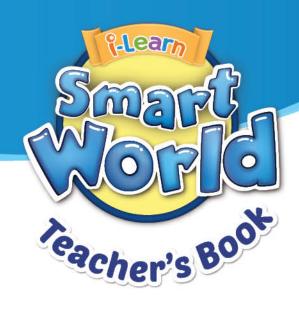
VÕ ĐẠI PHÚC (Tổng Chủ biên kiêm Chủ biên)
NGUYỄN THỊ NGỌC QUYÊN - ĐẶNG ĐỖ THIÊN THANH
LÊ THỊ TUYẾT MINH - HUỲNH TUYẾT MAI - NGUYỄN DƯƠNG HOÀI THƯƠNG









# **Scope and Sequence**

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
1. HOME	Ask about people's homes     Talk about family members and housework	Present Simple with Yes/No questions Present Simple with Whquestions Possessive 's	Intonation for Yes/No questions     /I/ sound	Listening: (for main idea/details)to a boy describing his hometown  Speaking: (exchanging information)about villages, towns, and cities  Conversation Skill: Getting someone's attention	Reading: (for details)a paragraph about a city in Vietnam Writing:a paragraph about your hometown
2. SCHOOL	Talk about school subjects you like or don't like Talk about school activities	"and" and "or" for positive and negative statements     Possessive pronouns     "like + verb-ing"	Intonation for lists     Intonation for positive and negative answers	Listening: (for main idea/details)    to students talking about books     Speaking: (role-play, giving opinions)    about different kinds of books     Conversation Skill: Passing your turn	Reading: (for details)a review of a Vietnamese book Writing:a review of your favorite book
3. FRIENDS	Describe someone's personal appearance     Invite someone to do an activity	Present Simple and Present Continuous     Present Continuous for future use	/bl/ sound     Sound change for "What are you doing?"	Listening: (for main idea/details)to a boy talking about a book  Speaking: (role-play, a club meeting)about character traits  Conversation Skill: Ending a friendly conversation	Reading: (for main idea/gist)    an article about two sisters from Vietnamese folklore     Writing:    an email about your best friend
4. FESTIVAL AND FREE TIMI		Adverbs of frequency     Present Simple for future use	Stress adverbs for emphasis     Sound change for "What time?"	Listening: (for main idea/details)to people talking about traditional festivals Speaking: (role-play, describing festivals)to an overseas friend about Mid-Autumn Festival Conversation Skill: Getting time to think	Reading: (for details/gist)    an article about a festival in Vietnam     Writing:    text messages about a festival
5. AROUND TOWN	Buy clothes in a clothing store     Order food and drinks in a restaurant	Demonstratives and object pronouns     Quantifiers     Countable and uncountable nouns	Sound change for "Do you have?"     Sound change for "would you like?"	Listening: (for gist/details)to a man talking about international foods  Speaking: (role-play, describing food)about food from around the world  Conversation Skill: Starting a conversation to offer help	Reading: (for main ideas/details)    an article about Vietnamese food     Writing:    a paragraph about two local dishes

# Scope and Sequence

Unit	Function	Grammar	Pronunciation	Listening and Speaking Skills	Reading and Writing Skills
6. COMMUNITY SERVICES	Talk about public services in your town Give tips about how to save the environment	Definite and indefinite articles Prepositions of place Positive and negative imperatives	• /st/ sound • /l/ sound	Listening: (for gist/details)to people talking about a charity  Speaking: (role-play, exchanging information)about environmental charities  Conversation Skill: Asking for repetition	Reading: (for main ideas/details)an article about a charity in Vietnam Writing:a paragraph about a charity charity
7. MOVIES	Make and respond to suggestions about movies     Express opinions and exchange information about movies	Prepositions of time     Past Simple and adjectives	Sound change for "at"     Stress the first syllable for most two-syllable adjectives	Listening: (for gist/details)    to students talking about     a movie     Speaking: (exchanging     information)    about famous people     from movies     Conversation Skill: Starting     a friendly conversation	Reading: (getting meaning from context)a movie review about a famous person from history in a movie Writing:a paragraph about a historical movie
8. THE WORLD AROUND US	Discuss plans for a trip     Talk about things you need for a trip	Modals "should" and "can"     Compound sentences with "so"	Stress the first syllable for most gerunds  OU/sound	Listening: (for gist/details)    to a talk about places to visit     Speaking: (giving advice)    about visiting natural wonders     Conversation Skill: Asking for confirmation	Reading: (for details)    an email suggesting     natural wonders of Vietnam     to visit     Writing:    a postcard about a place     in your country
9. HOUSES IN THE FUTURE	Compare homes now and in the future     Describe similarities and differences between homes now and in the future	Future Simple     Indefinite     quantifiers     "might" for     future     possibilities	• /z/ sound • /t/ sound	Listening: (for details)    to a talk about life on a space station     Speaking: (role-play, astronaut interview)    about life on the Moon     Conversation Skill: Showing you don't understand	Reading: (for gist/details)an article about life on a space station Writing:a paragraph about life on the Moon
10. CITIES AROUND THE WORLD	Identify landmarks in cities around the world     Compare features of cities around the world	First     Conditional     sentences     Comparative     and superlative     adjectives	/ð/ sound     Do not change the stressed positions when adding "-er"	Listening: (for main ideas/details)to students talking about cities Speaking: (discussion, comparing cities using facts)about comparing cities Conversation Skill: Showing interest	Reading: (for main ideas/details)an article about the Vietnamese capital Writing:a paragraph about a city

# Introduction

### About the course

**Tiếng Anh i-Learn Smart World** is an American English integrated four-skill course for secondary and high school students. The syllabus of **Tiếng Anh i-Learn Smart World** is based directly on the Vietnamese Ministry of Education and Training (MOET) guidelines and was informed by the Common European Framework of Reference for Languages (CEFR).

Along with its elementary level companion series **Tiếng Anh i-Learn Smart Start**, **Tiếng Anh i-Learn Smart World** forms a twelve-level course that takes young learners from absolute Beginner (CEFR A0) to Intermediate (CEFR B2 low) level by the time they graduate high school.

The series achieves this by using a cohesive and systematic approach where each level incrementally builds upon the previous to create a smooth, comfortable, and continuous path to proficiency.

**Tiếng Anh i-Learn Smart World** was designed for Vietnamese classrooms and learners by an experienced team of international and Vietnamese writers and editors. The lessons cover the needs of Vietnamese learners and make the most of modern teaching techniques, with all tasks and activities suitable and easy to use in a Vietnamese classroom.

Finally, the key aim of the course is to develop a love for English. **Tiếng Anh i-Learn Smart World** aims to encourage a positive attitude towards learning the language and culture of English-speaking countries, while at the same time upholding ethical values in line with the learners' culture.

# The approach

Tiếng Anh i-Learn Smart World is designed based on the following principles:

**Motivation and interest are keys to learning** – The key element to successful language learning is maintaining a high level of interest and motivation. **Tiếng Anh i-Learn Smart World** does this by:

**Featuring interesting age-and-level-appropriate content** – The language, activities, and images were chosen specifically to match the interests of the target learners.

**Using an approach that emphasizes clear and noticeable progress** — Success is a powerful motivation, but learning language is a long-term process that takes many years of effort. Learners often have difficulty recognizing the progress they are making, and this can often lead to losing motivation ("I've been studying for years, but I still can't speak"). **Tiếng Anh i-Learn Smart World** overcomes this by breaking the syllabus into clear, practical, and achievable goals.

Key features of the Clear and Noticeable Progress (CNP) approach:

#### 1. Clarify the goals and create a need

Each lesson focuses on a carefully chosen set of clear and achievable goals concerning practical things in life (e.g. describing people's appearance, ordering food in a restaurant, talking about traditional holidays). These are clearly stated at the start of each lesson in the aims box, and are designed to be slightly above the students' current level.

Can you...?

• ask about people's homes

• use the Present Simple with Yes/No questions
Conversation Skill: Getting someone's attention



At the start of the lesson, the teacher explains and clarifies the aim (clearly noted in the box at the top of the page) and asks whether students are confident that they can do it.

