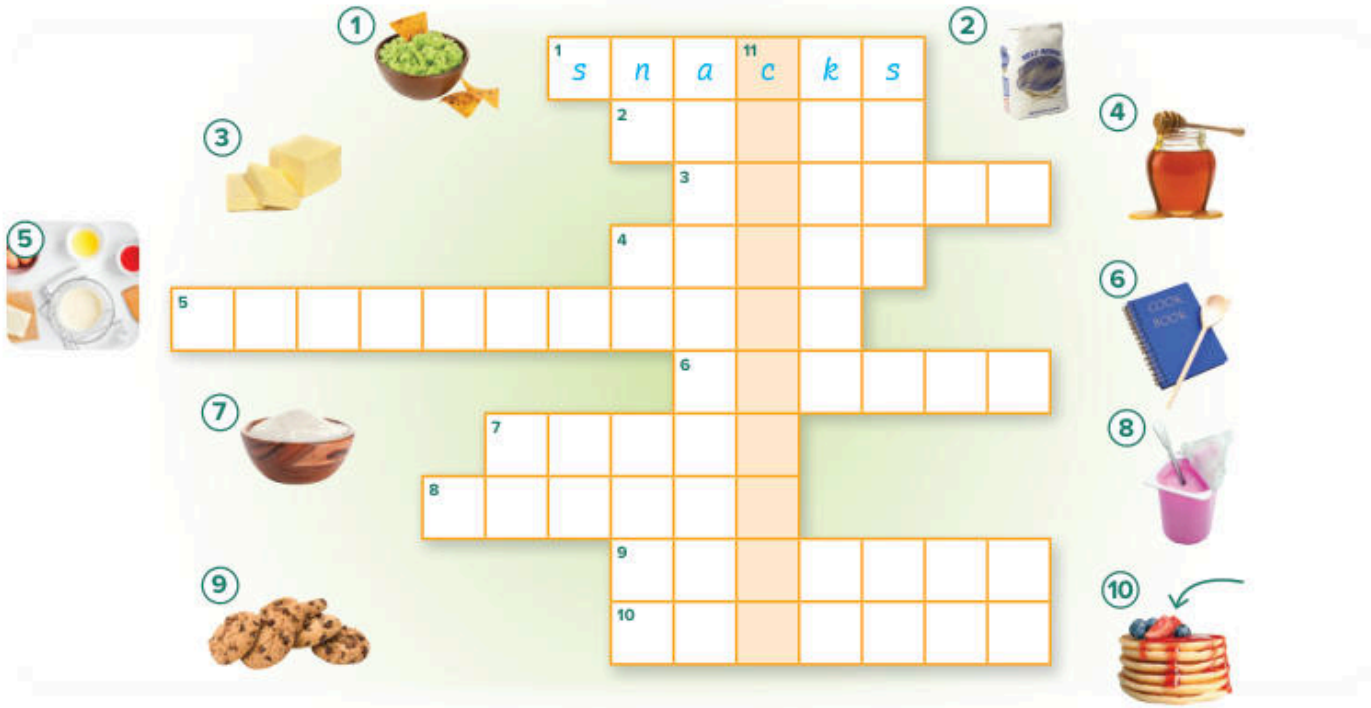
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4 Glorious Food

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. _____

TopGoal_2_Combo_WB_Unit_4.indd 160 13/12/25 3:45 PM

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

1 butter / countertop / honey
2 honey / yogurt / sugar
3 topping / recipe / ingredients
4 cookies / yogurt / flour
5 bake / smell / countertop
6 sugar / butter / flour

5 Read and choose the correct option.

Luca: Mom, can you help me make a cake?
Mom: Sure!
Luca: I want to learn how to [1]bake / cook cakes and cookies!
Mom: That's great. First, let's clear some space on the [2]topping / countertop.
Luca: All right. Done!
Mom: Great job, Luca! Now, let's get the [3]snacks / ingredients.
Luca: OK. What do we need?
Mom: Let me check the [4]oven / recipe.
Luca: OK.
Mom: We need flour, sugar, eggs, butter, and milk. Can you please [5]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 [6]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?

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Grammar

1 Read and choose the correct option.

Search

Cooking Safety Tips for Children

Cooking is fun, but being safe in the kitchen is important.



Follow these safety rules when you cook:

You [1]***should*** / ***shouldn't*** ask an adult for permission.

You [2]***should*** / ***shouldn't*** cook alone.

You [3]***had better*** / ***had better not*** wash your hands before cooking.

You [4]***had better*** / ***had better not*** lick spoons, plates, or your fingers.

You [5]***should*** / ***shouldn't*** use knives without an adult's help.

You [6]***had better*** / ***had better not*** get an adult to help you use the stove.

You [7]***had better*** / ***had better not*** clean up the mess when you finish.

2 Add two more safety rules to the list in Exercise 1. Use *should*, *shouldn't*, *had better*, or *had better not*.

1 _____

2 _____

3 Rewrite the sentences using the words in parentheses.

1 You shouldn't make a mess in the kitchen. (had better)
You had better not make a mess in the kitchen.

2 We should have a large breakfast. (had better)
_____

3 You shouldn't eat cookies before lunch. (had better)
_____

4 You had better not add sugar to your juice. (should)
_____

5 You had better mix the ingredients slowly. (should)
_____

6 You had better not add honey to the recipe. (should)
_____

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4 Match the situations to the advice.

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

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

1



I cook very badly.

You had better take cooking classes.

2



Mom and Dad don't let me cook.

3



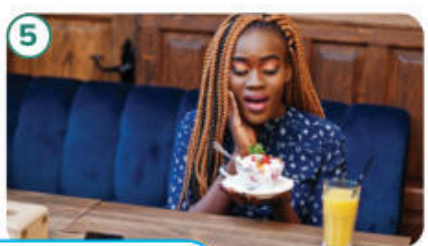
My cookies always burn.

4



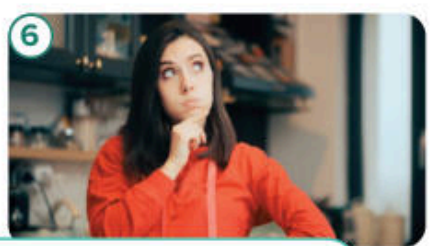
I'm afraid of cutting my finger

5



My cake is too sweet.

6



I never remember the recipes.

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Story

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

1



2



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!"

3



4



5



6



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1 4.1 Listen and choose the correct option.

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

2 4.2 Listen again and number the food.

1. 

breakfast

2. 

morning snack

3. 

lunch

4. 

afternoon snack

5. 

dinner

6. 

evening snack

a 

b 

c 

d 

e 

f 

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Vocabulary

1 Break the code and complete the article.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
◆	☻	▯	★	♥	■	●	🐾	💎	❙	❚❚	×	🐱	●	▼	•	👄	☹	📈	☼	💰	○	▲	▬	🗣	🎬

How Can Kids Help in the Kitchen?

Even though kids are (🗣▼💰●●) [1] *young*, they can help out an adult in the kitchen. They can help in different ways.



2- to 3-year-old kids can:

- (🐱♥◆📈💰☹♥) [2] _____ dry ingredients
- (🐱💎▬) [3] _____ ingredients with a wooden spoon
- (•▼💰☹) [4] _____ wet ingredients

4- to 5-year-old kids can:

- Make (★▼💰●🐾) [5] _____ balls with their hands
- (☹▼××) [6] _____ dough
- (▯💰☼) [7] _____ soft vegetables and fruit with a knife

6- to 10-year-old kids can:

- (📈☼💎☹) [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) _____

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Grammar

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 _____.

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Reading

1 Look at the picture 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

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.)

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!

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. _____

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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			
Don'ts			

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

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Integrated Skills Review



1 4.3 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 _____.

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3 4.4 Listen and match.









1 Ella

2 Caleb

3 Maya

4 Nathan

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

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

Dr. Spencer: Is your diet balanced?

Kevin: Well, I know I [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.			

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5 Storylines

Let's watch a movie!

PART 2

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

→	D	O	C	U	M	E	↓
↓	D	Y	R	A	T	N	←
→	R	A	M	A	A	D	↓
↓	R	U	T	N	E	V	←
→	E	C	A	R	T	O	↓
↓	F	I	C	S	N	O	←
→	I	C	O	M	E	D	↓
↓	L	I	R	H	T	Y	←
→	L	E	R	W	E	S	↓
↓	Y	M	N	R	E	T	←
→	S	T	E	R	Y	M	↓
↓	L	A	C	I	S	U	←
→	F	A	I	R	Y	T	↓
↓	N	A	W	E	L	A	←
→	I	M	A	T	I	O	N



documentary























2 Read and write the words from Exercise 1.

1 This kind of story usually has an exciting journey. *adventure*
2 This kind of story makes people laugh. _____
3 It's a story about an invented future or space. _____
4 It's a story for children about things and characters that aren't real. _____
5 It's a movie or TV program about real people or facts. _____
6 It's sometimes a sad story about how people feel. _____
7 In this kind of story, a detective tries to solve a crime. _____
8 It's an exciting story, full of action. _____

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

3D animation	~~cartoons~~	documentaries	mystery	plays	western

1 *Cartoons* use animated drawings to tell a story.
2 I prefer watching _____ to watching movies.
3 Sherlock Holmes is one of the most famous detectives in _____ stories of all time.
4 _____ movies tell the stories of the American Wild West.
5 My favorite _____ movie is the one with the ice queen.
6 I watch _____ because I like to learn about the world.

