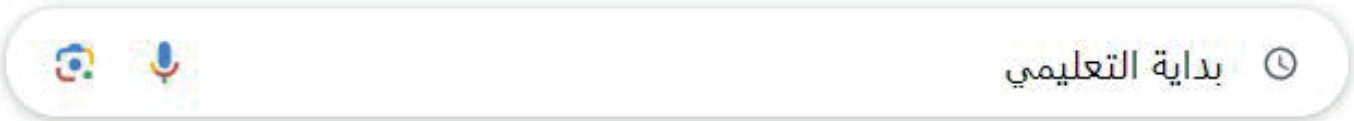
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Student's Book



TopGoal

2

Nico Dantaz Rachel Finnie

Mc Graw Hill

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***Top Goal*, Student Book 2**

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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, frightening, important, interesting, lovely, lucky, noisy, popular, special, wonderful, tidy; enjoy, excited, horrible, messy, ride, unfriendly, unkind, unlucky, untidy, unusual	**EXPOSURE TO:** believe, carving, fair, hobby, origami, prefer, yarn bombing	**TEACHING OF: (Grammar 1)** Simple Present vs. Simple Past **TEACHING OF: (Grammar 2)** State Verbs vs. Action Verbs	**Grammar 1:** • I go nearly every day. • Yesterday, I didn't go. **Grammar 2:** • I want to go to the fair again! • My cousin is playing at the fair right now.
2 House Designs	**REVISION OF:** door, floor, stairs	**TEACHING OF:** architect, basement, design, entrance, fridge, gate, key, layout, materials, measurements, oven, phone, screen, Wi-Fi; actually, corner, cushion, else, empty, front, instead, later, shelf, take (an hour)	**EXPOSURE TO:** also, flashlight, haunted, much, of course, slide, slumber party, spire, wonder	**TEACHING OF: (Grammar 1)** Future plans with *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

Scope and Sequence



Unit	VOCABULARY			GRAMMAR	SAMPLE LANGUAGE
5 Storylines	**REVISION OF:** end, movie	**TEACHING OF:** animation, cartoon, comedy, documentary, drama, fairy tale, horror, musical, mystery, play, plot, sci-fi, thriller, western; act (n), alone, appear, character, decide, end (v), feel, storyboard, whisper, wish	**EXPOSURE TO:** act (v), begin, beginning, climax, meet, middle, study	**TEACHING OF: (Grammar 1)** Past Progressive **RETEACHING OF: (Grammar 2)** Making suggestions with *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, horror, hot dog, hurry, platform, station, subway, taxi			**REVISION OF:** Simple Past, Past Progressive, Present Perfect, future forms, advice and warnings with *should* and *had better*	

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Scope and Sequence

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

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5 Storylines

Let's watch a movie!

PART 2

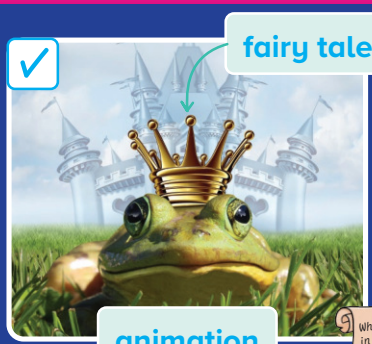
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1 5.1 Listen, point, and check (✓) or cross (✗) the types of stories the speakers like or dislike.

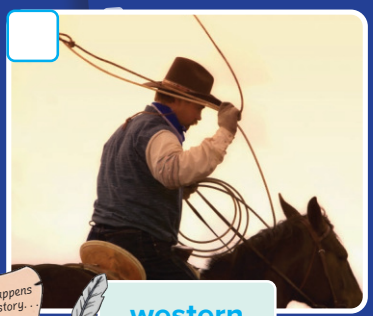
2 5.2 Listen, point, and say.

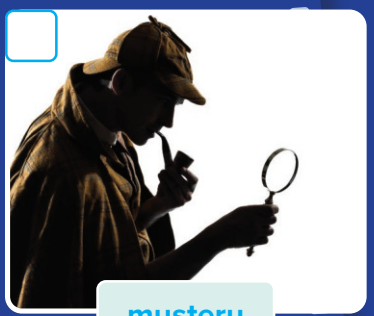
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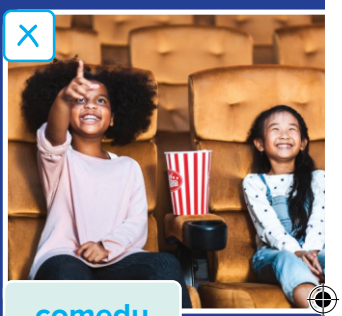
Movie Deluxe



animation


western


mystery


comedy

What happens in the story...

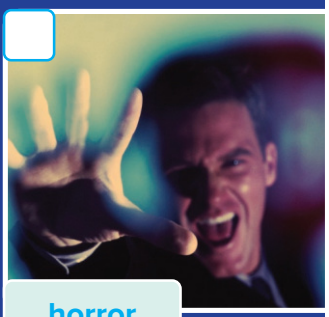
Click to read the plot.



cartoon


documentary

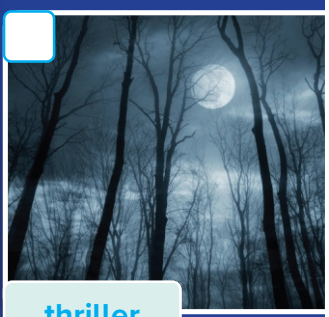

drama


horror


sci-fi


play


musical


thriller



What's your favorite kind of story?

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3 Look and write.



1 *People sing in musicals.*



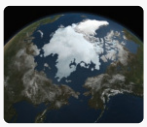
2 _____



3 _____



4 _____



5 _____



6 _____



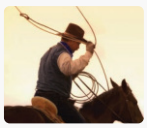
7 _____



8 _____



9 _____



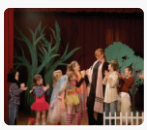
10 _____



11 _____



12 _____



13 _____



14 _____

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

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

Is it a mystery
with detectives and a twist in the plot?
Is it a comedy
to make us laugh a lot?
Is it a sci-fi
with astronauts in space?
Is it a musical
that puts a smile on your face?

Chorus

Is it a cartoon
with pictures drawn by hand?
Or a 3D animation
in a computer-made land?
Is it a horror story?
Will it make me scream?
Or a thriller,
will I see monsters in my dreams?

Chorus

5 5.4 Listen again and chant.

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.

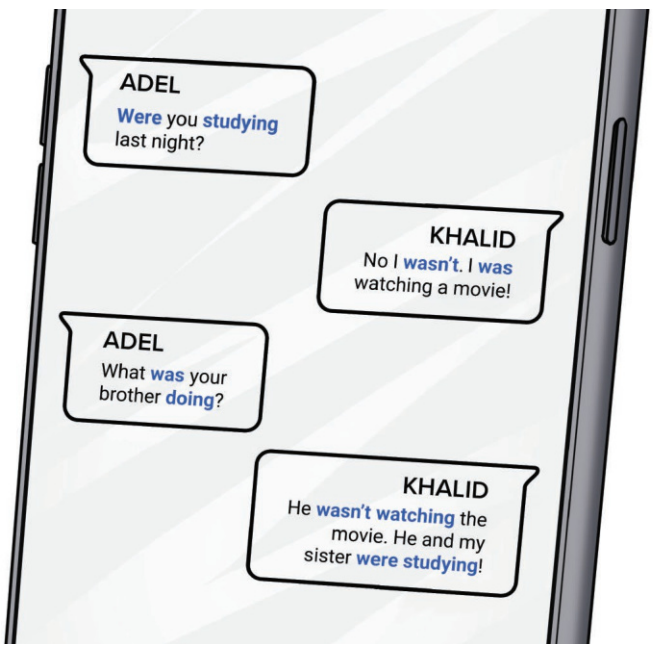
Past Progressive		
Subject + *Was/Were (Not)* + Verb +*ing*		
✓	I *was watching* (watch) a movie!	They *were screaming* (scream) during the horror movie.
✗	We *were not singing* (not sing) in the musical.	She *was not watching* (not watch) a play.
Was/Were* + Subject + Verb +*ing		
?	*Were* you *enjoying* (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 / musical
_____
_____

3 She / walk / path
_____
_____

4 He / read / fairy tale
_____
_____

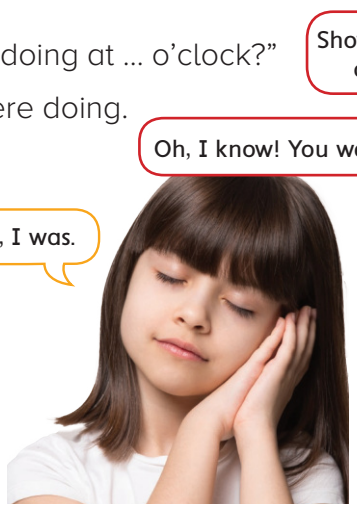
5 We / talk / phone
_____
_____

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 5.5 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?