#### 2. Fill the needs

Each stage of the lesson targets a different element of the aim (e.g. relevant vocabulary, grammar, pronunciation features, controlled practice, etc.) to ensure success with the practical communicative speaking activity at the end of the lesson.

#### 3. Provide evidence of success

The final stage of each lesson gives learners an opportunity to utilize all the previous knowledge they have learned in completing a practical task that mirrors real life activities (e.g. role plays, discussions, surveys, etc.). It features group and pair activities, and directly addresses the aims noted at the start of the lesson. Progress is monitored by the teacher, who gives assistance as necessary, and ensures that learners are able to achieve a successful outcome.

#### Pronunciation is important and should be taught early

Speakers who cannot use correct English pronunciation will have difficulty in making themselves understood. Equally important, however, is its impact on comprehension. Learners who are unfamiliar with the phonological conventions of the target language will have difficulty understanding the things they hear. Both of these elements need attention.

From the aspect of production, it is also crucial to understand that there is a critical period for learning productive skills in another language. Oyama's research¹ shows that learners who learn pronunciation before puberty almost always attain the ability to produce without noticeable interference from their first language. Those who start to focus on pronunciation after the age of 15 almost always develop accents influenced by their mother tongue.

For this reason, **Tiếng Anh i-Learn Smart World** continues with the approach introduced in the elementary **Tiếng Anh i-Learn Smart Start** series, by focusing on all key aspects of pronunciation and systematically developing it from an early age.

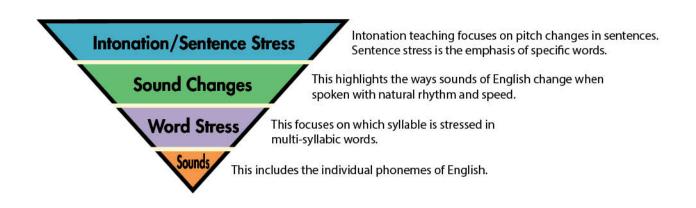
**Tiếng Anh i-Learn Smart World** divides the elements of English phonology into an inverted "Pronunciation Pyramid" that features four main categories as follows:

The **Sounds** activities focus on and draw attention to elements that Vietnamese learners find challenging, such as final consonant sounds, consonant and vowel sounds, and consonant clusters. They will hear 2-3 different native speakers pronounce the language naturally and then mimic the sounds.

Word Stress activities address the issue of stressing the wrong syllable in a word, which can dramatically affect the meaning or comprehension. Tiếng Anh i-Learn Smart World provides guidance on the common patterns for different parts of speech. The Sound Changes category focuses on the features of connected speech. Many learners do not often realize that the sound of English words can change completely when used in natural conversation. Sounds may be dropped (elision), changed (assimilation), or linked to other sounds. For example, "Would you...?" will sound more like /wudʒə/. Learners who are unfamiliar with these changes often mistake these sounds as being completely unfamiliar words. By raising their awareness of the common sound changes that occur, Tiếng Anh i-Learn Smart World can help learners dramatically improve their comprehension of natural spoken English.

Finally, **Intonation** and **Sentence Stress** focus on how placing stress on different words and changing the pitch at the end of the sentence can affect the whole meaning or the intent of the sentence.

<sup>1</sup>S.Oyama, "A Sensitive Period for the Acquisition of a Non-native Phonological System" - Journal of Psycholinguistic Research, 5/3/1976



# Introduction

#### Language learners need lots of listening

Listening is not only essential as a receptive skill but also pivotal in the development of spoken language proficiency.

- 1. Listening is vital in the language classroom because it provides input for the learners. Unless learners can understand language as presented in the classroom, learning cannot begin.
- 2. Listening exercises provide teachers with a means to draw learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.
- 3. Natural spoken language presents a challenge for the learners to understand. Lots of exposure in an understandable context is essential to build confidence and comprehension.

As with first language learning, providing comprehensible listening input helps learners build an understanding of the language.

### Build awareness of the target culture and the ability to explain the learners' own culture

Understanding the culture of the target language is essential to communication. **Tiếng Anh i-Learn Smart World** features characters living in a North American town. Understanding the food they eat, the games they play, the way they interact, etc. helps learners understand the way English is actually used.

#### Easy to prepare and teach

One of the primary aims of the course is to reduce teachers' workload and keep preparation time to a minimum. Tiếng Anh i-Learn Smart World was designed to make lesson preparation smoother and easier for the teacher by having:

Clear and simple tasks – The activities have been designed with clear illustrations and short, simple, standardized instructions to make understanding and setting up tasks easier.

A standard unit/lesson format – Every unit follows a standard pattern of activities. This allows learners and teachers to quickly become familiar with the lesson style and progression.

An easy-to-refer-to Teacher's Book – The aim of this course is to put all the information teachers need in a very clear and easy-to-find layout. Each lesson page is accompanied by a single Teacher's Book page so that teachers can quickly and easily find the information they need.

# The syllabus

The **Tiếng Anh i-Learn Smart World** Syllabus is an integrated communicative syllabus based on the MOET curriculum guidelines and is informed by both the CEFR for Languages and the Cambridge English: Key syllabus. This has been extended by adding a range of useful practical phrases as well as Vietnamese content. Each unit is designed to recycle vocabulary and language content from the same level or from the previous lessons of the course.

# Tiếng Anh 6 i-Learn Smart World unit and lesson walkthrough

**Tiếng Anh 6 i-Learn Smart World** features 30 lessons divided into ten three-lesson units. Each unit includes two lesson types: Language Input lessons and Content and Culture Lessons. Review materials for each unit are found at the back of the book.

Regardless of the lesson type, each **Tiếng Anh 6 i-Learn Smart World** lesson page contains roughly 35-40 minutes of lesson material.

#### Language Input lessons

The first two lessons introduce and provide practice with key vocabulary, structures, and functional language.

Aims – A simple summary of the lesson aims (key vocabulary/structure/function) is shown at the top of the first page. Teacher introduces and exemplifies the point then checks how confident learners are that they can do this. As the aim is specifically chosen to be above the learners' current level of ability, the teacher should tell learners that even if they cannot use the language now, they should not worry because by the end of the lesson they will be able to.

New Words – During this stage, a set of vocabulary necessary to achieve the lesson's aim is introduced.

Task a. serves to clarify the meaning, using a variety of different task types including matching the words to definitions or pictures, organizing them into categories, etc. The pronunciation of each word is exemplified and practiced using the audio track. Task b. further expands on and reinforces the meaning. Teacher should ensure that learners are comfortable with the meaning and pronunciation of individual words before moving on to the next stage.

**Listening/Reading** – This stage can be either a listening or a reading. In either case, it has three main functions:

- Contextualize the target structure and illustrate how it is used in natural English
- Develop listening or reading skills using a variety of tasks
- Review the vocabulary introduced in New Words

Each reading or listening outlines the general context, followed by tasks used to develop skills such as listening or reading for gist/specific information.



Conversations Skills – Each unit in Tiếng Anh 6 i-Learn Smart World includes one lesson that focuses on one of two key Conversation Skill types which help students deal appropriately with problems that may arise during natural conversation. In this level, we introduce the following skills:

#### Turn-taking skills

In normal conversations, speakers alternate taking "turns" to speak. Turn-taking skills focus on the different ways that speakers manage interaction between speakers, such as appropriately starting and ending conversations in different contexts, setting/changing topics, interrupting appropriately, and encouraging others to speak. Raising awareness of these skills makes communication much more natural and effective.

# Repair skills

Real English conversation can be difficult for our students. Their partner may be speaking too quickly, they may not understand some words they hear, or they may not remember the words they want to say.

# Introduction

Grammar - This page focuses on the lesson's target grammar.

Task a. of this page focuses on clarifying the meaning and use of the target language. It starts with a contextualizing image that illustrates a conversation using the key language. Learners listen to the audio and practice repeating the sentences. Following this is a box that outlines the usage of the particular language point within this lesson. After this is a chart which shows the different forms of the language, and how it can change in different cases.

Tasks b. and c. provide exercises to further clarify and consolidate the meaning and use of the grammar point, and part d. finishes by giving learners a speaking task to practice using the language orally.