4 Write the kinds of movies they are watching.



1 *They are watching a comedy.*



2 _____



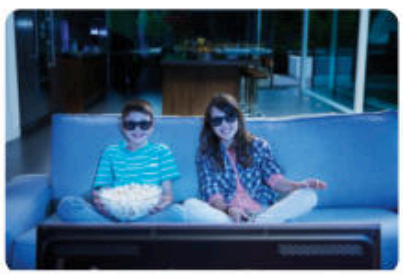
3 _____



4 _____



5 _____



6 _____

5 What kind of movies or stories do you like the most and the least? Write a paragraph to explain your choices.

_____

_____

_____

_____

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TopGoal_2_Combo_WB_Unit_5.indd 173 12/01/26 11:20 AM

Grammar

1 Look, read, and write what they were doing yesterday at 3 p.m.



1 Ivy / read / fairy tale
Ivy was reading a fairy tale.



2 They / watch / play



3 Elias / make / documentary



4 They / buy tickets / musical



5 Zoe / draw / cartoon



6 Adam / act / sci-fi movie



7 The clown / do / comedy show



8 Bella / write / adventure story



9 Jade and Lucy / enjoy / animation

2 Look at the pictures in Exercise 1 and complete the sentences using the negative form of the verbs in parentheses.

1 Ivy *wasn't reading* an adventure story. (read)
2 They _____ a movie. (watch)
3 Elias _____ a western. (make)
4 They _____ tickets for a concert. (buy)
5 Zoe _____ a comic strip. (draw)
6 Adam _____ acting in a thriller. (act)
7 The clown _____ a talk show. (do)
8 Bella _____ a fairy tale. (write)
9 Jade and Lucy _____ during the mystery movie. (sleep)

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3 Complete the questions with the verbs in parentheses.

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

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

1 *No, she wasn't. She was writing an adventure story.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

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

Charlotte: Hey, Jane! What [1] were you doing (do) yesterday at 6 p.m.?

Jane: I [2] _____ (lie) in bed.

Charlotte: [3] _____ you _____ (sleep) that early?

Jane: No, I [4] _____ (be). I [5] _____ (read) a great mystery book. My dad [6] _____ (make) lots of noise though.

Charlotte: [7] _____ he _____ (install) the new home theater system?

Jane: No, he [8] _____. He [9] _____ (play) sci-fi video games. He loves them!

Charlotte: Me, too! I [10] _____ (not read) at 6 p.m.

Jane: No? What [11] _____ you _____ (do)?

Charlotte: I [12] _____ (text) you, but you [13] _____ (not read) my messages.

Jane: I'm sorry! My phone was probably dead.

Charlotte: No problem! I'll talk to you at school.

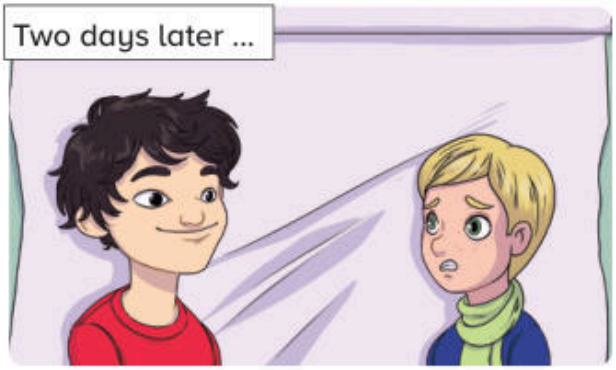
Jane: OK!

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Story

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





1 *Two days later, Connor and his friend Kai were getting ready for the presentation about the book they chose. Connor looked nervous and asked Kai, "Are we ready?" Kai said, "I think so!" in a relaxed way.*

2 _____



3 _____



4 _____

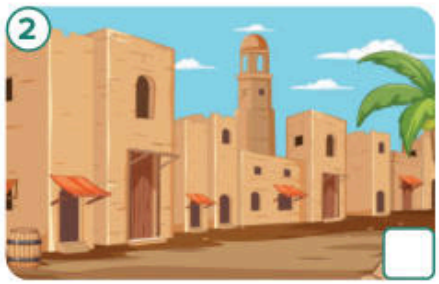
2 How successful do you think Connor and Kai's presentation was? Draw the end of the story and write about it.

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Listening and Speaking

1 5.1 **Listen and choose the parts of the story.**







2 5.2 **Listen again and complete.**

Storytelling Session

Storyteller's name:

1 Emma Brookbank

Story Title:

2 _____ and the Donkey

Kind of story:

3 folk _____

First book with story written:

4 More than _____ years ago

Animal in the story:

5 _____

Main characters:

6 _____ and _____

3 **Write answers that are true for you.**

1 Did you like the story? Why?

_____

2 Who's your favorite character? Why?

_____

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Vocabulary

1 Choose the correct option.

1 The wooden horse whispered / wished to be a real horse.
2 My favorite character / storyboard is the cowboy.
3 The princess lives alone / scared in a big castle.
4 The talking mouse appeared / decided in the garden.
5 Not all fairy tales whisper / end happily.
6 The monster appeared / decided to see what was out there in the real world.
7 The little fish whispered / felt to herself to keep on swimming.
8 This is the storyboard / act of the fairy tale animation.

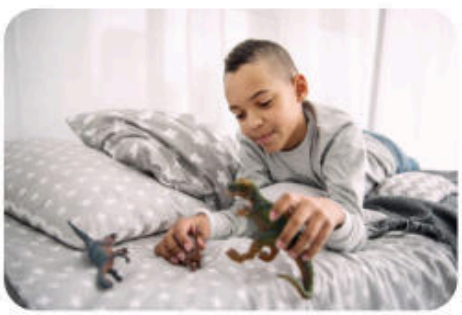
2 Describe the pictures using the words in parentheses.



1 *He feels scared* when he watches thrillers. (feel / scared)



2 How many _____? (act / play)



3 _____ in his bedroom. (play / alone)



4 _____ open the boxes. (wish / could)

3 Write answers that are true for you.

1 Who is your favorite story character? Why do like him/her?

_____

2 How do you feel when you listen to, read, or watch a good story?

_____

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Grammar

1 Read and choose the correct option.

Carter: What about [1]watch / watching a movie?
Amelia: That's a good idea!
Carter: How about [2]see / seeing a comedy?
Amelia: Hmm, I'm not in the mood for something funny.
Carter: I see. Why don't we [3]choose / choosing a musical? It's fun and relaxing.
Amelia: I know, but musicals are a little boring. What about [4]go / going for a western?
Carter: I'm not so sure. Why don't we [5]pick / picking a drama?
Amelia: I like dramas, but today I feel like seeing an exciting space adventure.
Carter: So, how about [6]watch / watching a sci-fi movie?
Amelia: Great idea! But which one?
Carter: Oh, no! Here we go again.

2 Read and complete.

1 **Adam:** What a boring play! Why *don't we skip* (skip) the final act?
John: Good idea, son! Let's go home!
2 **Teacher:** Why are you alone, Majid? How _____ (join) the other kids?
Majid: OK. I will.
3 **Teacher:** Are you free, Ivy? What _____ (draw) the storyboard?
Ivy: Good idea, Mrs. Boyce.
4 **Teacher:** Now kids, how _____ (choose) the characters each one will play?
Kids: Great idea!
5 **Farah:** Why _____ (tell) us a story, Mom?
Mom: OK, kids. I'll tell you a mystery story.
6 **Nawal:** I loved the movie. It ends in a surprising way.
Sabah: Come on, Nawal. What _____ (tell) me how it ends?

3 Read the situations and make suggestions.

1 You're hungry. Talk to your friends.
Why don't we have a snack?

2 You're tired. Talk to your parents.
_____

3 You're bored. Talk to your friends.
_____

4 It's a sunny day. Talk to your parents.
_____

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Reading

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

1 This text is a **a** play. **b** comedy story. **c** fairy tale.

2 The text is about a **a** spider. **b** mouse. **c** snake.

2 Read the text and choose the best option to complete.

The Trapped Snake

Once upon a time, in a peaceful small town, there were three adventurous friends named Maya, Alex, and Sam. One day, they heard about an abandoned house and [1] *decided* to check it out. When they entered the house, they saw that it was dark and full of spider webs. They [2] _____ the place when suddenly, a gigantic snake appeared! The kids were scared. [3] _____ the snake whispered softly, "I wish to be free."

The children [4] _____ carefully as the snake told them his story. He said he was alone and trapped in the house. The snake explained that if they found [5] _____ treasure, the trap would be broken, and he would be free.