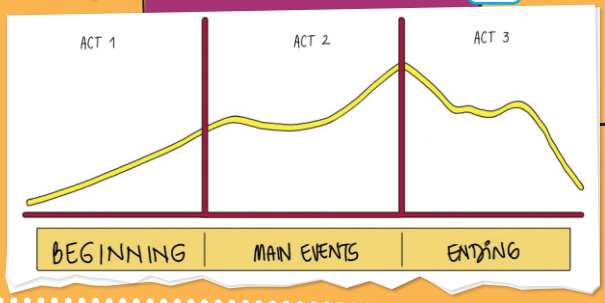
When do they **appear** in the story?

How do they feel?



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

There are 3 acts. 1



What do they do?



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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Grammar

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

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

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

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

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Reading

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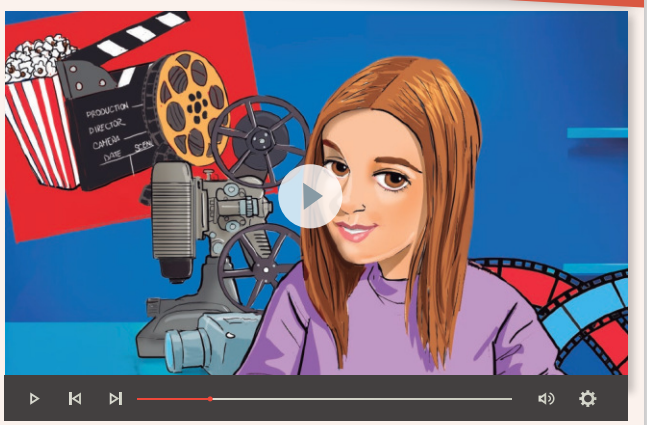
1 Look and discuss the questions with your partner.

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

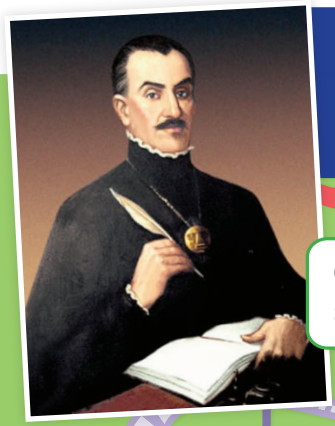
- Why don't we ...
- What I loved was ...
- The great thing about ...
- One thing I didn't like was ...

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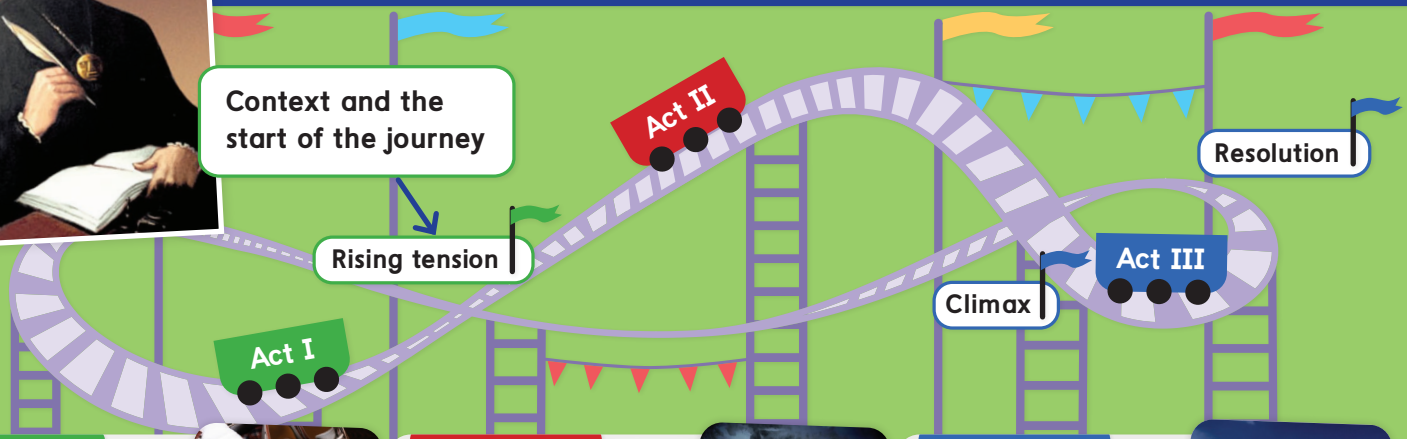
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1 Look, read, and complete the graphic organizer.



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 poster.

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



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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

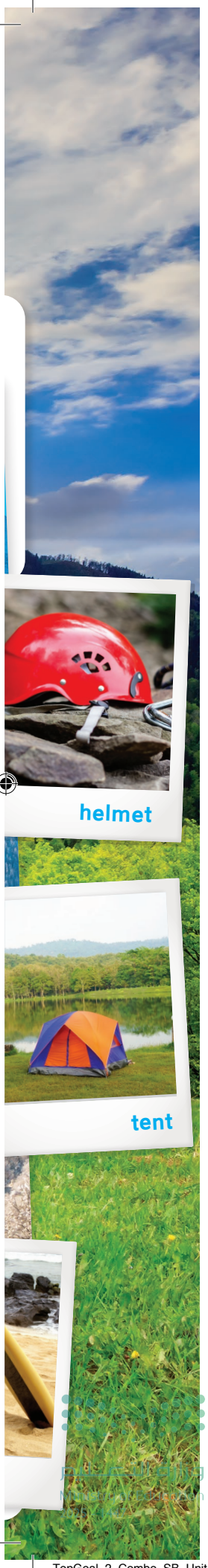
6 
fishing

g 
surfboard



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3 Look and write sentences.



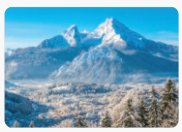


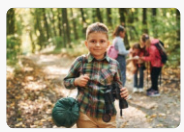
1 *I wear hiking boots.* 2 _____ 3 _____



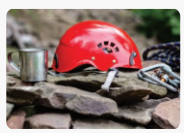
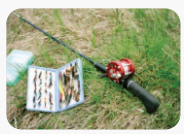


4 _____ 5 _____ 6 _____





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 Write complete sentences.

1 We / sleep / tent / four days. We were sleeping in a tent for four days.
2 Mom / hike / mountains / saw / snake. _____
3 I / learn / how / to climb / yesterday. _____
4 She / fall / but / she / wear / helmet. _____

6 Tell a story with your partner.

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



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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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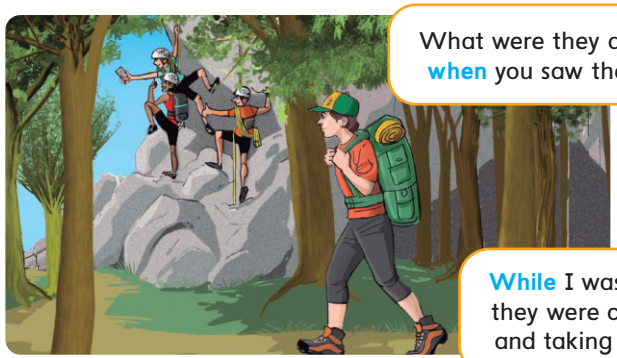
1 Read the chart.