**Pronunciation** – Each tip targets a single phonological feature (as noted in the Pronunciation Pyramid, shown above) such as difficult sounds or clusters, word stress, sound changes, sentence stress, or intonation that is related to the vocabulary or sentence (patterns) necessary to achieve the lesson's aim. **Tiếng Anh 6 i-Learn Smart World** deals with these issues using a simple but effective procedure known as IMP. This breaks down as follows:

**Isolate** – Learners' attention is drawn to the feature in question and the point is clarified using a simple explanation box.

Model – Example words or phrases, taken from the lesson, are played using audio
 files to clearly exemplify the sound feature. These audio samples feature three examples spoken naturally
 by native speakers of different ages. This allows learners to generalize and become familiar with the feature.

**Practice** – In this stage, learners hear another recorded example and are given opportunity to follow the model to help refine their own pronunciation of the target feature.

It is understood that not all learners will be able to master each phonological feature immediately. Of course, many learners will take time to master this. However, the most important part of learning pronunciation is to help learners become aware of possible issues as they arise. This will make it easier for learners to fully understand natural spoken English and of course to improve their own speaking.

**Note**: A chart showing the English phonemes is provided on page 103 of this book, as well as at the back of the Student's Book.

**Practice** – This activity provides support for learners to practice the key structure/vocabulary. These generally start with a task to review and contextualize the target structure and vocabulary and provide a clear model to follow. Teachers encourage learners to continue practicing the correct sound and rhythm features that are covered in the Pronunciation stage.

**Speaking** – This stage gives learners an opportunity to use all aspects of the target language and vocabulary and directly reflects the lesson's aim. Tasks feature a simulated real world format, and are done in pairs or groups of three or four. They use a variety of different activity types, including:

- Role-plays
- Discussions
- Quizzes
- Surveys

They generally feature a project-based approach where learners will





collaborate to complete a practical or cooperative task in pairs, then compare their results with another group before summarizing or comparing their results with the whole class.

**Teacher's supervision and assessment** – Because the pair/group tasks are designed in such a way that the learners can work independently, it allows time for the teacher to move around and assess learners' ability with regards to the lesson aims. This enables the teacher to note any problems learners may be having and provide assistance.

After pairs complete their tasks, they should switch roles and repeat to provide extra practice. This helps ensure that all learners are able to successfully achieve the lesson's aim by the end of the lesson.

### Content and Culture Lessons

Lesson 3 in each unit follows a Content Language Integrated Learning (CLIL) format.

These lessons focus on subject contents that have already been covered in the learners' first language classes, for example STEM subjects (science, technology, engineering, and mathematics) as well as other subjects such as geography, history, or social studies. As the concepts and principles of these subjects should already be familiar to the learners, the focus of these lessons is on building learners' ability to talk about these important aspects in English.

These lessons feature a mix of both international and Vietnamese situations and examples. In this setting, learners are introduced to the type of language they can use to explain their own life and culture to visitors from overseas.

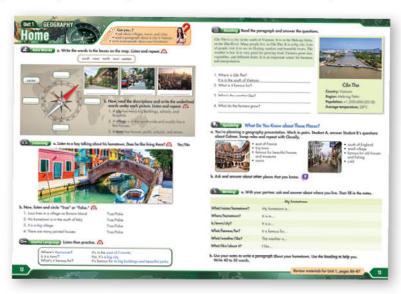
Aims – The lesson's aim (key vocabulary/structure/function) is shown at the top of the first page. The first page of the CLIL lessons (New Word, Listening, Useful language) follows the same format as Lessons 1 and 2, but with a stronger focus on the topical content.

**Reading** – This stage reinforces the target concept and reviews new vocabulary and features a passage of appropriate length in the format of content subjects. The topics usually focus on aspects of Vietnamese culture or history that are

interesting and relevant to learners and are presented in a variety of formats.

The activities focus on reading comprehension questions where learners complete tasks such as "True or False," "Fill in the blanks," "Answer the questions," "Choose the best title," etc.

Speaking — This is a follow-up to the reading passage. Examples of sentence patterns are shown using speech bubbles. This activity allows learners to use the language presented in the previous parts of the lesson. They collaborate in groups, or with a partner, to complete tasks such as conducting an interview, giving their opinion on a topic, or choosing an activity from a given selection.



**Writing** – This follows the same focus as the speaking but with a level-appropriate writing task. This activity solidifies learners' understanding of the language presented in previous parts of the lesson and helps develop their writing skills. Learners focus on a variety of common written genres, including emails, postcards, etc. The major focus however is on writing good paragraphs, as these are the basic building blocks of written English. Model texts are provided at the back of the Student's Book to clarify key writing conventions.

**Review** – Review is an essential element for consolidating the things the learners cover in class. The back of the book contains review materials for each unit in Tiếng Anh i-Learn Smart World. This include activities to review the Unit's language, skills and functions. As all classes have different needs teachers are encouraged to use this material flexibly to best cover their class needs at the time most appropriate to their schedule.

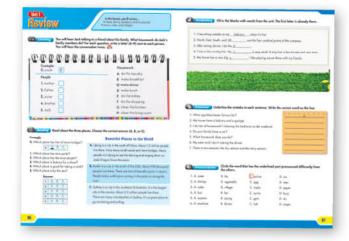
# Introduction

#### Each Review unit includes:

Listening/Reading - Test practice — The left-hand page features activities that review the target language found in the lessons of that unit, in a form that mirrors standardized tests like Cambridge English: Key (KET). This includes one Listening and one Reading focus. Helping our learners become familiar with the question types and task language of common exams can help them relax and feel more confident when they take the actual test.

**Vocabulary** – This section focuses on new words that were introduced in the Unit, and practices them using a range of activities including; fill in the blanks, short answers, or matching words to definitions.

**Grammar** – This section focuses on the main target language covered in the Unit. It uses a variety of activities to focus on both syntax and morphology, including;



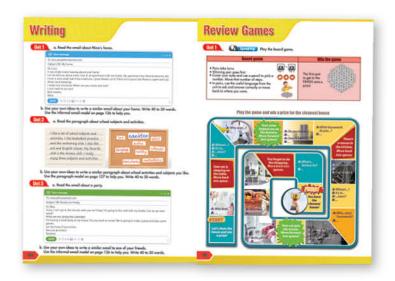
finding and correcting errors, circling the correct word form, writing sentences from prompts, and writing the missing words to complete sentences.

**Pronunciation** – This section focuses on the phonology of words found in the Unit. It uses a variety of tasks to have students focus on sounds and stress patterns and discriminate the differences between these elements in different words.

#### Additional Review materials:

**Writing** – Following the Unit Reviews there are writing tasks for each unit. These activities feature a practical writing task (email, postcard, etc.) that follows the aims and target language taught in the unit.

**Review Games** – These activities focus on free (but guided) production of the structures and vocabulary covered in the unit. These activities are in the form of interactive games and provide an effective review of the unit for the learners.



**Tiếng Anh i-Learn Smart World Student's Book** has been designed to be reusable. For this to be possible, students must be encouraged to use pencils and erasers for tasks that require writing directly onto the book.



#### Helpful symbols

In the lessons you will see a number of symbols:



• This symbol indicates where you should play the audio. The numbers indicate the audio track to be played.



• This symbol means learners should remember to use the Conversation Skill taught in the lesson. These skills focus on how to start, end, and deal with problems in the conversation. They will help the learners to sound more natural and fluent.



• This symbol means that learners should use their imaginations. They can use any words they know and talk about their own ideas.



• This symbol asks learners to turn to a page at the back of the book and look at an activity file. These files provide information to do interesting speaking tasks with their partners.

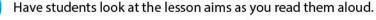




ask about people's homes

Can you...?

 use the Present Simple with Yes/No questions Conversation Skill: Getting someone's attention





# a. Number the pictures. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students number the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 02 A

1. M: pool 2. M: balcony 3. M: garage

4. M: yard 5. M: gym

6. M: apartment

# b. Talk about your home using the new words and three other words you know.

- 1. Have students talk about their homes using the new words and three other words.
- Have some students share their ideas with the class.



# a. Listen to a girl asking a boy questions about his home. Are they friends?

- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer the question by circling "Yes" or "No."
- 3. Check answer as a whole class.