Maya, Alex, and Sam felt sorry for the snake and promised to help him. They searched every room. In the kitchen, they found a secret passage that led



to [6] _____ hidden room. The treasure chest was there!

The snake was very happy! He thanked the brave kids and said, "Why don't you [7] _____ the treasure? I want you to have it! Open the chest now!" When the kids opened it, the snake instantly disappeared. He was finally free!

Maya, Alex, and Sam left the house with the treasure chest.

1	**a** decide	**b** decided	**c** were deciding
2	**a** was exploring	**b** were exploring	**c** explored
3	**a** but	**b** and	**c** or
4	**a** listen	**b** listened	**c** was listening
5	**a** our	**b** their	**c** his
6	**a** the	**b** a	**c** an
7	**a** keeping	**b** keep	**c** kept

3 Read the text again and answer the questions.

1 Who are the characters in the story?

_____

2 What was the snake's problem?

_____

3 Where did the kids find the treasure chest?

_____

4 What happened when the kids opened the chest?

_____

5 How does the story end?

_____

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Word Work and Writing

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

1 I loved the documentary / document on healthy eating in schools. *noun*

2 Comedies / Comedian are my favorite types of movies. *noun*

3 My parents document / documentary family vacations on video. _____

4 Computer animation / animate changed the movie industry. _____

5 I think mysterious / mystery stories are the best genre. _____

6 Actors can animate / animation imaginary characters. _____

7 The main character is a mystery / mysterious man. _____

8 A great comedy / comedian has the skill to make people laugh. _____

2 Think about a movie or story you would suggest to your friends. Complete the graphic organizer.

Your Favorite Scene	Plot Summary	Reasons for Suggesting it
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

What About Watching / Reading _____?

_____

_____

_____

_____

_____

_____

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Integrated Skills Review



1 5.3 Read and complete with words from the box. Then listen and check.

adventure	animation	comedy	musical	~~mystery~~	thriller

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

Is it a [1] *mystery*
with detectives and a twist in the plot?
Is it a [2] _____
to make us laugh a lot!
Is it a sci-fi
with astronauts in space?
Is it a [3] _____
that puts a smile on your face?

Is it a cartoon
with pictures drawn by hand?
Or a 3D [4] _____
in a computer-made land?
Is it a [5] _____
that will make me hide behind my hands?
Or an [6] _____ story
with an exciting journey to a new land?

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

Another Happy Ending

Yesterday I went to the movie theater to watch a new musical based on the book series by a famous author. The movie was released at the beginning of the year and is very popular.
The movie tells the story of a little girl who got lost in a big forest. Some of the animals find her and start taking care of her. She loves the animals, but starts to miss her family back home. She then asks the animals to help her get back home.
My favorite character is the mother bear because she is kind and takes care of the little girl like her own child.

I give this musical ★★★★★.

What about watching it? I recommend it!
Penelope, USA

share

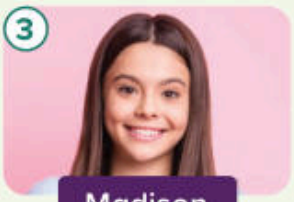
1 The movie review is about ~~an animation.~~ *a musical*
2 The movie is based on a play. _____
3 It was released last year. _____
4 The mother bear is a bad mother. _____
5 The girl's family helps her find her way home. _____
6 Penelope's favorite character is the girl. _____
7 Penelope doesn't recommend the musical. _____

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3 5.4 Listen and write their favorite kind of stories and/or movies.

1 
Isaiah _____

2 
Valentina _____

3 
Madison _____

4 
Thomas _____

4 Read and complete the sentences using the correct form of the verb in parentheses.

Finn: Hi, Mom!
Mom: Hello! I called you earlier this afternoon, but you didn't answer.
Finn: Sorry I missed your call.
Mom: No problem. [1] *Were you sleeping*? (sleep)
Finn: No, I [2] _____. (be)
Mom: What [3] _____ you _____ then? (do)
Finn: I [4] _____ for a test. (study)
Mom: That's good to hear!
Finn: In fact, Tim and I [5] _____ together. (work)
Mom: Even better. He's a very good student.
Finn: I know.
Mom: How about [6] _____ something fun tonight? (do)
Finn: That sounds great.
Mom: There's a play at the local theater. Why don't we [7] _____ it together? (watch)
Finn: That's a good idea! What about [8] _____ me and Dad a lift? (give)
Mom: Sure! I'll pick you two up at 7:00.
Finn: OK, Mom. See you later!

5 Read and color for you.

I can use all sorts of words to talk about all sorts of storylines.			
I can use all sorts of past tenses and forms to make suggestions.			
I can read all sorts of texts about different kinds of storylines.			
I can write about all sorts of storylines.			
I can listen to all sorts of people telling and talking about stories.			
I can speak about all sorts of storylines.			

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6 Outdoor Activities

Riley goes on a camping trip.

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

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

Outdoor Activities	Things Needed	
camping	*tent*	

2 Write the outdoor activities and things in Exercise 1.

1 Two water activities: *canoeing* and *surfing*

2 One activity that involves sitting still and waiting: _____

3 One activity that involves long walks: _____

4 One activity you do on rocks or mountains: _____

5 One activity that involves sleeping outdoors: _____

6 Four things you use for protection: _____, _____, _____, and _____

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3 Write answers that are true for you.

1 Which activities in Exercise 1 do you like doing?

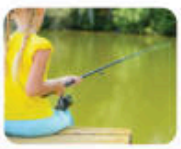
2 Which activities in Exercise 1 don't you like doing?

3 Which activities in Exercise 1 did you never try?

4 Which activities in Exercise 1 do you want to try?

4 Look and complete the sentences about what the children did last weekend.





Isabella	✓					
Zachary			✓			
Sebastian					✓	
Ava and Ella				✓		
Kian and Alex		✓				
Luna and Seth						✓

1 Isabella went *camping*. She took her *tent* and *sleeping bag*.

2 Zachary went _____. He took his _____.

3 Sebastian went _____. He took his _____.

4 Ava and Ella went _____. They took their _____.

5 Kian and Alex went _____. They took their _____.

6 Luna and Seth went _____. They took their _____.

5 Write about your last outdoor activity. Use the questions to help you.

Where did you go? | What activities did you do there? | What equipment did you take with you?

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Grammar



1 Read, underline the actions, and choose *LA* (long action) or *SA* (short action).

1 We were camping for five days. LA / SA
2 The kids had surfing classes for two weeks. LA / SA
3 Did you go fishing in the lake yesterday afternoon? LA / SA
4 Were they doing the city tour? LA / SA
5 Fahd did a cooking class to learn how to make a local dessert. LA / SA
6 Where did you stay during your vacation? LA / SA
7 Laila wasn't enjoying herself at the beach. LA / SA
8 The family took a picnic to the forest. LA / SA

2 Read and choose the correct option.

1 Maha read / was reading in her tent when I saw her.
2 What did you / were you doing when the food was burning?
3 The kids swam / were swimming but had to stop to eat.
4 Dad didn't see / wasn't seeing a shark when he was surfing.
5 Wafa surfing / was surfing yesterday morning.
6 Did Ali sleep / Was Ali sleeping when you went to your tent?
7 I couldn't sleep because everyone talked / was talking.
8 Mom used her favorite fishing rod, so she caught / was catching many fish.

3 Order the words to make a story.

1 Omar's / was camping / family / a camping site / on / .
Omar's family was camping on a camping site.
2 fell off / One day / Omar / his bike / was riding / and / .
3 his head / wasn't wearing / hurt / . / a helmet, / he / so / Omar
4 parents / was crying / took / when / his / Omar / to the hospital / him / .
5 arrived / The doctor / when / was / . / leaving / they
6 a scratch / Omar / and / saw / The doctor / examined / . / it / was only

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4 Look and complete the sentences with the correct form of the verbs in parentheses.



1 Eli was *was lying* (lie) in the tent when he *heard* (hear) a noise.



2 It _____ (start) raining when the kids _____ (go fish).



3 Parker _____ (canoe) when the canoe _____ (fill) with water.



4 They _____ (get) lost when they _____ (hike).



5 Ryan _____ (climb) the rock, but he _____ (look) down and _____ (get) afraid.



6 Luckily, Ayla _____ (wear) a helmet when she _____ (fall) off the bike.

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

Camila: You look so relaxed. [1] *Did you go* (go) on vacation this summer?

Danielle : Yeah! My family and I [2] _____ (camp) by the river for a week. We [3] _____ (come) back yesterday.

Camila: [4] _____ you _____ (enjoy) it?

Danielle: Yeah. We kids [5] _____ (swim) and playing in the water all day long.

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

Danielle: No, because we [7] _____ (not take) our canoe.

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

Danielle: Yes, a lot! I [9] _____ (use) lots of insect spray, so they [10] _____ (not hurt) me.