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.



We were eating hot dogs **while** we were rafting. I was looking at the water **when** my sandwich fell in.



What were they doing **when** you saw them?

While I was hiking, they were climbing and taking photos.

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

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

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

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

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

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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. ☐

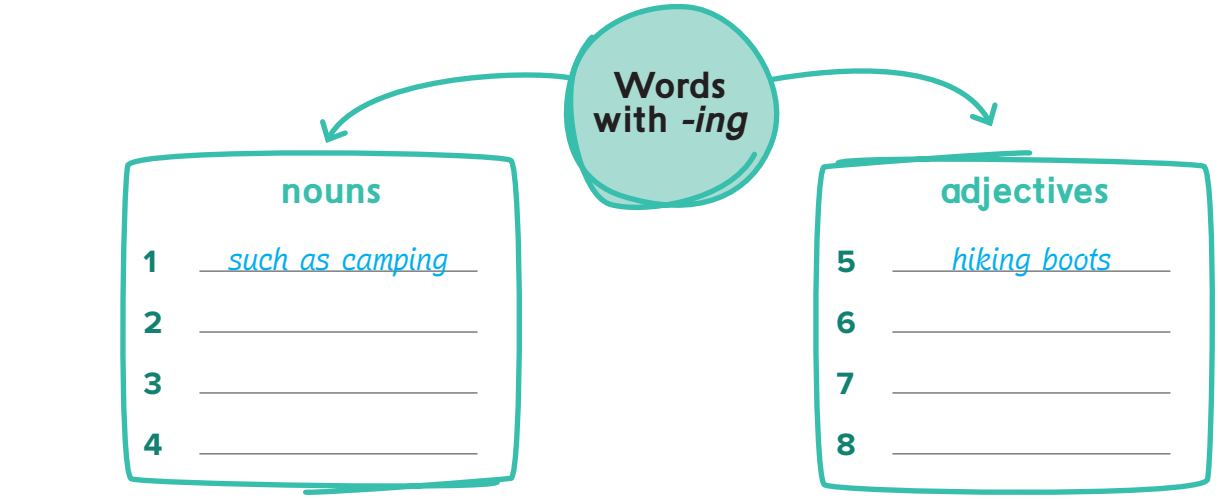
3 Discuss the questions with your partner.

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

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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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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!

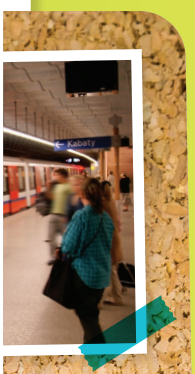
Pack up your [5]suitcase / passport.
Let's go to the airport!
We're going through [6]platform / security.
Let's go, go, go!

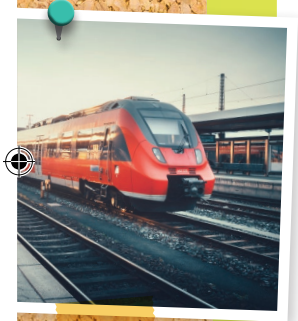
We are going on a trip.
Don't forget your passport!
Hurry to the gate.
We don't want to go slow!

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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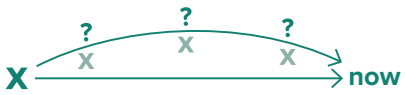
Grammar

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1 Read the chart.

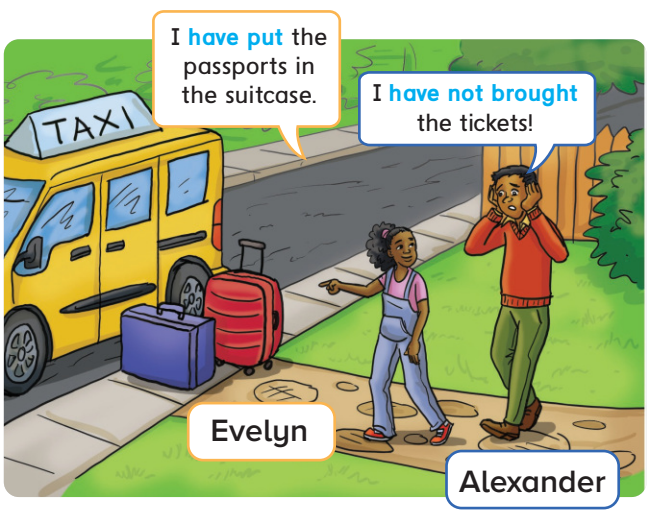
Present Perfect Simple

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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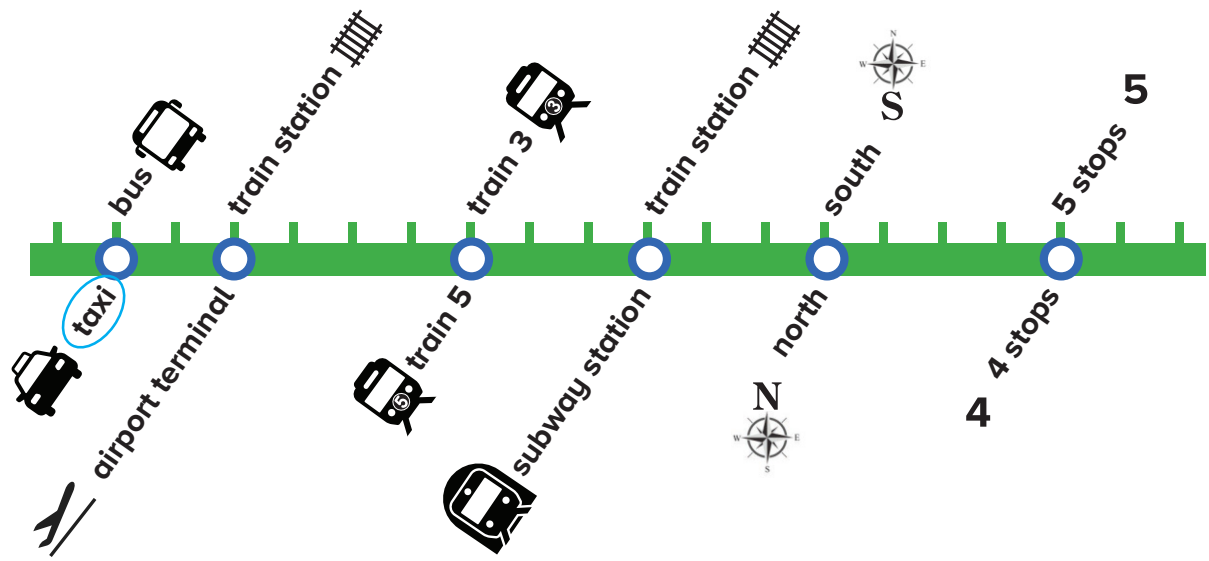
Listening and Speaking

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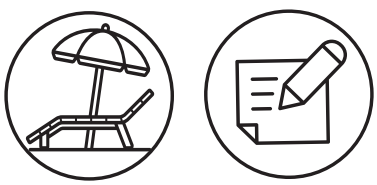
1 7.9 **Listen, point, and complete.**

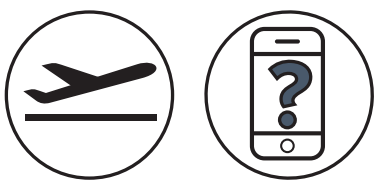
2 p.m. ~~3 p.m.~~ 6 p.m. 8 p.m.



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

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

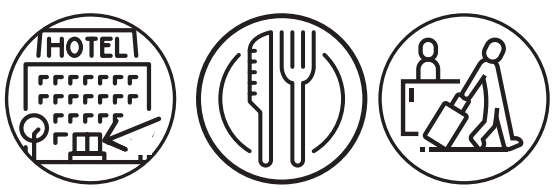




1 *I need to get away—I have prepared a trip!*

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.