# b. Now, listen and fill in the blanks.



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### Track 03 A

Jenny: Excuse me. Could I ask you some questions? Jim: Oh, you're in class 6A, aren't you? Jenny: Yes, that's right. My name's Jenny. I'm doing a survey for my geography class.

Jim: My name's Jim. What do you want to know?

Jenny: Thank you, Jim. Do you live in a house?

Jim: No, I don't. I live in an apartment.

Jenny: How many bedrooms does it have?

Jim: Two.

Jenny: Does it have a pool?

Jim: Yes, a small one.

Jenny: Does it have a garage?

Jim: No, it doesn't.

Jenny: Does it have a gym?

Jim: Yes, it does. There's a gym in the basement.

Jenny: Does it have a balcony?

Jim: Yes, it does. I can see the city from it. Jenny: Great! Thank you for your help.

Jim: You're welcome. Jenny: Goodbye.

Narrator: Now, listen again and check.



Conversation Skill Getting someone's attention. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we can get someone's attention by saying "Excuse me."
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

### Track 04

B: Excuse me.



# a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 05 A

- B: Do you live in a house?
- G: No, I don't. I live in an apartment.
- B: Does your apartment have a pool?
- G: Yes, it does.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### b. Fill in the blanks with the correct form of the verbs.

- 1. Demonstrate the activity using the example.
- 2. Have students look at the grammar box and fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

### c. Look at the table and write Alex's answers.

- 1. Demonstrate the activity using the table.
- 2. Have students write Alex's answers.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation.
- 3. Have some pairs demonstrate the activity in front of the class.

# Pronunciation

feature.

# b. Model. 66

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 06

M: Do you live in an apartment? Does your house have a yard?

# c. Practice 1

- Focus on the example and briefly explain the pronunciation 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
  - 2. Play audio again and check answers as a whole class.

#### Track 07 A

M: Do you live in a house? Does your house have a pool?

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



#### Practice

### a. Point, ask, and answer.

- 1. Divide the class into pairs.
- 2. Have Student A point and ask, have Student B answer.
- 3. Swap roles and repeat.
- 4. Afterwards, have some pairs demonstrate the activity in front of the class.

## b. Practice with your own ideas.

- 1. Have students practice asking and answering with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



### Speaking Do You Live in a House?

- a. Add two more words in the table, then complete the survey about your home. After that, ask three friends about theirs.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Have students complete the table with information about their home and then ask three other students about theirs.

# Report to the class about your group.

Have students tell the class about their group.



New Words a.	Listening a. 🖈
A. 1	No
B. 6	1 I A
C. 5	Listening b.
D. 2	1. an apartment
E. 3	2. bedrooms
F. 4	3. pool
	4. a garage

	F 7
1.	lives
2.	have
3.	live-lives
4.	doesn't have
5.	live
6.	have

Grammar b. 🏠

# 2. Yes, it does. 3. No, it doesn't.

# 1. No, I don't. I live in an apartment.

Grammar c. 🏫

4. No, it doesn't.

5. Yes, it does.

# Pronunciation c. 🏠

Does your house have a pool? – Wrong. Intonation goes down.





Can you...?

- · talk about family members and housework
- use the Present Simple with Wh-questions



Have students look at the lesson aims as you read them aloud.



New Words

# a. Fill in the blanks. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

# Track 08

1. M: do the laundry

2. M: clean the kitchen 3. M: make dinner

5. M: do the dishes 6. M: do the shopping

4. M: make the bed

- b. Say what housework you do at home.
- 1. Have pairs talk about what housework they do at home. 2. Elicit answers and write them on the board.



Reading Read Ken's blog post about his family and circle the correct answers.

- 1. Have students read the blog post individually.
- 2. Have students read the blog post as a whole class.
- 3. Have students read the blog post again.
- 4. Have students circle the correct answers.
- 5. Check answers as a whole class.



# a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 09

G: What housework do you do?

B: I make breakfast.

G: Who does the dishes?

B: My sister does.

### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different uses.
- 3. Have some students read the sentences aloud.

# b. Fill in the blanks using the Present Simple of the verbs in the box.

- 1. Demonstrate the activity using the example.
- 2. Have students read the letter and fill in the blanks using the Present Simple of the verbs in the box.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# c. Write sentences using the prompts.

- 1. Demonstrate the activity using the example.
- 2. Have students write sentences using the prompts.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## d. Now, write what housework you do on the line. Ask your partner.

- 1. Divide the class into pairs.
- 2. Have students write what housework they do on the line.
- 3. Have students ask their partner.
- 4. Have some pairs demonstrate the activity in front of the class.



#### a. Isolate.

Briefly explain the /I/ sound.

# b. Model.



Play audio and draw attention to the focus sound.

### Track 10 A

M: kitchen, dinner

# c. Practice 1

- 1. Play audio. Have students listen and cross out the option that uses the different pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 11

M: dishes, live, idea

#### d. Practice 2

Have students practice saying the examples using the sound correctly.



### Point, ask, and answer.

- 1. Demonstrate the activity by pointing, asking, and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs take turns pointing, asking, and answering using the pictures and words in the box.
- 4. Have some pairs demonstrate the activity in front of the class.



Speaking What Housework Do Your Family Members Do?

- a. You're doing a survey about housework in Teen World Magazine. Work in groups. Fill in the information for yourself, then ask two friends.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into groups of three.
- 3. Have students complete the table with information about doing the housework in their family, ask two friends, and complete the survey.
- 4. Have some students share their findings with the class.

# b. Discuss who does the most housework in your families.

- 1. Have students discuss who does the most housework in their family.
- Have some students share their findings with the class.

# Answer Key

New Words a. 🅎

# 1. do the laundry

- 2. clean the kitchen
- 3. make dinner
- 4. make the bed 5. do the dishes
- 6. do the shopping

# Reading.

- 1. Ken's family
- 2. Ken's mom
- 4. Ken's dad

# 3. Ken's dad

# 5. Ken's dad



#### Grammar b. 🏠

- 1. do
- 2. do
- 3. cleans
- 4. make

6. makes

5. does

# Grammar c. 🌟



- 1. Joe's mom (does).
- 2. What housework does your sister do?
- 3. My dad (does).
- 4. Who does the shopping?
- 5. Mary's brother (does).
- 6. What housework do they do?

# Pronunciation c. 🌟

idea – Wrong. /aɪ/, not /ɪ/ sound.





- Can you...?
- ask about villages, towns, and cities
- read a paragraph about a city in Vietnam
- write a paragraph about your hometown
- 1. Have students look at the lesson aims as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.



# A New Words

# a. Write the words in the boxes on the map. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students write the words in the boxes on the map.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

### Track 12

- 1. M: south
- 2. M: west
- 3. M: north
- 4. M: east
- 5. M: center

# Now, read the descriptions and write the underlined words under each picture. Listen and repeat.

- 1. Have students read the descriptions and write the underlined words under the pictures.
- Divide the class into pairs and have students check their answers with their partners.
- Check answers as a whole class.
- 4. Play audio. Have students listen and repeat.

### Track 13

- 1. M: village
- 2. M: town
- 3. M: city



# a. Listen to a boy talking about his hometown. Does he like living there?

- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer the question by circling "Yes" or "No."
- 3. Check answer as a whole class.

# b. Now, listen and circle "True" or "False."



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and circle "True" or "False."
- Check answers as a whole class.

#### Track 14 (

B: Hi, everyone. My name is Luca. I live in a small village on Burano Island. It's in the north of Italy, about nine kilometers from Venice. You have to take a ferry to get here. It isn't a big village, fewer than three thousand people live here. Burano is famous for its brightly painted houses. My house is bright yellow. A lot of tourists come here to take photos and buy souvenirs. Here we have warm summers and very cold winters. I love my village. It's the best place in the world.

Narrator: Now, listen again and check.

# Useful Language Listen then practice. 📳



- Have students look at the Useful Language box.
- 2. Play audio. Have students listen to the useful language.
- 3. Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

#### Track 15

- G: Where's Vancouver?
- B: It's in the west of Canada.
- G: Is it a town?
- B: No. It's a big city.
- G: What's it famous for?
- B: It's famous for its big buildings and beautiful parks.