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Story

1 Look and read, number the pictures, and write Riley's story.





1 *At night, Riley and her friend Nora were sitting around the campfire and talking about rock climbing. Nora told Riley that she couldn't climb rocks because she was afraid of heights.*

2 _____





3 _____

4 _____

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

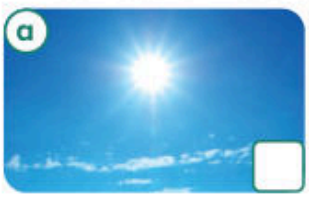
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1 6.1 Listen and choose the correct option.

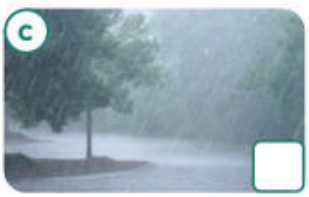
1 Naomi volunteers to tell a story / read her essay.
2 Her camping adventure was a disaster / wonderful.
3 She went camping with her father / mother.
4 They were excited / happy about visiting Yellowstone National Park.
5 They left the park on Sunday morning / afternoon.

2 6.2 Listen again and check (✓).

1 What was the weather like on Saturday morning?


a ☐


b ✓


c ☐

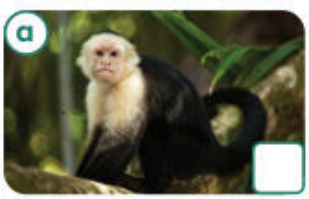
2 What did they do on Saturday afternoon?

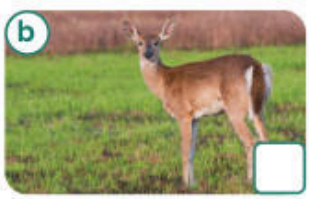

a ☐

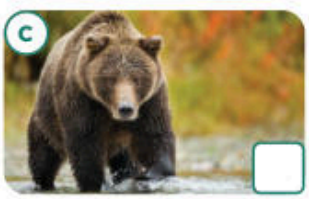

b ☐


c ☐

3 What animal did they see?


a ☐


b ☐


c ☐

4 What was the animal eating?


a ☐

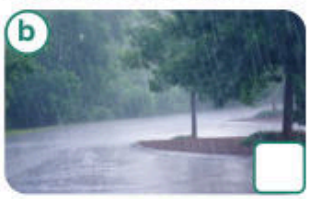

b ☐

c


☐

5 What was the weather like on Sunday morning?


a ☐


b ☐


c ☐

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Vocabulary

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

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

1



horseback riding





2







3







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

1 _____ _____

2 _____ _____

3 _____ _____

3 Read and complete.

My favorite camping activity is cooking [1] *hotdogs* over the [2] _____.

I usually go [3] _____ when I'm camping near a river, but I always wear a [4] _____ because it's dangerous.

I think [5] _____ is a great way of exploring nature and the outdoors cheaply.

[6] _____ also allows us to explore the countryside. It's also wonderful to connect with horses.

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1 Read and choose the correct option.

1 When / While I heard a noise, I turned on my flashlight.
2 Carol was horseback riding when / while Mila was surfing.
3 We were canoeing when / while it started raining.
4 The kids were wearing life jackets when / while they fell into the water.
5 Did you fall when / while you were mountain biking?
6 When / While Jack was rafting, his raft hit a rock.
7 We ate the hotdogs when / while they were ready.
8 When / While dad was lighting the campfire, I was fishing.

2 Read and complete.

Dad took us camping on the beach once, but the trip was a disaster. It was just Dad, me, James, and Olivia. Mom didn't go. While we [1] *were camping* (camp), Mom [2] _____ (travel) for work.

The trouble [3] _____ (start) when we [4] _____ (arrive) at Sunset Beach. The wind [5] _____ (catch) the tent many times while Dad [6] _____ (try) to put it up. When the tent [7] _____ (be) finally up, the rain [8] _____ (start). It rained all day!

When we [9] _____ (wake up) the next morning, the sun [10] _____ (shine). So we went into the ocean to have some fun. While Olivia [11] _____ (surf), a big wave [12] _____ (catch) her. Later, James [13] _____ (fall) while we [14] _____ (climb) on some rocks. He hurt his ankle badly! Then, we [15] _____ (wake up) in the middle of the night when we [16] _____ (hear) people shouting. It was the police! They told us we couldn't go camping there! We didn't know it was against the rules!

3 Think about yesterday and complete the sentences.

When I arrived home,
[1] _____.

While I was studying,
[2] _____.



When I [3] _____,
_____.

While I [4] _____,
_____.

When [5] _____,
_____.

While [6] _____,
_____.

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Reading

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

1 This text is a magazine article / story.

2 The text is about fun / terrible camping experiences.

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

campfire ~~camping~~ canoe flashlight horseback riding life jacket raft

Four Common Mistakes to Avoid When Doing Outdoor Activities

Doing outdoor activities is a lot of fun, but you should be careful and plan things before each activity. Our readers told us about the mistakes they made, so that we can avoid them.



I once made a mistake during a camping trip. I went [1] *camping* *by a lake because I wanted to go canoeing. I didn't take my* [2] _____ *because I thought they would have some. But they didn't! That experience taught me to always be prepared and take everything I need. Lesson learned!*

Once, while I was rafting, I had an accident. The [3] _____ *was moving fast down the river when it hit a rock and turned over. I wasn't wearing a* [4] _____*, which almost caused a problem! Luckily, a friend who could swim saved me. Remember to always wear safety equipment. Safety first!*

I had a problem when I went camping in the wild. The place was dark, and there were no lights except for the [5] _____*. At night, I heard an animal noise. When I looked for my* [6] _____*, I realized I forgot to take it! Before going camping, always check that you are taking all the things you need.*

I had an accident while I was [7] _____*. I had never ridden, but I wanted to try because everyone was doing it. Everything was going fine, but suddenly the horse got scared and ran away with me on it! I tried to stop it, but I couldn't. I fell off, but I didn't get hurt. Don't do things you aren't ready for!*

3 Read the text again and check (✓) the advice given by the readers.

1 You shouldn't do activities you aren't ready for. ☐

2 You should always wear safety equipment. ☐

3 You shouldn't ride scared horses. ☐

4 You should take your own sports equipment. ☐

5 You should check that you're taking everything you need. ☐

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1 Read and write *noun* or *adjective*.

1 Mom, where are my hiking boots? *adjective*

2 My family and I love camping in spring. _____

3 My sister Ann is taking surfing classes. _____

4 Mom always says she wants to go canoeing. _____

5 We need to buy you a new sleeping bag, Max. _____

6 This is the fishing rod Grandpa gave to me. _____

7 You need more training to be able to climb this wall. _____

8 My favorite outdoor activity is mountain biking. _____



2 Look at Julian's picture and imagine what happened to him. Complete the graphic organizer.

Location: Where was he? Why was he there?	**Action:** What was he doing?	**Consequence:** What happened? Why did it happen?	**Learning from incident:** What did he learn? What does/doesn't he do now?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3 Use your notes to write Julian's story.

_____

_____

_____

_____

_____

_____

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Integrated Skills Review



1 6.3 Read and order. Then listen and check.

Chorus

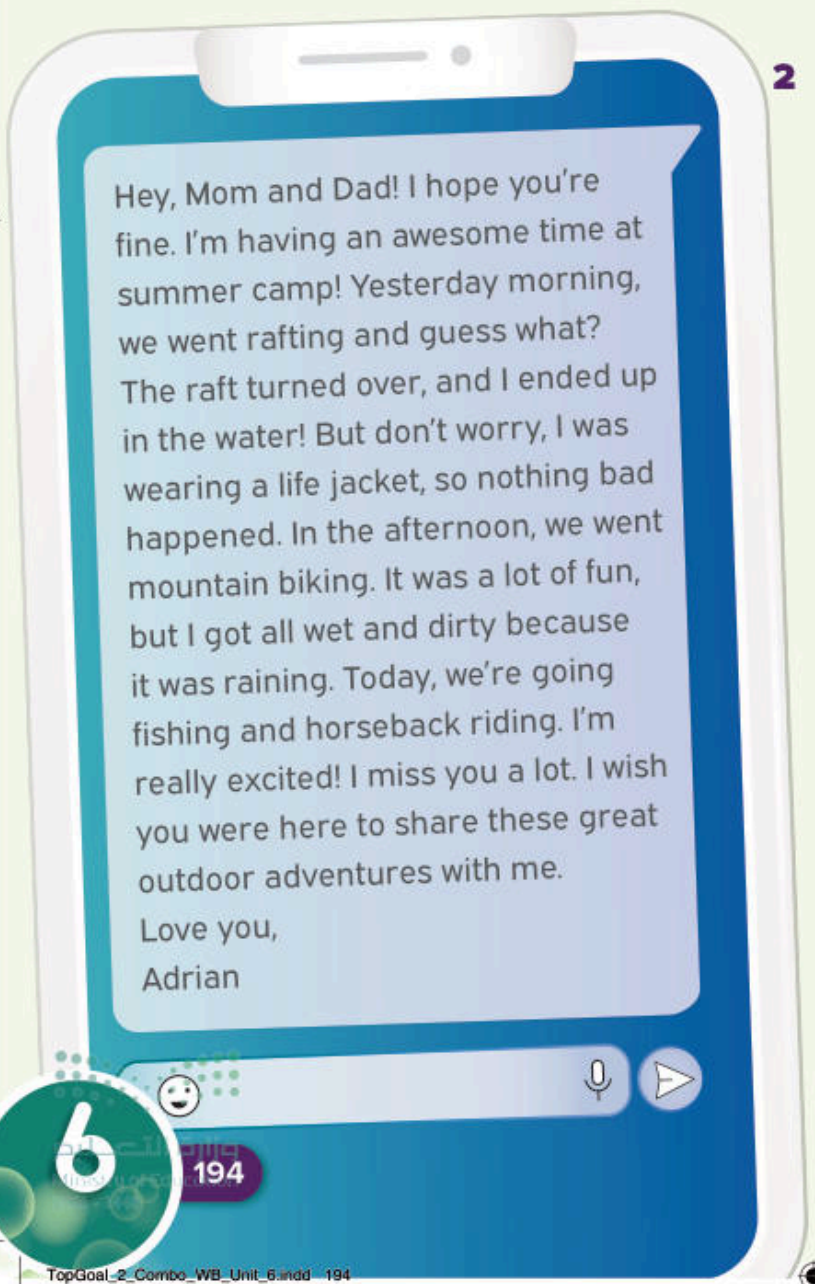
What do you do in the great outdoors?
What do you do in the great outdoors?
What do you do in the great outdoors?
In the great outdoors.