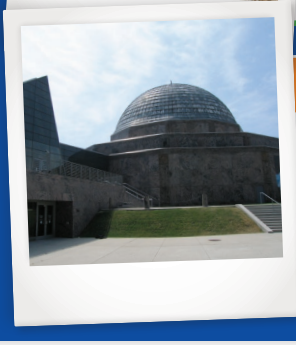


Farm

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.



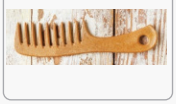
1 *I've never worn a ring.*



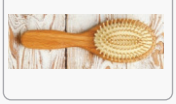
2 _____



3 _____



4 _____



5 _____



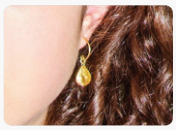
6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____

4 Read the poem. Circle the accessories and outfits.

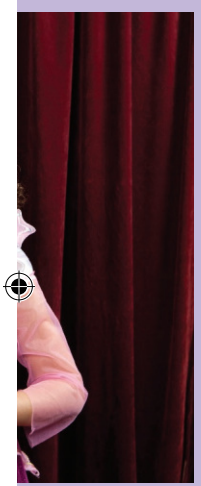
Some days I wear a necklace
round my neck,
and I take out a brush
to keep my hair in check.
Some days I wear a bracelet
round my wrist,
or rings and earrings—
you get the gist!

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?

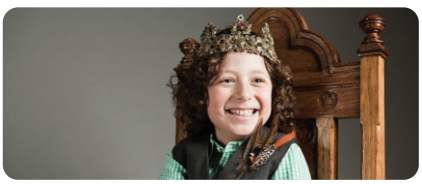
About a week. I like it though! [7]_____ _____ _____ (you / try) the new school uniform?

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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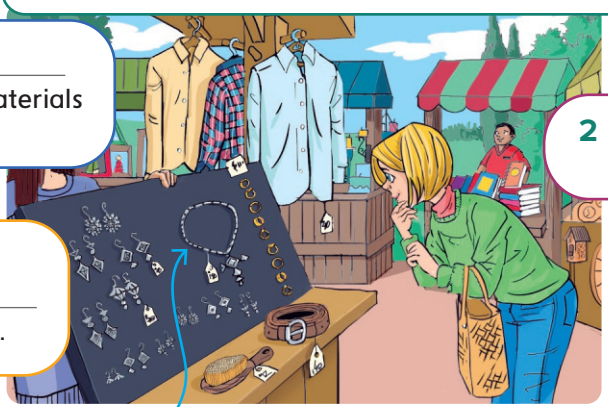
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1 Read the chart.

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

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

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

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

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

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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: Art

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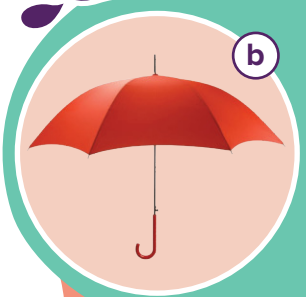
1 Read the text and match the headings to the paragraphs.

1 Expressing identity with clothes. c
2 Are art and design different?
3 Working together.
4 Design to help people.
5 The history of art in fashion.

Art and Design

(a) People say that we make art to express our identities, and we make designs to help other people. But how have art and design been connected?





(b) Clothes design can be very functional. We can design clothes made of warm materials, like wool, to wear in cold weather. Belts made of leather are strong, and umbrellas made of plastic help keep us dry. But fashion isn't just functional.

(c) Fashion shows us how important art is in our outfits. People want earrings and necklaces that match, or rings made of gold and silver. A striped or spotted tie isn't functional, but it helps the person express their personal style.



(d) But how long has art been part of fashion design? The first clothes were only worn to keep people warm and safe. But soon after, people started designing clothes and accessories to look beautiful. Kings and queens wore crowns made of gold and expensive costumes.

(e) Today, some fashion designers and artists work together to make unique accessories. These include belts made of new materials with incredible silk artwork. You can find umbrellas made of plastic with beautiful prints. Even shoe designers add in their own artistic marks.



2 Read the text again and answer the questions.

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

3 Research and present.

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

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

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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. What do kings and queens wear that is made of gold?	12 Name your favorite material for clothes and say why you like it. Start with "I like clothes made of ... because ..."

Project

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.



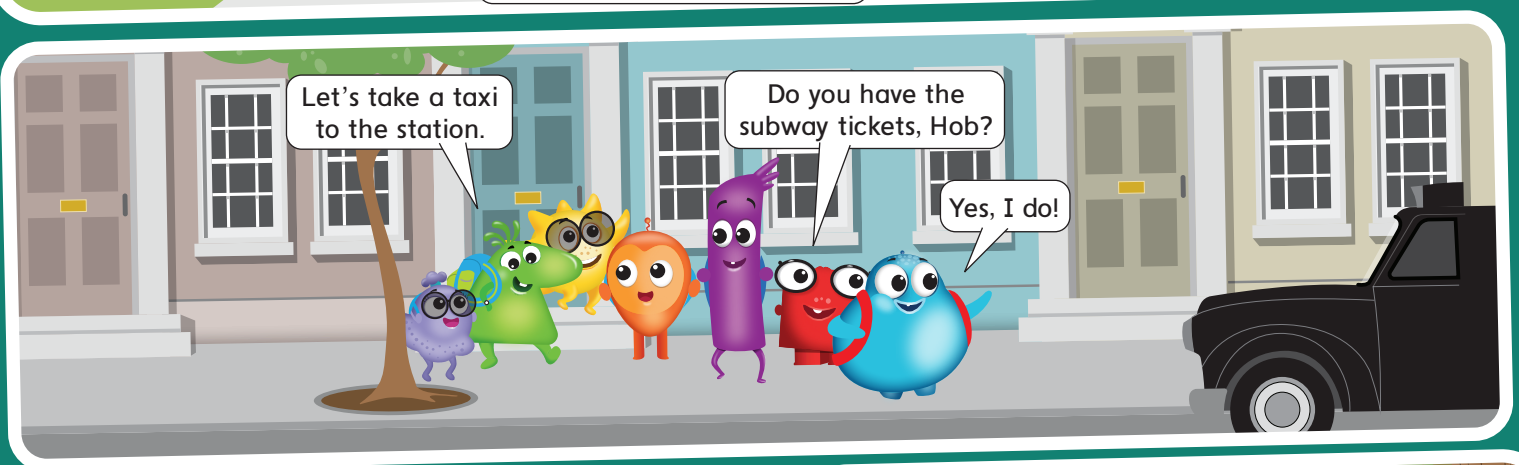
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Goodbye!