Reading Read the paragraph and answer the questions.

- 1. Have students read the paragraph individually.
- 2. Have students read the paragraph as a whole class.
- Have students answer the questions.
- 4. Check answers as a whole class.



Speaking What Do You Know about These Places?

- a. You're planning a geography presentation. Work in pairs. Student A, answer Student B's questions about Colmar. Swap roles and repeat with Clovelly.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student B ask about Colmar and have Student A answer the questions. Swap roles.
- 4. Have some pairs demonstrate the activity in front of the class.

# Ask and answer about other places that you know.

- 1. Have students ask and answer about other places that they know.
- 2. Have some pairs demonstrate the activity in front of the class.



- a. With your partner, ask and answer about where you live. Then fill in the notes.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Have pairs ask and answer about where they live and complete the notes.
- 3. Have some pairs demonstrate the activity in front of the class.
- b. Use your notes to write a paragraph about your hometown. Use the Reading to help you. Write 40 to 50 words.
- 1. Have students use their notes and the Reading to write a paragraph about their hometown.
- 2. Have some students read their paragraphs in front of the class.

Answer Key

# New Words a. 🌟



Listening a. 🏠





- 1. True
- 2. False
- 3. False
- 4. True

# Reading.



- 1. It is in the south of Vietnam.
- 2. It is famous for its floating markets and beautiful rivers.
- 3. It is hot.
- 4. They grow rice, vegetables, and different fruits.

# Writing a. 🌟

My hometown is Nha Trang.

It is in the center of Vietnam.

It is a city.

It is famous for beautiful beaches and seafood.

The weather is hot.

I like going to the beach.

# New Words b. 🌟







# Writing b. 🌟

My hometown is Nha Trang. It is in the center of Vietnam. It is a city. It is famous for its beautiful beaches and seafood. The weather is hot. I like my hometown because I love going to the beach.



# Can you...?

- talk about school subjects you like or don't like
- · use "and" and "or" for positive and negative statements
- use possessive pronouns

Conversation Skill: Passing your turn



Have students look at the lesson aims as you read them aloud.



## New Words

# a. Number the pictures. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students number the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

### Track 16 A 1. M: history

5. M: geography 2. M: P.E. (physical education) 6. M: literature 3. M: I.T. (information technology) 7. M: physics

4. M: music

8. M: biology

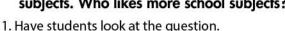
## b. Note three more subjects you know. Discuss if you like them. Ask and answer.

- 1. Have students note three more subjects and discuss if they like them.
- Have some students share their ideas with the class.



# Listening

# a. Listen to Adrian and Sarah talking about school subjects. Who likes more school subjects?



- 2. Play audio. Have students listen and answer the auestion.
- 3. Check answer as a whole class.

# b. Now, listen and fill in the blanks.

### 1. Demonstrate the activity.

- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### Track 17 A

Sarah: Hello, Adrian. Adrian: Hi, Sarah.

Sarah: Is that your group's survey about school subjects?

Adrian: Yes, it is.

Sarah: Cool. So, what subjects do you like?

Adrian: I like art. How about you? Sarah: I like history, physics, and P.E. Adrian: What subjects don't you like?

Sarah: I don't like geography. What subjects don't you

like, Adrian?

Adrian: I don't like history, math, physics, and geography.

Sarah: Wow! You don't like a lot of subjects.

Adrian: Yeah, that's true. What's your favorite subject,

Sarah?

Sarah: Mine's physics. What's yours?

Adrian: Mine's P.E.

Narrator: Now, listen again and check.



# Conversation Skill Passing your turn. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that after you give your opinion, you can pass your turn by saying "How about you?" or "What do you think?"
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 18

B: How about you?

B: What do you think?



# a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Grammar boxes

- 1. Have students look at the grammar explanation.
- 2. Have students look at the boxes with the different uses.
- 3. Have some students read the sentences aloud.

#### b. Circle the correct words.

- 1. Demonstrate the activity using the example.
- Have students circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# c. Write sentences using the prompts.

- 1. Demonstrate the activity using the example.
- 2. Have students write the sentences using the prompts.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Now, with your partner, say what subjects you like and don't like.

- 1. Divide the class into pairs.
- 2. Have students take turns saying what subjects they like and don't like.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 19 1

- G: What subjects do you like?
- B: I like biology, physics, and literature.
- G: What's your favorite subject?
- B: Mine's biology. What's yours?
- G: Mine's art.
- B: Oh, I don't like art.

# Pronunciation

feature.

# b. Model. (20)

- 1. Play audio and draw attention to the pronunciation
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 20 A

M: I like history, math, and geography. I like biology, physics, and literature.

# c. Practice 1

- Focus on the example and briefly explain the pronunciation 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
  - 2. Play audio again and check answers as a whole class.

### Track 21

M: I like math, science, and history. I like art, music, and physics.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



# a. Circle $\overset{\smile}{\smile}$ or $\overset{\smile}{\sim}$ . Ask and answer. Swap roles and repeat.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs circle happy or sad faces.
- 4. Have pairs ask and answer using the pictures.
- 5. Have some pairs demonstrate the activity in front of the class.

# b. Practice with your own ideas.

- 1. Have pairs practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.

# Speaking What's Cool in Your School?

# a. You're doing a survey about school subjects. Fill in the survey for yourself. Ask three friends about school subjects and draw faces in the table.

- 1. Have students fill in the survey for themselves.
- 2. Demonstrate the activity by asking and answering with a student.
- 3. Divide the class into groups of four.
- 4. Have students take turns asking and answering, then complete the survey.
- Have some groups share their findings with the class.

# b. Which three subjects are the most popular in your group?

- 1. Have students look at their answers and decide which three subjects are the most popular in their group.
- 2. Have some students share their findings with the class.

..............

#### Grammar b. Pronunciation c. 🌟 Answer Key 1. yours 4. yours I like art, music, and physics. -New Words a. 🖈 Listening a. 2. yours 5. Mine Wrong. Intonation goes up. 3. Mine 6. Mine A. 8 Sarah B. 4 Listening b. Grammar c. 🌟 C. 1 D. 5 1. art 1. I like history, I.T., and physics. E. 6 2. P.E. 2. I don't like art or music. F. 7 3. geography 3. I like literature and biology. G. 3 4. I don't like P.E., geography, or physics. 4. P.E. H. 2 5. I like music, literature, and art.



Can you...? talk about school activities use "like + verb-ing"



Have students look at the lesson aims as you read them aloud.



# a. Circle the correct definitions for the underlined words. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and circle the correct definitions.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 22 1

1. M: indoor activities

4. M: sign up

2. M: act

5. M: outdoor activities

3. M: drama club

6. M: arts and crafts

# b. Draw the table. Add any activities you can think of to the correct columns.

- 1. Have pairs draw the table in their notebooks and add the new words from Task a. to the table.
- 2. Have pairs add any activities they can think of to the correct columns of the table.
- 3. Have some pairs share their ideas with the class.



# Reading Read the school newsletter and answer the questions.

- 1. Have students read the newsletter individually.
- 2. Read the newsletter as a whole class.
- 3. Have students answer the questions.
- 4. Check answers as a whole class.



# a. Listen and repeat. 🙉

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 23 A

B: There's a book club. Do you like reading books? G: Yes, I do.

#### Grammar table

- 1. Have students look at the grammar explanation.
- 2. Have students look at the table with the different forms.
- 3. Have some students read the explanation aloud.

## b. Rewrite the verbs using -ing.

- 1. Demonstrate the activity using the example.
- 2. Have students add -ing to the verbs to make the -ing form.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

### c. Fill in the blanks.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation.
- 3. Have some pairs demonstrate the activity in front of the class.

# Pronunciation

Focus on the example and briefly explain the pronunciation feature.

# b. Model.

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 24

M: Do you like playing basketball? Yes, I do. No, I don't.

# c. Practice 1

- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 25 A

M: Do you like reading? Yes, I do. No. I don't.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



#### Practice

# a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

# b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



- a. You want to sign up for some clubs for next year. Find out what activities your partner likes doing and then decide on one club to join together.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have students take turns suggesting two activities for their friend to join next year.
- 4. Have students decide on a club they can join together.
- 5. Have some pairs demonstrate the role-play in front of the class.