[a]___ Don't forget to wear a helmet!
[b] 1 I like to go climbing in the mountains.
Or go canoeing on the lake.
Careful! You might get wet!

Chorus

I like to go fishing by the river
[c]___ and try out my new surfboard!
[d]___ Or I go surfing on the waves.
[e]___ so I take my fishing rod.

Chorus



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

1 Adrian sent this message to his parents. T
2 Adrian is at school camp. ___
3 He is having a great time there. ___
4 He wasn't wearing a life jacket when he was rafting. ___
5 It was raining when he went mountain biking. ___
6 He went fishing and horseback riding yesterday. ___
7 Adrian doesn't miss his parents. ___
8 He is having great adventures. ___

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3 6.4 Listen and complete.

1 Samuel is talking about the best *camping* trip.

2 He went with his parents and two _____.

3 They went during _____.

4 The weather was warm and _____.

5 They went canoeing and _____ on the lake.

6 Samuel's mom didn't like it when the kids went _____.

7 The family went _____ in the forest, too.

8 At night they roasted _____.

4 Read and choose the correct option.

Dad: Hi, Nouf! What [1]did you do / were you doing yesterday?

Nouf: My friends and I went hiking in the morning. I had a little fall, but I [2]didn't get / wasn't getting hurt because I [3]wore / was wearing boots.

Dad: I'm glad you're OK. Safety first! What about the afternoon?

Nouf: The sun [4]shone / was shining, so we went to the river.

Dad: Did you like it?

Nouf: Yes. [5]When / While we were sitting there, we saw some fish. They were pretty! The evening was cool! We [6]sat / were sitting around the campfire and had some food.

Dad: Anything else?

Nouf: Sahar [7]told / was telling us some funny camp stories, too. Yes! She was shining a flashlight on her face [8]when / while she made funny noises.

Dad: What an exciting evening! Have more adventures and stay safe!

5 Read and color for you.

I can use all sorts of words to talk about outdoor activities.			
I can use all sorts of tenses to talk about the past.			
I can read all sorts of texts about outdoor activities.			
I can write about outdoor activities using all sorts of past forms.			
I can listen to all sorts of people talking about their outdoor experiences.			
I can speak about all sorts of outdoor activities and experiences.			

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7 Trips

James goes on a trip!

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

airport terminal	passenger	passport	plane departing	platform	railroad	security	subway	~~subway station~~	suitcase	taxi	traffic

1 

subway station

2 

3 

4 

5 

6 

7 

8 

9 

10 

11 

12 

2 Read and write the words from Exercise 1.

1 Two means of transportation: *subway* and *taxi*

2 Two places where you can get on and off vehicles: _____ and _____

3 A person who is traveling in a vehicle: _____

4 A document you need to travel abroad: _____

5 A large bag you use for carrying clothes: _____

6 A road on which trains run: _____

TopGoal_2_Combo_WB_Unit_7.indd 196 13/12/25 3:47 PM

3 Look and complete. Use the words from the box.

hurry	~~passengers~~	railroad	security	tours	traffic



1 Do not transport *passengers* in this elevator.



2 _____ check.



3 Danger _____ crossing!



4 High _____ area!



5 Best city _____.



6 In a _____ ? Do not drive on this road!

4 Read, order the letters in parentheses, and complete.

Mom: Are you ready for your first trip to another country, Liam?
Liam: Yes! I'm very excited about it!
Mom: Is your [1] *suitcase* packed? (caitsuse)
Liam: Yes. Here it is!
Mom: Do you have your ticket and your [2] _____? (tospsapr)
Liam: Yes. They're in my backpack.
Mom: You don't have any dangerous things in there, do you?
Liam: No. Why?
Mom: Because you'll go through [3] _____, and they'll check that. (tecruisy)
Liam: OK. No problem.
Mom: Get your ticket, please. Which [4] _____ does your flight leave from? (nermilta)
Liam: Number two, for international flights.
Mom: Good. And what time does your plane [5] _____? (petard)
Liam: In three hours, at 4 p.m.
Mom: Oh, dear! Let's [6] _____ or you'll be late. (ruryh)
Liam: OK! I'll call a [7] _____. (xati)
Mom: Don't do that! If there's [8] _____, you'll never get there on time. (frifatc)
Liam: What about taking the [9] _____? It's much faster. (wubysa)
Mom: Good idea! Let's go!

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Grammar

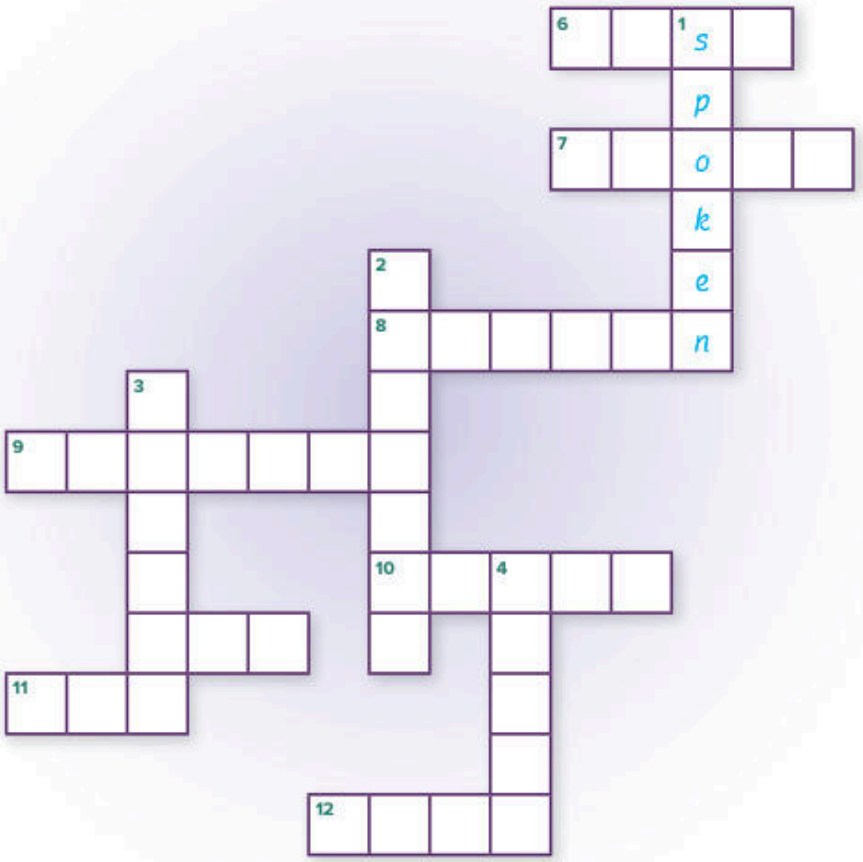
1 Read and complete with the past participle of the irregular verbs.

Down

1 ~~speak~~
2 write
3 buy
4 take

Across

6 lose
7 fly
8 ride
9 bring
10 eat
11 have
12 be



2 Look and complete the sentences with the correct form of the verbs in parentheses.



1 The plane *has departed* (depart)



2 Oliver _____ his suitcase. (not pack)



3 They _____ a city tour. (take)



4 Daisy _____ at her hotel room. (arrive)



5 My family and I _____ by plane. (not travel)



6 Archie _____ his meal. (not eat)

TopGoal_2_Combo_WB_Unit_7.indd 198 09/03/26 7:56 PM

3 Order the words to make sentences.

1 plane / My / have / parents / the / tickets / bought / .
My parents have bought the plane tickets.