1 G.1 Read and listen.



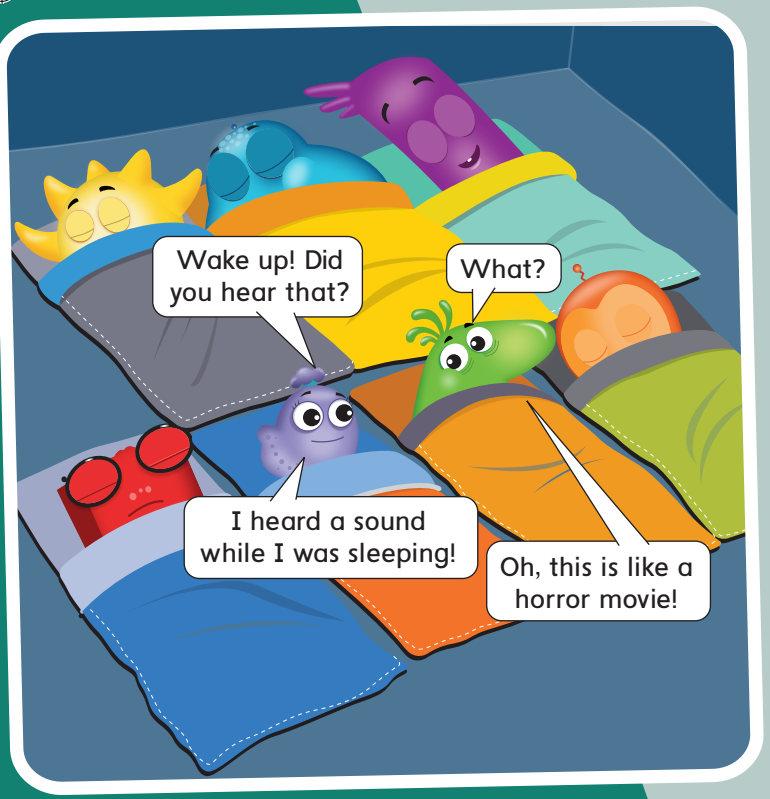




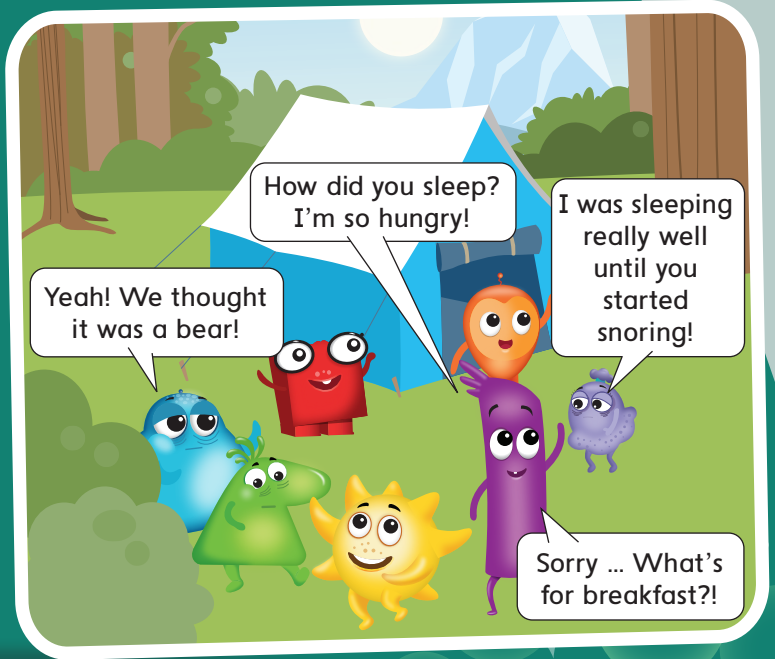


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2 Read and answer.

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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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.

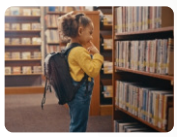
1 You carry your things in this when you go camping or hiking.



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?

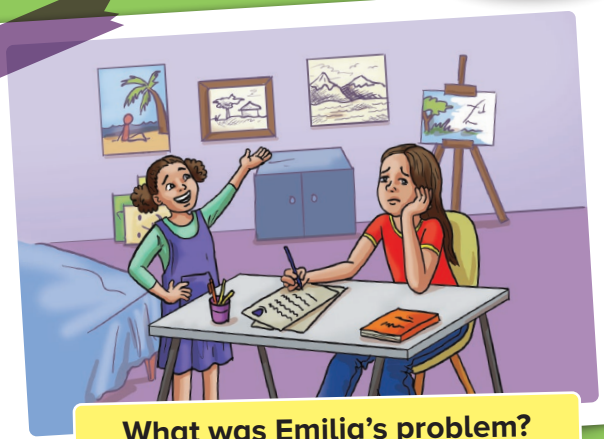
8 Look, read, answer, and play the game.



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



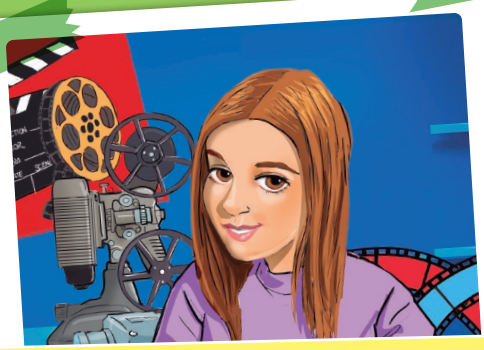
What was Emily's job?
(Check your answer on page 27.)



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!

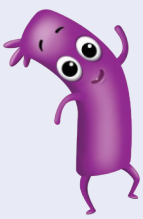


Hope you had some fun,
and learned a lot, too!
So thank your teachers
for everything they taught you.



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

PART 1

Welcome!

Ago *p 6*
April *p 6*
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*
November *p 6*
September *p 6*
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*
Frightening *p 10*
Horrible *p 16*
Important *p 10*
Interesting *p 10*
Lovely *p 10*
Lucky *p 10*
Messy *p 16*
Noisy *p 10*
Popular *p 10*
Ride *p 16*
Special *p 10*
Tidy *p 10*
Unfriendly *p 16*
Unkind *p 16*
Unlucky *p 16*
Untidy *p 16*
Unusual *p 16*
Wonderful *p 10*

Unit 2

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

Unit 3

Actor *p 34*
Actress *p 36*
Airport *p 40*
Artist *p 34*
Businessman *p 40*
Businesswoman *p 34*
Driver *p 34*
Engineer *p 34*
Factory *p 40*
Fashion designer *p 34*
Flight attendant *p 34*
Gallery *p 40*
Job *p 40*
Journalist *p 34*
Manager *p 34*
Mechanic *p 34*
Meeting *p 40*
News *p 40*
Office *p 40*
Photographer *p 34*
Pilot *p 34*
Singer *p 34*
Stage *p 40*
Waiter *p 34*
Work *p 40*

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

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PART 2

Unit 5

Act (n) *p 64*
Alone *p 64*
Animation *p 58*
Appear *p 64*
Cartoon *p 58*
Character *p 64*
Comedy *p 58*
Decide *p 64*
Documentary *p 58*
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Fairy Tale *p 58*
Feel *p 64*
Horror *p 58*
Musical *p 58*
Mystery *p 58*
Play *p 58*
Plot *p 58*
Sci-fi *p 58*
Storyboard *p 64*
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Western *p 58*
Whisper *p 64*
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Backpack *p 76*
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Campfire *p 76*
Camping *p 70*
Canoe *p 70*
Canoeing *p 70*
Climbing *p 70*
Fishing *p 70*
Fishing rod *p 70*
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Helmet *p 71*
Hiking *p 70*
Hiking boots *p 70*
Horseback riding *p 76*
Hot dog *p 76*
Life jacket *p 76*
Mountain biking *p 76*
Outdoors *p 70*
Raft *p 76*
Rafting *p 76*
Sleeping bag *p 70*
Surfboard *p 70*
Surfing *p 70*
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Prepare *p 88*
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Unit 8

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

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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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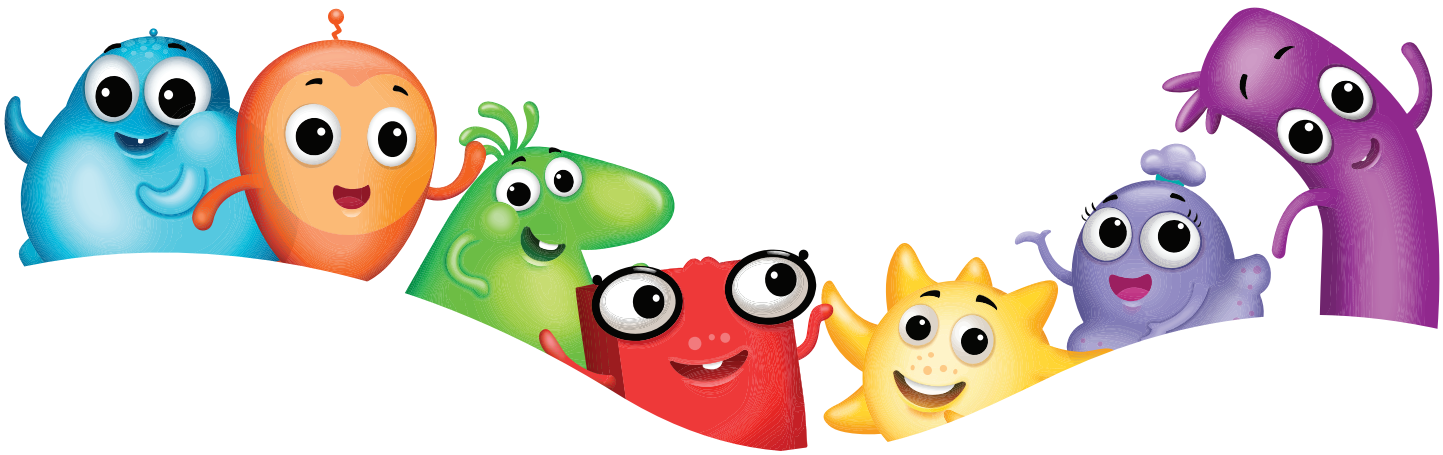
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Track	Unit	Workbook Section
W.1	Welcome!	Copyright
W.2	Welcome!	Exercise 1, Listen and order.
1.1	Unit 1	Exercise 1, Listen and choose what Mila is talking about.
1.2	Unit 1	Exercise 2, Listen again and check.
1.3	Unit 1	Exercise 3, Listen and complete.
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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***Top Goal*, Workbook 2**

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PART 2

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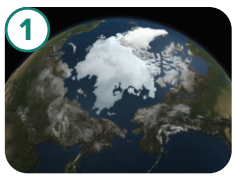
5 Storylines

Let's watch a movie!