# b. Join another pair. Which club do most people want to join?

- 1. Have students join another pair and discuss which club most people want to join.
- 2. Have some students share their findings with the class.

# Answer Key

# New Words a. 🌟

- 1. a 2. b
- 3. a
- 4. b 5. b 6. a

# Reading.

- 1. (the) Soccer Club
- 2. (the) Board Games Club

### 3. (the) Book Club 4. (the) Arts and Crafts Club

# Grammar b. 🌟

- 1. sing singing 2. draw drawing
- 3. cut cutting
- 4. read reading 5. dance  $\rightarrow$ dancing
- 6. get getting 7. act acting

# 1. painting

- Grammar c. 🏠
- 2. doing outdoor
- activities 3. playing tennis
- 4. swimming

# Pronunciation c. 3

Yes, I do. - Wrong. Intonation goes up.



- 1. Have students look at the lesson aims as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.

## New Words

# a. Read the text and match the underlined words with the definitions. Listen and repeat. 🙉

- 1. Demonstrate the activity using the example.
- 2. Have students read the text and match the underlined words with the definitions.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

### Track 26

1. M: fantasy

Can you...?

write a book review

 talk about different kinds of books read a book review about a Vietnamese book

> 4. M: author 5. M: mystery

2. M: adventure

# 3. M: novel

# b. Which story would you like to read? Talk to your partner.

- 1. Have students ask their partner which story they would like to read.
- Have some students share their ideas with the class.

### Listening

# a. Listen to some students talking about books. Circle their favorite kind of book.

- 1. Have students look at the guestions.
- 2. Play audio. Have students listen and circle the speakers' favorite kind of book.
- Check answer as a whole class.

# b. Now, listen and fill in the blanks. (27)



- 1. Demonstrate the activity.
- Play audio. Have students listen and fill in the blanks.
- Check answers as a whole class.

#### Track 27 (

Grace: Hi, my name's Grace. My favorite novel is called Coraline. The author is Neil Gaiman. It's about a girl called Coraline. She moves to a new house with her family. One night, Coraline finds a secret door. There is a strange woman on the other side. It's very interesting and a bit scary.

Jamie: I'm Jamie. My favorite novel is about a boy called Addison Cooke. He goes to South America and has a lot of adventures. I think it's very exciting. It's called Addison Cooke and the Treasure of the Incas. I don't know the name of the author.

Narrator: Now, listen again and check.

# Useful Language Listen then practice.



- 1. Have students look at the Useful Language box.
- 2. Play audio. Have students listen to the useful language.
- 3. Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

#### Track 28 A

G: What's your favorite book?

B: I like Harry Potter and the Sorcerer's Stone.

G: What kind of book is it?

B: It's a fantasy novel.

G: Who's the author?

B: It's by J.K. Rowling.

G: Why do you like it?

B: I think it's very exciting.

### Reading Read the book review and circle "True" or "False."

- 1. Have students read the text individually.
- Have students read the text as a whole class.
- 3. Demonstrate the activity using the example.
- 4. Have students read the sentences and circle "True" or "False."
- Check answers as a whole class.



# a. With your partner, role-play the conversation in the box, then swap roles and do the same with the other books.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have students practice the conversation.
- 4. Have students swap roles and continue with the other books.
- 5. Have some students demonstrate the role-play in front of the class.

# b. Now, try with books that you know.

- 1. Have students practice the role-play with other books they know.
- 2. Have some students share their ideas with the class.



## Writing Tip

- 1. Focus attention on the Writing Tip box.
- 2. Explain when to use capital letters.

# a. Read the Writing Tip and answer the questions.

- 1. Have students read the Writing Tip and the questions.
- 2. Have students answer the questions.
- 3. Have some students share their ideas with the class.

# b. Use your answers in Task a. to write a book review. Use the Reading to help you. Write 40 to 50 words.

- 1. Have students use their answers in Task a. and the Reading to write a book review.
- 2. Have some students read their paragraphs in front of the class.

#### Answer Keu



2. adventure 3. novel

4. author

mystery

# Listening a. 🏠

1. mystery

2. adventure

# Listening b.



- 2. interesting
- 3. exciting
- 4. author

### Reading.

- 1. True
- 2. False
- 3. False
- 4. False
- 5. True
- 6. True

# Writing a. 🌟

- 1. Pippi Longstocking
- 2. Novel
- 3. Astrid Lindgren
- 4. Because it's very funny.
- 5. Yes, everyone should read it.

# Writing b. 🌟

My favorite book is Pippi Longstocking. It's a children's novel. The author is Astrid Lindgren. I like the book because it's very funny. Pippi is an interesting and funny girl. She's also very brave and kind. I think everyone should read it.







## Can you...?

- describe someone's personal appearance
- use the Present Simple and the Present Continuous

Conversation Skill: Ending a friendly conversation



Have students look at the lesson aims as you read them aloud.



# a. Write the words in the table. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students write the words in the correct columns of the table.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

# b. Describe yourself using the new words.

- 1. Have students use the new words to describe themselves.
- 2. Have some students share their ideas with the class.

#### Track 29 A

1. M: tall 2. M: blue 3. M: glasses 4. M: slim

8. M: brown 9. M: short

6. M: blond

7. M: lona

5. M: red

# Listening

# a. Listen to a girl trying to find her friend at summer camp. Tick (1) the person she is looking for.

- 1. Have students look at the pictures.
- 2. Play audio. Have students listen and tick the correct box.
- Check answers as a whole class.

## b. Now, listen and circle "True" or "False."



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and circle "True" or "False."
- 3. Check answers as a whole class.

#### Track 30 A

Emma: Hey, Jake, have you seen my friend, Mary?

Jake: Mary?

Emma: Yeah, she's in my group. Jake: What does she look like?

Emma: She's tall and has long blond hair.

Jake: Is she wearing a striped T-shirt and red shorts?

Emma: Yes, she is.

Jake: She went back to camp with Jane.

Emma: Who?

Jake: Jane Stephens.

Emma: What does she look like?

Jake: She's short and has short black hair.

Emma: Is she wearing glasses?

Jake: No, she isn't.

Emma: I think I know who she is. Let's go back to camp.

Jake: OK.

Narrator: Now, listen again and check.



# Conversation Skill Ending a friendly conversation. Listen and repeat. 📳



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we often end conversations by saying "See you soon." or "Talk to you later."
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 31

B: See you soon.

B: Talk to you later.



# a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### b. Circle the correct words.

- 1. Demonstrate the activity using the example.
- 2. Have students circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# c. Look at the photo and write Simon's answers.

- 1. Demonstrate the activity using the photo.
- 2. Have students write Simon's answers.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 32 A

G: Do you know my friend, Jane?

B: What is she wearing?

G: She's wearing a pink hat and a yellow sweater.

B: Is she wearing glasses?

G: Yes, she is.



#### a. Isolate.

Briefly explain the focus sound.

# b. Model. (33)



Play audio and draw attention to the focus sound.

#### Track 33 A

M: black, blond, blue

# c. Practice 1

Play audio again. Have students listen and repeat with a focus on the sound.

## d. Practice 2

Have students practice saying the examples using the sound correctly.

Practice Ask and answer.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have pairs ask and answer using the pictures.
- 4. Have some pairs demonstrate the activity in front of the class.



Speaking What Do They Look Like?

- a. You're looking for your friends at a party. Work in pairs. Student A, turn to page 120, File 1. Student B, turn to page 123, File 8.
- 1. Divide the class into pairs.
- 2. Have Student A turn to page 120, File 1 and Student B turn to page 123, File 8.
- 3. Demonstrate the activity by practicing the role-play with a student.
- 4. Have students role-play the conversation. Swap roles and repeat.