2 have / I / to / times / Europe / flown / three / .

3 been / best friend / hasn't / a / . / on / plane / My

4 lost / The / suitcases / travel company / . / has / our

5 haven't / tickets / We / our / printed / .

6 The traffic / for about 30 minutes / moved / hasn't / .

4 Read and complete with the correct present perfect form.

New Message

Hey, Mom and Dad!

I'm sorry I [1] *haven't written* (not write) to you before now, but I'm having a great time in Riyadh with Grandpa and Grandma. It's not cold here, so I [2] _____ (not bring) a warm coat. Grandma and I [3] _____ (buy) long, light skirts, so we are cool now.

Riyadh is beautiful! We [4] _____ (be) on a bus tour around the city, and Grandpa [5] _____ (take) many photos. And guess what? We [6] _____ (walk) the Sky Bridge at the Kingdom Center! The view from up there is incredible!

We [7] _____ (visit) the National Museum, too, and we [8] _____ (see) the famous meteorite. It's huge, and it's amazing! And Grandpa [9] _____ (book) a day trip to the Edge of the World for tomorrow. I'm so excited!

We [10] _____ (not be) to Diriyah yet, but we might go if we have time.

Miss you both so much.

Sarah

5 Read and write sentences about what you have and haven't done today.

1 (have classes) *I've had classes today.*

2 (use your cell phone) _____

3 (speak to your best friend) _____

4 (write an e-mail) _____

5 (ride a bike) _____

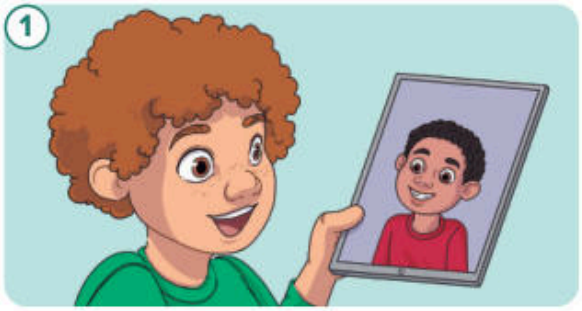
6 (take the subway) _____

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TopGoal_2_Combo_WB_Unit_7.indd 199 29/01/26 1:59 PM

Story

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





During the trip, James makes a video call to his best friend Leo. Leo asks James, "How is your trip going?" James looks very happy and says, "It's been the best trip of my life, but I've had a few problems."









TopGoal_2_Combo_WB_Unit_7.indd 200 13/12/25 3:47 PM

1 7.1 Listen and write *T* (true) or *F* (false).

1 Hazel is getting ready to travel. T
2 Hazel and her mom go to the airport by subway. ____
3 Hazel and her mom are in a hurry. ____
4 Hazel notices she has lost something. ____
5 Hazel and her mom go back home. ____
6 Hazel misses her flight to Miami. ____

2 7.2 Listen again and check (✓).

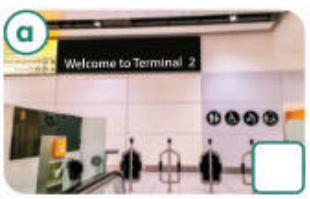
1 Where are Hazel and her mom?


a ✓


b ☐


c ☐

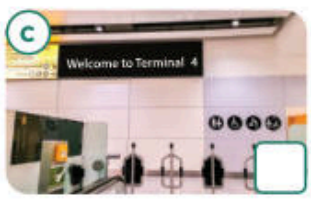
2 What terminal does Hazel's flight depart from?



a ☐



b ☐



c ☐

3 What has Hazel lost?



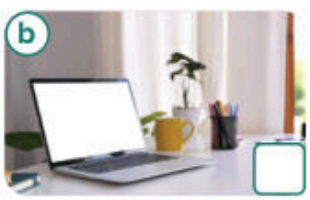
a ☐


b ☐


c ☐

4 Where has she found it?


a ☐


b ☐


c ☐

5 How much is the ride?

a ₰ 23 ☐

b ₰ 25 ☐

c ₰ 35 ☐

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Vocabulary

1 Match the words to their meanings.

1	arrive	a	to discover new information
2	check in	b	to arrive on the ground after flying
3	check out	c	to leave a place
4	directions	d	to make something ready for use
5	find out	e	to get to a place after traveling
6	get away	f	to begin to fly
7	go out	g	to register at an airport or hotel
8	land	h	to leave the house, to go outdoors
9	prepare	i	to pay the bill and leave a hotel
10	take off	j	instructions on how to get to a place

2 Look and complete with words from Exercise 1.



Guests should *check out* at 12 o'clock.



What time does the plane _____?



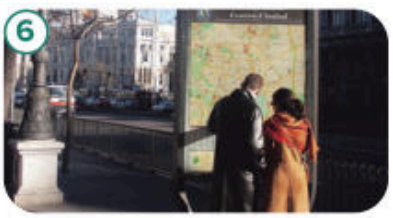
We love to _____ to the beach.



They should _____ and have some fun.



They have decided to _____ a barbecue.



Let's _____ how to get there by subway!

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

1 Where would you like to *get away* on vacation?

_____

2 Do you like to _____ with your friends? Why?

_____

3 How do you feel when planes _____ or _____?

_____

4 Can you give me _____ from your school to a park?

_____

TopGoal_2_Combo_WB_Unit_7.indd 202 12/01/26 11:17 AM

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



My grandparents have _____just_____ arrived.



He has _____ packed his suitcase.



The plane hasn't taken off _____.



They haven't checked in _____.



She has _____ found the suitcase she wants.



She hasn't picked up her suitcase _____.

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

1 Find passport ✓
2 Buy the ticket ✓
3 Check the weather ✓
4 Make the packing list
5 Pack the suitcase

1 *Rose has already found her passport.*
2 _____
3 _____
4 _____
5 _____

3 Order the words to make sentences.

1 arrived / just / The Browns / at the hotel / have / .
The Browns have just arrived at the hotel.

2 yet / passengers / haven't / Many / checked in / .
_____

3 have / planned / . / the whole trip / already / I
_____

4 learned / has / the subway / to use / already / . / Alice
_____

5 the passengers / The pilot / hasn't / yet / spoken / to / .
_____

6 dinner / just / The flight attendants / served / . / have
_____

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TopGoal_2_Combo_WB_Unit_7.indd 203 29/01/26 2:02 PM

Reading

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

1 This text is a blog post / magazine article.

2 The text is about backpacking / traveling experiences.

Search

Hey! It's me again, Kai! I live in an apartment with my mom, dad, and two big brothers. We live in a big [1] *city*, and it's cool because there's so much fun stuff to do here. But we sometimes want to [2] _____ from city life and go on trips.

Guess what? Our city is super close to the beach and the mountains. We're really lucky! We've [3] _____ many weekends at the beach. We go [4] _____ in the ocean and play in the sand. We just can't get enough of the beach!

We also like going to the mountains. My parents have [5] _____ a small house there. We keep some clothes and sports equipment there. So when we want to go, we just get in the car and off we go! We've [6] _____ come back from a trip to the mountains. We went hiking and fishing. It was great! Oh, and we love exploring new places in our country and in new countries. We've [7] _____ to a few places in the USA and Europe. We fly on [8] _____ to get there. I don't really like going to the airport because there's always a big line for [9] _____. And I always get scared when the plane [10] _____ and lands. But I still think traveling, near or far, is the best way to live your life.



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

airplanes been bought ~~city~~ get away just security spent swimming takes off

3 Read the text again and choose the best title.

1 What My Family Does on the Weekend ☐

2 A Big City Family That Loves Traveling ☐

3 The Beach is Better Than the Mountains ☐

TopGoal_2_Combo_WB_Unit_7.indd 204 13/12/25 3:48 PM

Word Work and Writing

1 Match the sentences halves.

1	Mom's plane was taking	a	out to a restaurant?
2	Passengers should check	b	away from the city for a few days.
3	Are we going to eat in or go	c	out by lunchtime on the day they leave.
4	I'm tired. I just need to get	d	in two hours before the flight.
5	Hotel guests should check	e	out which platform our train leaves from?
6	Where do we find	f	off when she got to the airport.

2 Think about a place you have visited on a field trip and liked. Complete the graphic organizer.

Name of the place	What you've done there	Opinions	Why would you recommend it?