PART 2

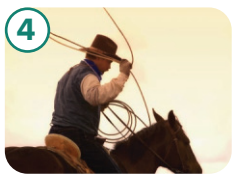
1 Look and find. Then circle and label the pictures.

→	D	O	C	U	M	E	↓
↓	D	Y	R	A	T	N	←
→	R	A	M	A	H	O	↓
↓	A	C	R	O	R	R	←
→	R	T	O	O	N	S	↓
↓	O	C	I	F	I	C	←
→	M	E	D	Y	T	H	↓
↓	R	E	L	L	I	R	←
→	W	E	S	T	E	R	↓
↓	E	T	S	Y	M	N	←
→	R	Y	M	U	S	I	↓
↓	I	A	F	L	A	C	←
→	R	Y	T	A	L	E	↓
↓	M	I	N	A	D	3	←
→	A	T	I	O	N	☺	


1 *documentary*


2


3


4


5


6


7


8


9


10


11



12

2 Read and write the words from Exercise 1.

1 This kind of story creates a feeling of fear. *horror*

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	musical	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 _____ actors have to act, sing, and dance.
6 My favorite _____ movie is the one with the ice queen.
7 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.*



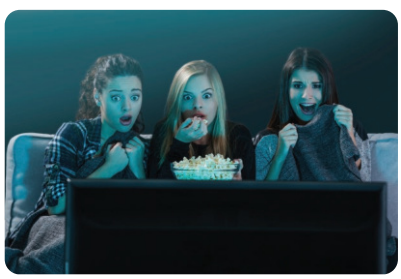
2 _____



3 _____



4 _____



5 _____



6 _____

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

_____

_____

_____

TopGoal_2_Combo_WB_Unit_5.indd 173 27/03/25 12:20 PM

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 / horror story



9 Jade and Lucy / enjoy / animation

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

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

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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 movie 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 a horror 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 _____



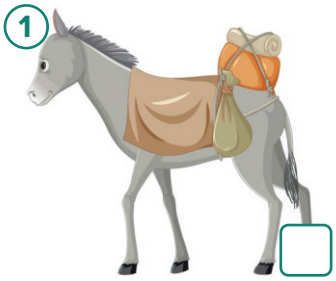
4 _____

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.

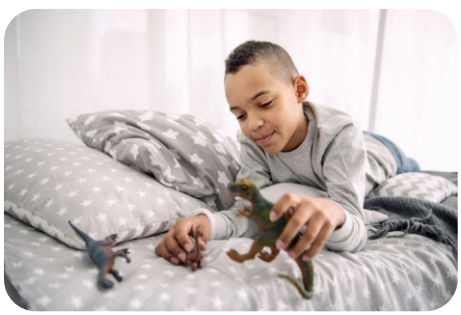
2 Describe the pictures using the words in parentheses.



1 *He feels scared* when he watches horror movies. (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 horror movie?
Amelia: Hmm, I'm not in the mood for something scary.
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 The design / designing of your bed is really artistic. *noun*

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

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

4 Computer animation / animate changed the movie industry. _____

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

6 Actors can animate / animation imaginary characters. _____

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

8 Jim Carrey is a great comedy / comedian. _____

9 I loved the documentary / document on healthy eating in schools. _____

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

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.

What About Watching _____?

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Integrated Skills Review



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

animation	comedy	horror	musical	~~mystery~~	thriller

Chorus

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

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

Chorus

Is it a cartoon
with pictures drawn by hand?
Or a 3D [4] _____
in a computer-made land?
Is it a [5] _____ story?
Will it make me scream?
Or a [6] _____,
will I see monsters in my dreams?

Chorus

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 ★★★★★.

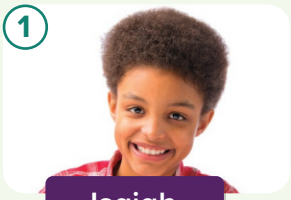
What about watching it? I recommend it!
Penelope, USA

share

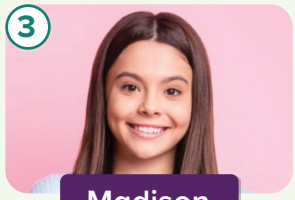
1 The movie review is about ~~an animation.~~ *a musical*
2 The movie is based on a play. _____
3 It was released last year. _____
4 The mother bear is a bad mother. _____
5 The girl's family helps her find her way home. _____
6 Penelope's favorite character is the girl. _____
7 Penelope doesn't recommend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

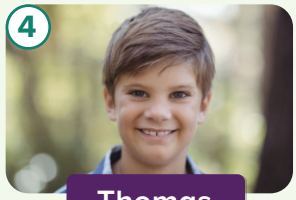
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3 5.4 Listen and write their favorite kind of stories and/or movies.

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?

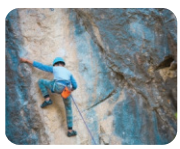
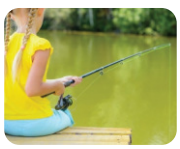
_____

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?

_____

_____

_____

_____

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 Jeff did a cooking class to learn how to make a local dessert. LA / SA
6 Where did you stay during your vacation? LA / SA
7 Laura wasn't enjoying herself at the beach. LA / SA
8 The family took a picnic to the forest. LA / SA

2 Read and choose the correct option.

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

3 Order the words to make a story.

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

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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?

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

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

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

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

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

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

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

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Story

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

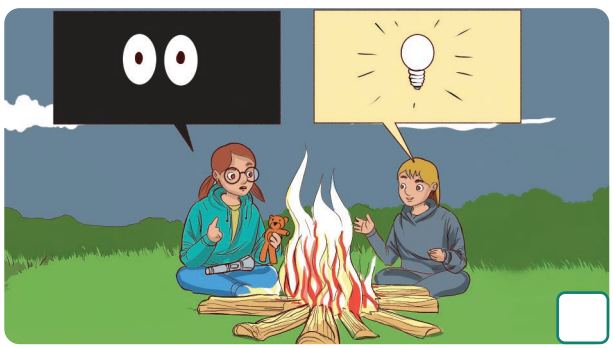




1 *At night, Riley and her friend Nora were sitting around the campfire and talking about rock climbing. Nora told Riley that she couldn't climb rocks because she was afraid of heights.*

2 _____





3 _____

4 _____

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

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Listening and Speaking

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 ☐

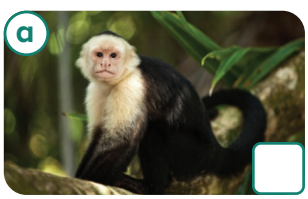
2 What did they do on Saturday afternoon?


a ☐

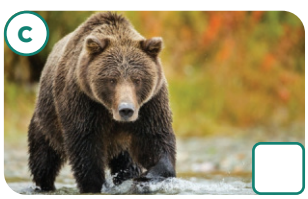

b ☐


c ☐

3 What animal did they see?


a ☐


b ☐


c ☐

4 What was the animal eating?

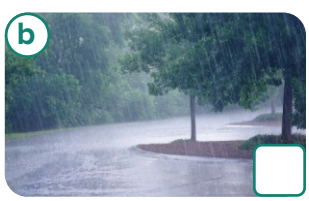

a ☐


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

a 

horseback riding

b 

c 

2

a 

b 

c 

3

a 

b 

c 

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] _____.