# b. Take turns describing friends in your class for your partner to guess.

- 1. Have students take turns describing and guessing their friends in class.
- 2. Have some students demonstrate the activity in front of the class.





body	hair	eyes
tall	red	blue
slim	blond	glasses
short	long	brown
	brown	
	short	

# Listening a. 🌟

Listening b. 🌟



A

- 1. True 2. False
- 3. False
- 4. True

# Grammar b. 🌟



Grammar c. 🌟



- 1. Are
- 2. is
- 3. are
- 4. am wearing
- 5. are
- 6. Are

- 1. No, he isn't.
- 2. No, he isn't.
- 3. wearing a blue T-shirt
- 4. black pants

#### Can you...?

- invite someone to do an activity
- use the Present Continuous for future use



Have students look at the lesson aims as you read them aloud.



# a. Fill in the table. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students fill in the table.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### b. Add more words to the table.

- 1. Have pairs add more words to the table.
- 2. Have some students share their ideas with the class.

### Track 34 (

- 1. M: go shopping
- 2. M: go swimming
- 3. M: go to the mall
- 4. M: go to the beach
- 5. M: play badminton
- 6. M: play video games
- 7. M: have a party
- 8. M: have a pizza

- 9. M: have a barbecue
- 10. M: have a cake
- 11. M: watch a movie
- 12. M: watch TV
- 13. M: make a pizza
- 14. M: make a cake
- 15. M: make a movie



# Read the messages and fill in the blanks with the words from New Words.

- 1. Demonstrate the activity.
- 2. Have students read the messages and fill in the blanks using the correct form of the verbs from New Words.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Have some students share their answers with the class.



# a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 35

B1: What are you doing tomorrow? B2: I'm playing badminton with my sister.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- Have some students read the sentences aloud.

## Fill in the blanks using the Present Continuous.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks using Present Continuous.
- 3. Have pairs check each others' work.
- 4. Have some students share their answers with the class.

## c. Write full sentences using the given words and the Present Continuous.

- 1. Demonstrate the activity using the example.
- 2. Have students write full sentences using the prompts.
- 3. Have pairs check each others' work.
- 4. Have some students share their answers with the class.

## d. Now, write true sentences about yourself and then ask your partner.

- 1. Divide the class into pairs.
- 2. Have students write true sentences about themselves and then ask their partner.
- 3. Have some pairs demonstrate the activity in front of the class.

# Pronunciation

#### a. Isolate.

Briefly explain the pronunciation feature.

# b. Model. (36)

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 36 (

M: What are you doing tomorrow? What are you doing on Monday?

## c. Practice 1



- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 37 \

M: What are you doing tonight? What are you doing on the weekend?

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

# Practice

## a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

# b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.

### Speaking School's Out for Summer!

- a. You want to invite your friend out. Student A, stay on this page. Student B, turn to page 125, File 12. Student A, choose an activity from your calendar and ask your partner to join you. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student A look at the schedule on the bottom of the page and Student B turn to page 125, File 12.
- 4. Have students do the role-play for Week 1.

- 5. Have students find out which days they're both free and choose an activity to do together.
- 6. Have some students demonstrate the role-play in front of the class.
- b. Complete your calendar for Week 2 with activities. Continue the conversation. Talk about what you and your partner are doing together.
- 1. Have students fill in the blanks for Week 2 using their own ideas and continue the conversation.
- 2. Have some students demonstrate the role-play in front of the class.

# Answer Key

# New Words a. 🜟

go	play	have	watch	make
shopping, swimming, to the mall, to the beach	badminton, video games,	a party, a pizza, a barbecue, a cake	a movie,	a pizza, a cake, a movie

# New Words b. 🌟



Student's own answer

# Reading

- 1. having
- 2. going
- 3. going
- 4. playing

# Pronunciation c. 🌟



What are you doing on the weekend?- Wrong. No connected speech.

### Grammar b. 🌟



1. is going

2. are - doing

3. am making

4. Are - having

5. is going

6. are playing

7. ls - watching

# Grammar c. 🌟

He isn't having a picnic this Saturday.

I am having a barbecue today.

3. Emma and Jane are not watching a movie on Sunday.

4. We are making a pizza this weekend.

5. Is David playing badminton this evening?

6. Is Maria watching TV with her sister tonight?





- Can you ...?
- describe someone's character
- read an article about two sisters from Vietnamese folklore
- write an email about your best friend
- 1. Have students look at the lesson aims as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.



### **New Words**

# a. Alice wrote an essay about her best friend for homework. Does she like everything about Simon?

- 1. Have students look at the question.
- 2. Have students read the essay and answer the question.
- 3. Check answer as a whole class.

# b. Match the underlined words with their descriptions. Listen and repeat.

- 1. Have students read the descriptions and write the words on the lines.
- 2. Divide the class into pairs and have students check their answers with their partners.
- 3. Check answers as a whole class.
- 4. Play audio. Have students listen and repeat.

#### Track 38

1. M: lazy 2. M: helpful

4. M: friendly 5. M: selfish

3. M: funny

6. M: kind

# c. Do the words have a good (G) or bad (B) meaning? Write the correct letter on the line.

- 1. Demonstrate the activity using the example.
- 2. Have students write either (G) or (B) on the lines.
- 3. Divide the class into pairs and have students check their answers with their partners.

# Listening

# a. Listen to Harry talking about a book. Does he like the book?

- 1. Have students look at the question.
- 2. Play audio. Have students answer the question by circling "Yes" or "No."
- 3. Check answers as a whole class.

# b. Now, listen and draw lines.



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and draw lines.
- 3. Check answers as a whole class.

#### Track 39

M: Charlie and the Chocolate Factory is a children's story about a boy called Charlie. He wins a ticket to visit Willie Wonka's chocolate factory. Charlie goes with his grandpa who always makes me laugh. He's very funny.

They meet some horrible children at the factory. Verucca is a very selfish girl. She only thinks of herself. Mike is lazy and only likes to watch TV. Only Charlie is friendly and kind, so in the end Willie Wonka gives him the factory. It's a great story!

Narrator: Now, listen again and check.

# Useful Language Listen then practice.



- 1. Have students look at the Useful Language box.
- 2. Play audio. Have students listen to the useful language.
- Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

#### Track 40 A

M: What's he like?

G: He's very kind but a little lazy.

M: What's she like?

G: She's friendly and funny.



# a. Read the article and circle the best headline.

- 1. Have students read the article individually.
- 2. Have students read the article as a whole class.
- 3. Have students choose the best headline.
- 4. Check answer as a whole class.

# b. Read and find things that show Tam and Cam's personalities. Write an example next to each adjective.

- 1. Have students read the article again.
- 2. Have students write an example next to each adjective.
- Check answers as a whole class.



Speaking Describing Characters

# You're in a book club meeting. Work in pairs. Take turns talking about the characters from the Harry Potter books.

- 1. Demonstrate the activity by practicing the role-play with a student.
- Divide the class into pairs.
- 3. Have students take turns talking about the characters from the Harry Potter books.
- 4. Have some students demonstrate the activity in front of the class.

Explain to students that character (n) can mean:

- a person or an animal in a book, movie, or play
- all the qualities and features that make a person different from others



Writing Write an email about your best friend. Write 40 to 50 words.

- 1. Have students write an email about their best friend.
- Have some students read their emails in front of the class.

Answer Key

New Words a. 🌟



Listening a. 🧳

Yes

No

New Words b. & c. 🖈



- 1. lazy (B)
- 2. helpful (G)
- 3. funny (G)
- 4. friendly (G)
- 5. selfish (B)
- 6. kind (G)

Listening b. 🜟



- 1. Grandpa-funny
- 2. Verucca-selfish
- 3. Mike-lazy
- 4. Charlie-friendly and kind

Reading a. 🜟

1. Good Sister, Bad Sister

Reading b. 🌟



- 1. helping to cook and clean the house
- 2. thinks about other people/ tries to help her family
- never does any chores
- 4. doesn't share anything

Writing.



Dear Peter,

Thanks for your email. Your best friend seems really nice.

Let me tell you about my best friend.

My best friend is Quynh. She's 12 years old. She's a student. She's my classmate at school. She's friendly and funny. She likes making new friends and telling jokes. She's tall and thin. She has brown eyes and short hair. Write back soon,

Mary

# Free Time

Can you ...?

- talk about how often you do activities in your free time
- use adverbs of frequency



Have students look at the lesson aims as you read them aloud.