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



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Integrated Skills Review



1 7.3 Read and complete using the words from the box. Then listen and check.

hurry	passport	railroad	security	suitcase	~~taxi~~

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

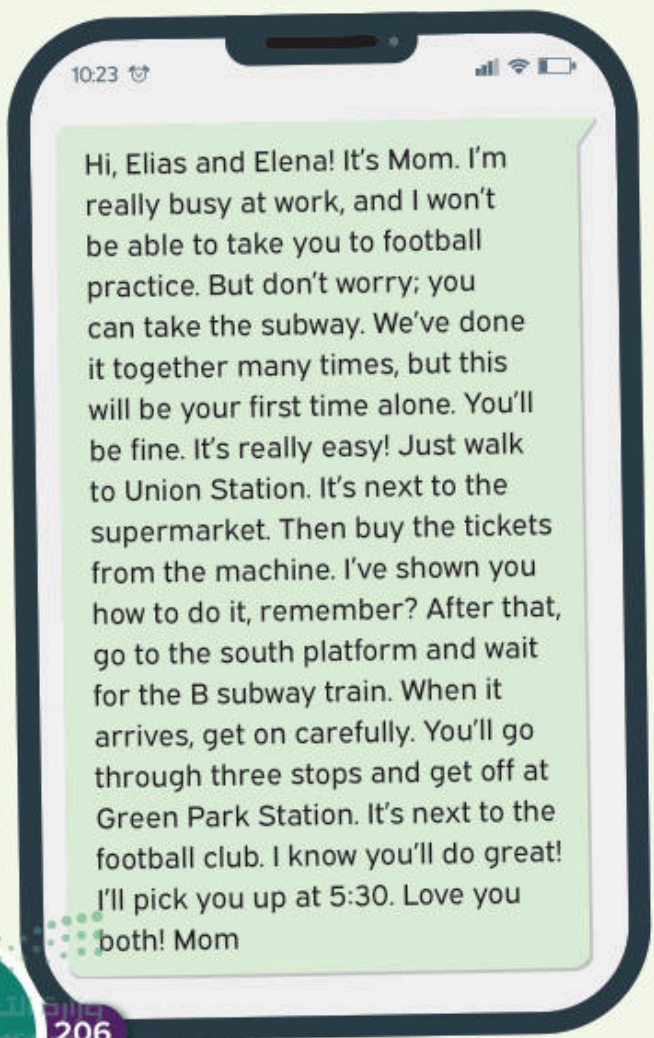
Let's take a [1] taxi.
I hope we don't hit traffic!
We might have to [2] _____.
Let's go, go go!

Get to the station.
For the subway or the [3] _____.
Hurry to the platform.
We don't want to go slow!

Pack up your [4] _____.
Let's go to the airport!
We're going through [5] _____.
Let's go, go go!

We are going on a trip.
Don't forget your [6] _____!
Hurry to the gate.
We don't want to go slow!

2 Read the text and check (✓) the correct sentences.



1 Mom can't take Elias and Elena to the football practice. ☑
2 Mom wants them to take the subway. ☐
3 The kids have already taken the subway alone. ☐
4 Union Station is next to the airport. ☐
5 Elias and Elena have to buy the tickets. ☐
6 They should take the B subway train on the south platform. ☐
7 They should get off after four stops. ☐
8 Green Park Station is next to the football club. ☐

TopGoal_2_Combo_WB_Unit_7.indd 206 13/12/25 3:48 PM

3 7.4 Listen to the announcements and choose where the speaker is.



1 airport / railway station
2 airplane / subway train
3 airport / subway station
4 airport / railway station
5 airport / subway station
6 airplane / train

4 7.5 Listen again and match the announcement to the topic.

Announcement 1	a The plane has landed.
Announcement 2	b The flight is late because of the weather.
Announcement 3	c The plane has begun to land so passengers should stay in their seats.
Announcement 4	d The train has been canceled.
Announcement 5	e Passengers on the platform should stand back.
Announcement 6	f The train will arrive in three minutes.

5 Read and complete.

Dear Diary,

I'm very excited about going to a fair! I [1] *haven't been* *(not / be) to any yet, but I know I'll love it! But there's so much to do now. We* [2] _____ *(pick) the dates. And guess what? Dad* [3] _____ *(already / buy) the plane tickets, and Mom* [4] _____ *(find) a cool hotel. They* [5] _____ *(book) the tickets for the fair, too!*

I [6] _____ *(try) to make a list of things to pack, but I can't decide which clothes to take. And I still need to buy a swimsuit. I* [7] _____ *(not / do) it yet. What else am I forgetting? I hope I remember everything!*

6 Read and color for you.

I can use all sorts of words to talk about trips.			
I can use all sorts of tenses to talk about unfinished past actions and experiences.			
I can read all sorts of texts about trips.			
I can write about trips using all sorts of past forms.			
I can listen to all sorts of people talking about their trips.			
I can speak about all sorts of trips and traveling experiences.			

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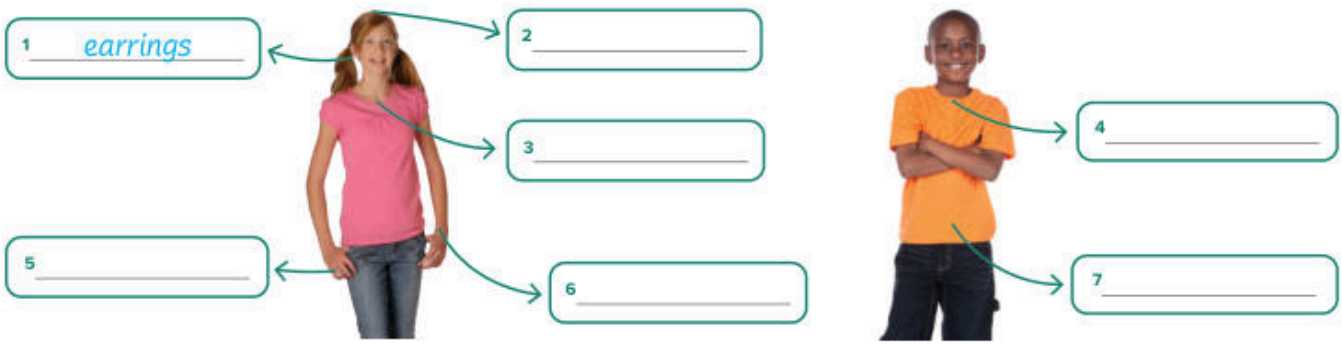
8 Outfits

Mia makes her own clothes.

1 Complete the words with vowels.

1 b e l t
2 t _ _
3 r _ n g
4 b r _ s h
5 c _ m b
6 c r _ w n
7 p _ r s _
8 s t r _ p _ d
9 _ n _ f _ r m
10 c _ s t _ m _
11 _ m b r _ l l _
12 _ _ r r _ n g s
13 b r _ c _ l _ t
14 n _ c k l _ c _

2 Write the items from Exercise 1 worn on the body parts.



3 Read and write answers that are true for you.

1 Which items in Exercise 1 can people carry in their bag or backpack?
A brush, a comb, a purse, and an umbrella.

2 Which items in Exercise 1 do you have in your backpack?

3 Do you wear a uniform to school? If so, what is it like?

4 Do you wear costumes during special occasions? Why?

5 Do you have any striped clothes? If so, what?

TopGoal_2_Combo_WB_Unit_8.indd 208 13/12/25 3:47 PM

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

bracelet | brush | comb | costume | earrings | purse | striped | ~~umbrella~~ | uniform

① 

Look at my new *umbrella*.

② 

I need a _____ to fix my hair.

③ 

What a lovely princess _____!

④ 

That's a nice _____ T-shirt!

⑤ 

They wear a tie with their _____.

⑥ 

She's bought a new _____.

⑦ 

Mom's given me these _____.

⑧ 

I love this _____.

⑨ 

Which _____ should I choose?

5 Read and complete.

1 **Lucy:** Do you wear a [1] *uniform* to school?
John: No. I can wear anything I like.

2 **Maha:** What a pretty [2] _____! Does it fit my finger?
Rana: Here. Try it on!

3 **Dad:** Your pants are falling down. Put on a [3] _____, please!
Eli: OK, Dad!

4 **Ayla:** What are you looking at?
Ryan: It's an old painting of a queen with a [4] _____ on her head.

5 **Ruby:** What a cute [5] _____! Wow! It's heavy!
Eden: There is a lot of money in it.

6 **Eva:** Mom, should I wear the bracelet or the [6] _____?
Mom: This one! It matches your beautiful dress.

7 **Mom:** It's going to rain. Take your [7] _____.
Ava: OK, Mom!

8 **Mom:** Your hair's a mess. Have you lost your [8] _____?
Zoe: Yes, Mom. Can I borrow yours?

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Grammar

1 Complete the chart.

Irregular Verb		Past Participle	
break	lose	1 *broken*	2 _____
buy	make	3 _____	4 _____
5 _____	6 _____	found	put (on)
have	see	7 _____	8 _____
9 _____	10 _____	given	shown
11 _____	12 _____	known	worn

2 Order the words to make questions. Then answer.

1 **Mom:** (you / try on / your new uniform?)
Have you tried on your new uniform?
Levi: (yes) Yes, *I have.*

2 **Dad:** (you / find / your cowboy costume?)
_____
Liam: (no) _____

3 **Mom:** (your sister / buy / the crown?)
_____
Levi: (yes) _____

4 **Mom:** (you / break / my new umbrella?)
_____
Levi and Liam: (yes) _____



5 **Mom:** (you / see / my silver necklace?) _____
Ella: (yes) _____

6 **Dad:** (your brother / put on / his belt) _____
Ella: (no) _____

7 **Mom:** (you / use / my new hairbrush?) _____
Liam and Ella: (yes) _____

8 **Dad:** (your mother / wash / my striped tie) _____
Levi: (no) _____

3 Complete the questions. Then answer.

1 *Have* you *used* (use) a comb today? _____
2 _____ you _____ (wear) a uniform today? _____
3 _____ you _____ (make) any jewelry this week? _____
4 _____ you _____ (lose) anything important this month? _____
5 _____ you _____ (buy) a costume this year? _____

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4 Order the words to make questions.