When I [3] _____,
_____.

When [5] _____,
_____.



While I was studying,
[2] _____.

While I [4] _____,
_____.

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.

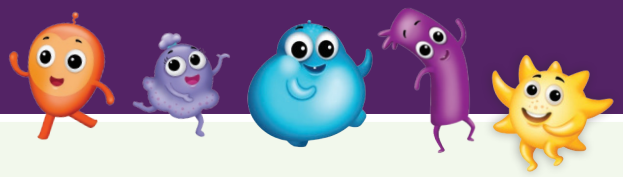
Location: Where was he? Why was he there?	**Action:** What was he doing?	**Consequence:** What happened? Why did it happen?	**Learning from incident:** What did he learn? What does/doesn't he do now?

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

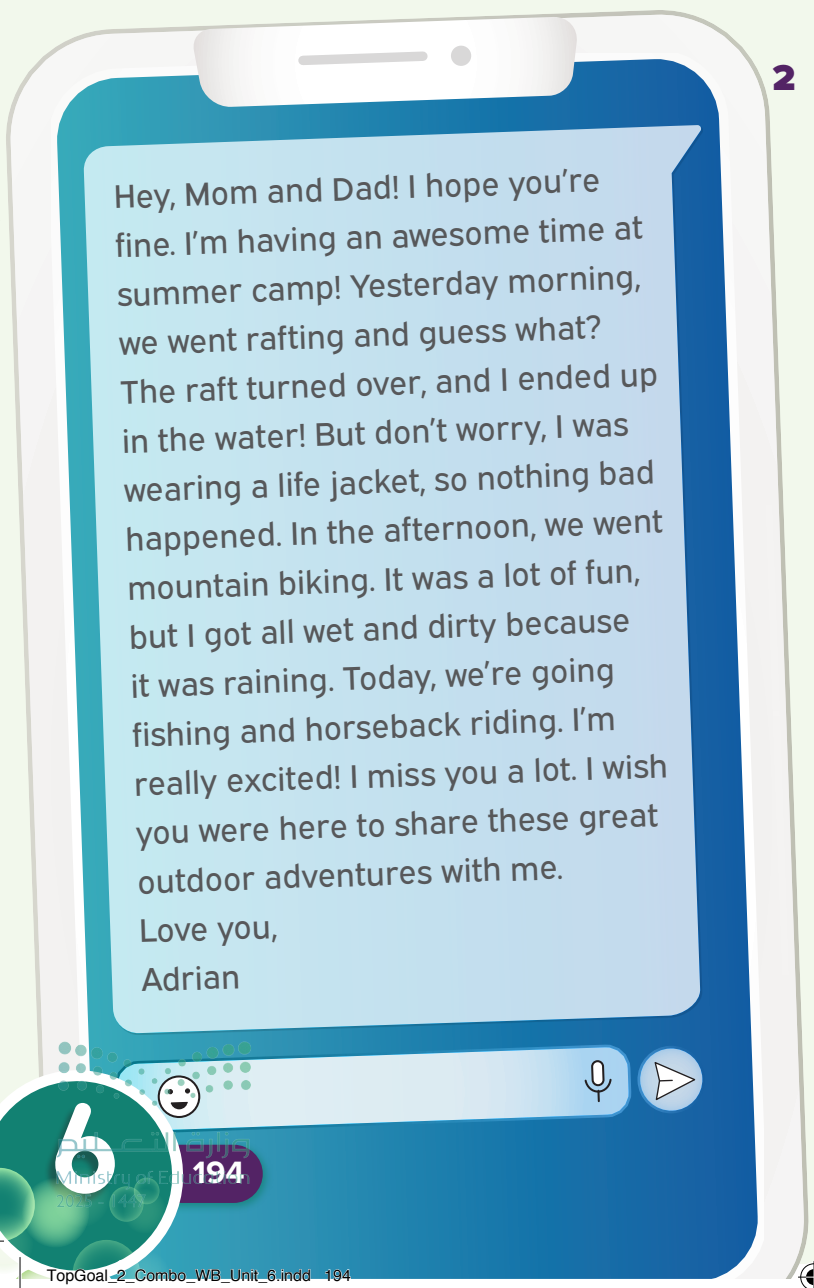
What do you do in the great outdoors?
What do you do in the great outdoors?
What do you do in the great outdoors?
In the great outdoors.

[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, Lyla! What [1]did you do / were you doing yesterday?

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

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

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

Dad: Did you like it?

Lyla: Yes. [5]When / While we were swimming, 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?

Lyla: Daisy [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: _____

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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

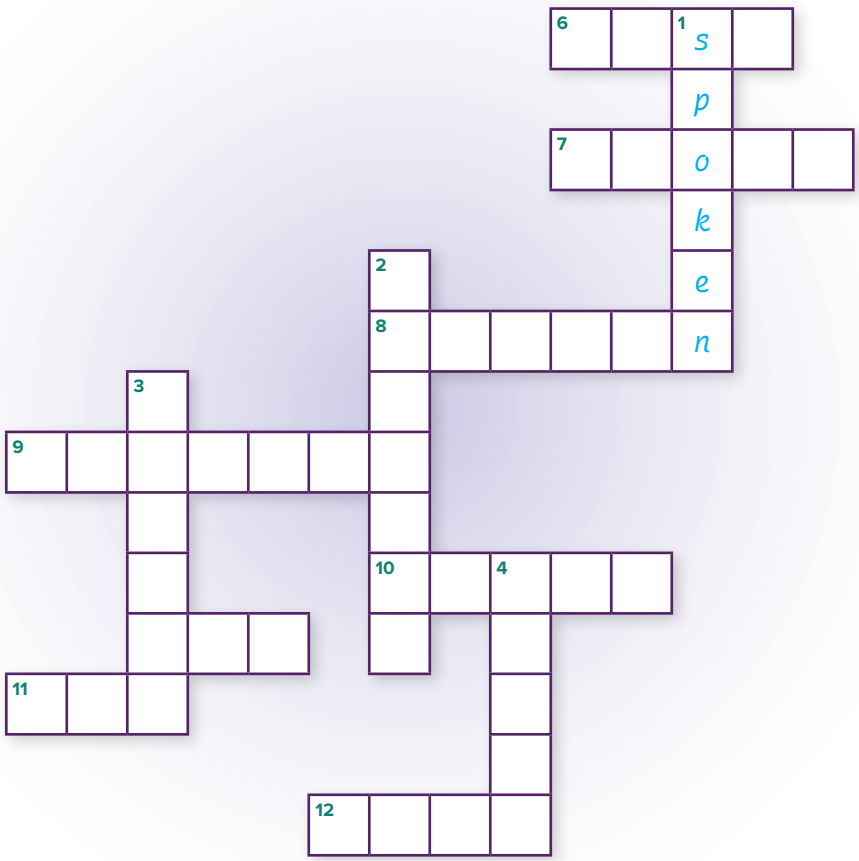
1 Read and complete with the past participle of the irregular verbs.

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.



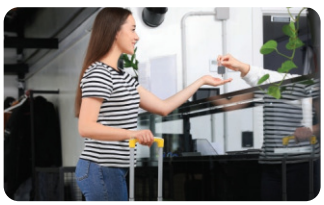
1 The plane *has departed*. (depart)



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)

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3 Order the words to make sentences.

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

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

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

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

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

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

4 Read and complete with the correct present perfect form.

New Message

Hey, Mom and Dad!