1 How long / have / your favorite / outfit / had / ?
How long have you had your favorite outfit?

2 your sister / jewelry / ? / has / made / How long

3 these earrings / How long / have / on sale / been / ?

4 the same necklace / you / How long / worn / ? / have

5 Henry and Naomi / How long / fashion designers / ? / been / have

6 Grandpa / How long / a new umbrella / has / needed / ?

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

Madison: Your belt looks cool! [1] *Did* you *buy* (buy) it recently?
Abigail: No, I [2] _____ (not / have). It's quite old.
Madison: Really? How long [3] _____ you _____ (have) it?
Abigail: For about two years.
Madison: I [4] _____ _____ (not / see) you wear it before.
Abigail: I don't wear it much. [5] _____ I _____ (show) you my new purse?
Madison: Not yet. Wow! It's so cute! [6] _____ your mom _____ (give) it to you?
Abigail: No, she [7] _____ (not / do). I [8] _____ (make) it myself.
Madison: That's awesome! I [9] _____ _____ (have) mine for a long time. Can you make one for me?
Abigail: Of course! I [10] _____ just _____ (buy) new materials. Come and look!



6 Read and write sentences about what you have and haven't done today.

1 How long have you had your favorite accessory or jewelry? _____
2 How long have you used the same backpack? _____
3 How long have you lived in your house or apartment? _____
4 How long have you been at your school? _____
5 How long have you known your best friend? _____

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Story

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





Later that day, Mia's brother Nathan sees Mia's belt. He asks her, "Did you make this belt?" Mia gets a little anxious and answers, "Yes, I did. Why?" Nathan says he loves it.





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

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1 8.1 **Listen and write the correct number in the box.**



Camila



Julian



Keiko



Laila



Jayden

(a)



(b)



(c)



(d)



(e)



1

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Vocabulary

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

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

Materials	Pattern
silver	

2 Look and complete with the words from Exercise 1.

① 

I've bought *metal* bracelets.

② 

I've bought a _____ comb.

③ 

I've bought a _____ ring.

④ 

I've bought a _____ tie.

⑤ 

I've bought _____ earrings.

⑥ 

I've bought a _____ scarf.

⑦ 

I've bought a _____ belt.

⑧ 

I've bought a _____ hat.

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1 Order the words to make sentences.

1 beautiful / made / This / silver / bracelet / isn't / of / .
This beautiful bracelet isn't made of silver.

2 is / striped tie / wool / made of / Dad's / .

3 made of / princess crown / My little sister's / is / . / plastic

4 spotted umbrella / silk / isn't / Grandma's / made of / .

5 new earrings / made of / aren't / gold / Mom's / .

6 leather / made of / . / my favorite belts / are / All

2 Look and describe the objects using the words in parentheses.

① 

(beautiful / leather)
This beautiful coin purse is made of leather.

② 

(striped / silk)

③ 

(old / silver)

④ 

(nice / wood)

⑤ 

(spotted / nylon)

⑥ 

(wonderful / metal)

3 Describe your favorite items. Use the words from the box.

backpack belt bracelet cap earrings hat necklace purse ring watch

1
2
3

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Reading

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

1 This text is **a** a story. **b** a presentation. **c** an interview.

2 The text is about **a** fashion. **b** jewelry. **c** new materials.

Teacher: We have a special guest today. Let's welcome Beatrice!

Beatrice: [1] *Hi, everyone! You can call me Triss, OK?*

Students: Hi, Triss!

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

Beatrice: [2] _____

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

Beatrice: [3] _____

Teacher: Why have you decided to do it professionally?

Beatrice: [4] _____

Teacher: That's a good reason! What kind of jewelry do you like making the most?

Beatrice: [5] _____

Teacher: What materials do you use for your jewelry?

Beatrice: [6] _____

Teacher: Have you tried using any other materials?

Beatrice: [7] _____

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



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

a I feel happy when I see people wearing my jewelry.

b Bracelets and earrings. They're my favorites.

c I'm a fashion designer. I make jewelry.

d Yes, I've brought some of my favorite creations.

e All sorts, like metal, wood and even plastic.

f Yes, I've used plastic bottles.

~~**g** Hi, everyone! You can call me Triss, OK?~~

h I think that making rings is very difficult.

i For about a year now. It started as a hobby.

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Word Work and Writing

1 Match and write the words.

1 act
2 confuse
3 create
4 decide
5 discuss
6 divide
7 expand
8 instruct
9 invent
10 promote
11 tense

-tion
-sion

action
confusion

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

What item it is?	How long have you had it?	How did you get it? (bought it, got it as a gift, etc.)	How would you describe it? (color, material, pattern, etc.)	Why do you like it?

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

My blog

My Favorite _____

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Integrated Skills Review



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

Some days I wear a necklace
round my ~~ankle,~~ [1] *neck*
and I take out a brush
to keep my hair in check.
Some days I wear a crown [2] _____
round my wrist,
or rings and umbrellas— [3] _____
you get the gist!

If I want to wear a costume,
I can wear a crown.
And I wear a tie, [4] _____
so my pants don't fall down!
I might take an umbrella,
striped or plain,
Add a purse to my uniform— [5] _____
I never dress the same!

2 Read the text and complete with one word.

Noura: Hey, Sarah! Have you bought new clothes for the party?

Sarah: No. I've only bought a white purse.

Noura: What will you wear?

Sarah: My blue and white spotted dress.

Noura: That dress is so cute! I don't have anything to wear.

Sarah: Have you worn your purple dress before?

Noura: Yes, twice. It's old now.

Sarah: Old? How long have you had it?

Noura: For two months!

Sarah: Oh, come on! It's not old, and our friends haven't seen it yet!

Noura: That's true!

Sarah: You can wear it with the pink earrings you've made. They're pretty!

Noura: The ones made of wood? Yeah, they'll match perfectly!

Sarah: See? You'll look amazing, Noura!

Noura: Thanks, Sarah! You're the best!

1 Noura and Sarah have been invited to a *party*.
2 Sarah has bought a white _____.
3 Sarah's dress is blue and white and _____.
4 Noura has worn her _____ dress twice.
5 Their _____ haven't seen the dress yet.
6 Noura has made pretty pink _____.
7 The earrings are made of _____.
8 Noura will wear the _____ she already has.

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3 8.2 Listen and write about their favorite items.



Clare



Gianna

	Clare	Gianna
Favorite item	1 *necklace*	6
How long they have had it	2	7
How they got it	3	8
Material	4	9
Color/pattern	5	10

4 Read and complete with the correct form of the verb in parentheses.

Miles: 1 *Have* you *seen* (see) my cool prince costume?

Sadie: No, I 2 _____ (not / have).

Miles: Here it is! I 3 _____ just _____ (buy) it!

Sadie: That's cute! 4 _____ you _____ (buy) the crown, too?

Miles: No, I 5 _____ (not / have). My sister 6 _____ (make) it.

Sadie: Wow! She's really talented! What 7 _____ it _____ (make) of? Metal?

Miles: No. It 8 _____ _____ (make) of paper. She 9 _____ _____ (paint) it all gold.

Sadie: That's incredible! 10 _____ she _____ (made) the necklace, too?

Miles: Yes, she 11 _____ (have).

Sadie: How long 12 _____ she _____ (make) jewelry?

Miles: For a few years now. Do you want to see her other creations?

Sadie: Sure!

6 Read and color for you.

I can use all sorts of words to talk about outfits and accessories.			
I can use *be made of* to talk about all sorts of materials.			
I can read all sorts of texts about outfits and accessories.			
I can write about outfits and accessories.			
I can listen to all sorts of people talking about outfits and accessories.			
I can speak about all sorts of outfits and accessories.			

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Goodbye!



Creating Your *All Sorts* Vacation Photo:

- Choose one action for each *All Sorts* character on pages 223 and 225.
- Cut it out and glue it onto the vacation scene.
- Write a description of the *All Sorts* vacation photo.
- Present your vacation photo to the class, and display it in the classroom.

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AlSorts!

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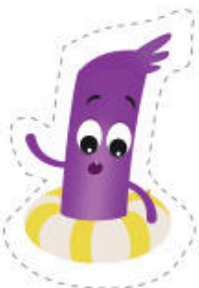












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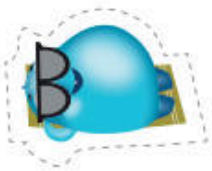
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AlSorts!

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AllSorts!

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