I'm sorry I [1] *haven't written* (not write) to you before now, but I'm having 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) _____

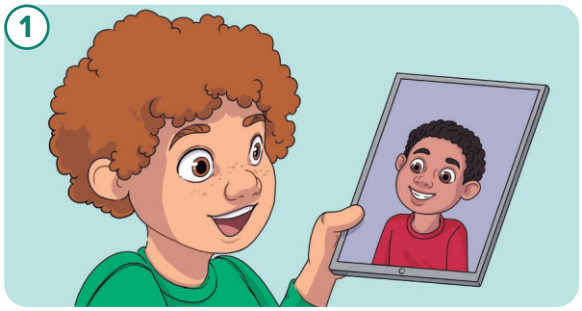
6 (take the subway) _____

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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."









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Listening and Speaking

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 (✓).

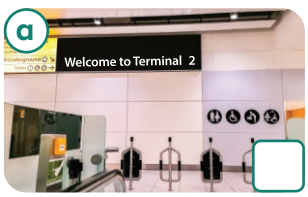
1 Where are Hazel and her mom?

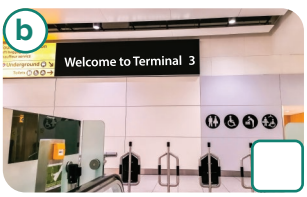
a  ✓

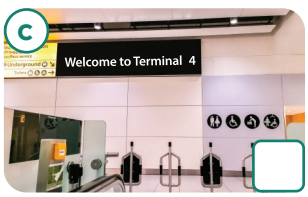
b 

c 

2 What terminal does Hazel's flight depart from?

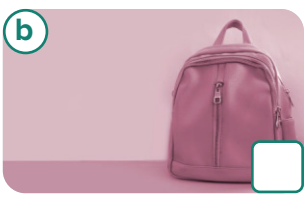
a 

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!



Can planes _____ in bad weather?



My parents _____ home at 5:30.



They are going to _____.

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

1 Where do you go when you _____*get away*_____ from home?

_____

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

_____

3 How do you feel when planes _____ or _____?

_____

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

_____

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



My grandparents have _____just_____ arrived.



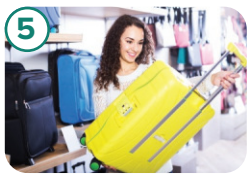
He has _____ packed his suitcase.



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

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

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

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

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

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

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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 ☐

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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.

10:23

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

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. ☐

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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
Announcement 2
Announcement 3
Announcement 4
Announcement 5
Announcement 6

a The plane has landed.
b The flight is late because of the weather.
c The plane has begun to land so passengers should stay in their seats.
d The train has been canceled.
e Passengers on the platform should stand back.
f The train will arrive in three minutes.

5 Read and complete.

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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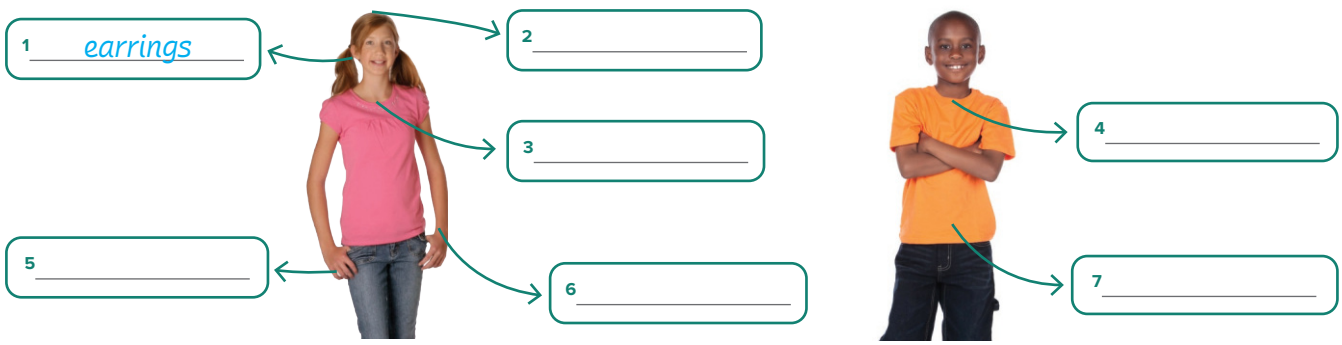
8 Outfits

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?

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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 / have / favorite / you / outfit / long / your / had / ?
How long have you had your favorite outfit?

2 long / your / jewelry / sister / ? / has / made / How

3 these / How / have / on / sale / earrings / long / been / ?

4 necklace / same / long / you / How / worn / ? / have / the

5 Henry and Naomi / long / designers / have / How / ? / fashion / been

6 Grandpa / How / umbrella / has / a / needed / long / new / ?

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

Madison: Your belt looks cool! [1] *Did* you *buy* (buy) it recently?
Abigail: No, I [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.

1 

Camila

2 

Julian

3 

Keiko

4 

Laila

5 

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 / tie / striped / wool / made / Dad's / of / .

3 made / princess crown / My / of / is / . / little sister's / plastic

4 spotted / silk / umbrella / isn't / Grandma's / of / . / made

5 new earrings / made / aren't / gold / Mom's / . / of

6 leather / made / . / my / belts / favorite / of / are / All

2 Look and describe the objects using the words in parentheses.

1 

(beautiful / leather)
This beautiful coin purse is made of leather.

2 

(striped / silk)

3 

(old / silver)

4 

(nice / wood)

5 

(spotted / nylon)

6 

(wonderful / metal)

3 Describe your favorite items. Use the words from the box.

backpack belt bracelet cap earrings hat necklace purse ring watch

1

2

3

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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.

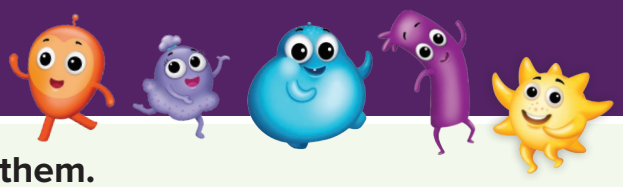
My blog

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
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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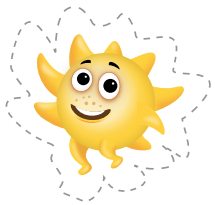
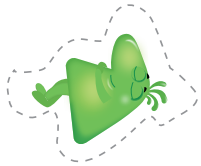
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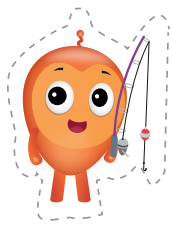
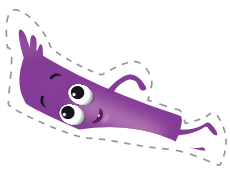
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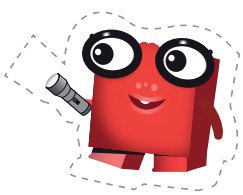
AllSorts!

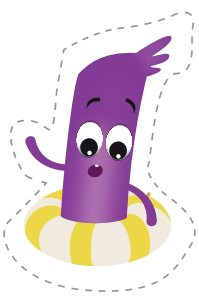


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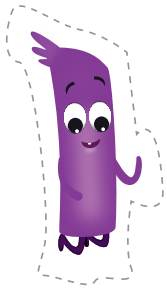



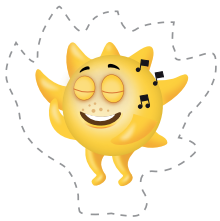



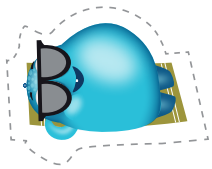

AllSorts!

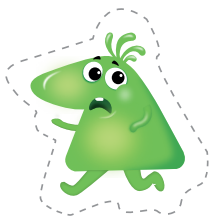


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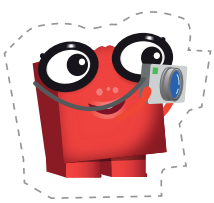


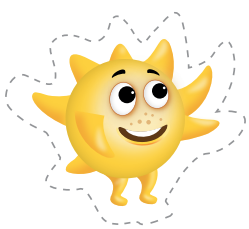


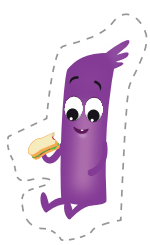












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