# a. Fill in the blanks. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with the adverbs of frequency.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 41

1. M: never

4. M: often

2. M: rarely

5. M: usually

3. M: sometimes

6. M: always

# b. Write an activity under each adverb. Take turns using them in a sentence.

- 1. Have students write an activity under each adverb.
- 2. Have students take turns making sentences using the adverbs and the activities.
- 3. Have some students share their ideas with the class.

# Listening

# a. Listen to Lisa and Max talking about free time activities. Does Max like reading?

- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer the question by circling "Yes" or "No."
- 3. Check answers as a whole class.

# b. Now, listen and fill in the blanks.



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### Track 42

Max: Hi, Lisa. Where are you going?

Lisa: I'm going to the bookstore. Do you want to come?

Max: Oh, no, thanks. I can't today.

Lisa: How about next week? I always go there on Fridays.

Max: Mmm, maybe. I never go to the bookstore.

Lisa: Really? I love reading! Don't you?

Max: Not really.

Lisa: So, what do you like doing?

Max: I love playing video games.

Lisa: How often do you play them?

Max: I usually play them after school.

Lisa: What about on the weekends? What do you do then?

Max: I often go to the park to play soccer.

Lisa: Nice, I sometimes ride my bike at the park on

Saturdays. Maybe I'll see you there!

Max: Great!

Narrator: Now, listen again and check.



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 43

B: How often do you play soccer? G: I usually play soccer on the weekends.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

# b. Fill in the blanks with the adverbs of frequency.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with the adverbs of frequency.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. Look at the table and write the answers.

- 1. Demonstrate the activity using the table.
- 2. Have students write the answers.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Now, ask your partner how often they do these activities.

- 1. Divide the class into pairs.
- 2. Have students take turns asking about the activities.
- 3. Have some pairs demonstrate the activity in front of the class.

# Pronunciation

#### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

# b. Model.

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 44 \(\Omega\)

M: I sometimes play badminton on the weekends. I always go swimming after school.

# c. Practice 1

- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 45 A

M: I often watch movies on weekends. I usually play soccer on Sundays.

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Practice Ask and answer.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- Have pairs ask and answer using the pictures.
- 4. Have some pairs demonstrate the activity in front of the class.



### Speaking What's Your "Spirit Animal?"

- a. You're doing a guiz about your free time activities to find out your "spirit animal." Work in pairs. Add three more activities and then ask your friend to complete the guiz.
- 1. Demonstrate the activity by asking and answering the first question with a student.
- Have students add three more activities.
- 3. Divide the class into pairs.
- 4. Have pairs take turns asking the guiz guestions and add up the points.
- b. Turn to page 125, File 13 to find out what your partner's "spirit animal" is. Share with the class.

- 1. Have students turn to page 125, File 13 to find out what their partner's "spirit animal" is.
- Have some pairs share their findings with the class.

#### Answer Key

# New Words a. 🏠 1. never

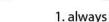
# 4. often

#### 2. rarely 5. usually

#### 3. sometimes 6. always

# Listening a.

# Listening b.



- 2. usually
- 3. often
- 4. sometimes

# Grammar b.



- 1. sometimes
- 2. usually
- 3. never
- 4. always
- 5. often
- 6. rarely

# Grammar c. 🌟

1. How often does Jack go shopping?

He rarely goes shopping (on the weekends). (The time phrase may vary.)

2. How often does Bobby do his homework?

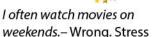
He always does his homework (after school). (The time phrase may vary.)

3. How often does Sarah play soccer?

4. How often does Amanda have barbecues? She often has barbecues.

She sometimes plays soccer.

# Pronunciation c.



on movies.



# Free Time

Can you...?

- talk about future events
- use the Present Simple for future use



Have students look at the lesson aims as you read them aloud.



# a. Number the pictures. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students number the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 46

1. M: music performance

2. M: food stand

3. M: fashion show

4. M: puppet show

5. M: tug of war

6. M: talent show

# b. Draw the table. Add more adjectives and talk about some festival activities.

- 1. Have students draw the table and add more positive and negative adjectives.
- 2. Have students describe the festival activities using the adjectives.
- 3. Have some students share their ideas with the class.



Reading Read the text messages between Amy and Jim and answer the questions.

- 1. Have students read the text messages individually.
- 2. Have students read the text messages as a whole class.
- 3. Have students answer the questions.
- 4. Check answers as a whole class.



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

# Fill in the blanks using the Present Simple.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# c. Answer the questions.

- 1. Demonstrate the activity using the example.
- 2. Have students answer the questions.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation with their partner.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 47

G: What time does the talent show start? B: It starts at 4 p.m.

G: OK. What time does it end?

B: It ends at 6 p.m.

# Pronunciation

#### a. Isolate.

Briefly explain the pronunciation feature.

### b. Model.



- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 48 A

M: What time does the bus leave? What time does the festival start?

# c. Practice 1

- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 49

M: What time does it end? What time do they close?

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

## a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

# b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.

Speaking Let's Go to the Festival!

- a. You're going to a festival. Work in pairs. Student B, turn to page 120, File 2. Look at the schedule for the festival. Take turns asking about the activities. Choose at least three things to do.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have students choose at least three things to do.
- Have some students share their ideas with the class.

# b. Join another pair. Did you choose the same activities?

- 1. Have pairs discuss which activities they choose to do.
- 2. Have some students share their ideas with the class.



#### Answer Key

# New Words a. 🌟







B. 3 C. 4

D. 6

E. 5 F. 2

# Reading. 🥎



- 1. It is in the park.
- 2. It starts at 10 a.m.
- 3. There's a tug of war and a fashion show.
- 4. The food stands open at 10:30 a.m.
- 5. The bus leaves at 9:30 a.m.

# Pronunciation c. 😭



What time does it end?- Wrong. No connected speech.

## Grammar b. 🌟



- 4. close 1. start
- 5. ends 2. open
- 3. leaves 6. leave

#### Grammar c.



- 1. It starts at 11 a.m.
- 2. It ends at 10 p.m.
- 3. They open at 12:30 p.m.
- 4. It leaves in 10 minutes.

Can you...?

- talk about a Vietnamese festival
- read an article about a festival in Vietnam
- write text messages about a festival

Conversation Skill: Getting time to think



- 1. Have students look at the lesson aims as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- Explain that by the end of the lesson, they'll be able to use the same language.

#### New Words

# a. Number the pictures. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students number the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- Check answers as a whole class.

#### Track 50 A

1. M: watch fireworks

or gifts

- 5. M: play games or music
- 2. M: decorate a house or tree
- 6. M: buy fruits or flowers 7. M: watch parades
- 3. M: visit family and friends 4. M: get lucky money, candy,
- 8. M: eat traditional food

- 5. Play audio. Have students listen and repeat.

# b. Discuss the things you think people do during these holidays.

- 1. Have students discuss what they think people do at different holidays.
- Have some students share their ideas with the class.

#### Listening

- a. Listen to some people talking about traditional festivals. Are all the festivals celebrated in the same country?
- 1. Have students look at the question.
- 2. Have students listen and answer the question by circling "Yes" or "No."
- 3. Check answers as a whole class.

# b. Now, listen and draw lines.

- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and draw lines.
- Check answers as a whole class.

Wilson: Kwanzaa is an African-American festival. People wear traditional clothes and decorate their homes with fruits and vegetables.

Louise: Christmas is celebrated in many countries. In France, it's called, ummmm... Noel. People listen to Christmas music and decorate Christmas trees.

Chad: Well...In the USA, people celebrate Thanksgiving. People eat special food and watch parades with their families and friends.

Alice: My favorite festival is Lunar New Year. In South Korea, people call it Seollal. Families stay at home, eat special food, and...let me see...umm, give each other gifts.

Narrator: Now, listen again and check.

### Conversation Skill Getting time to think. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain to the students that they are going to learn how to use hesitation devices.
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 52

B: Well...

B: Umm...

B: Let me see...

### Useful Language Listen then practice.



- 1. Have students look at the Useful Language box.
- 2. Play audio. Have students listen to the useful language.
- 3. Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

#### Track 53

- B: How do people prepare for Christmas?
- G: They decorate their homes and buy gifts.
- B: What do they do during Christmas?
- G: They visit family and friends.



- a. Read the article and underline all the festival activities.
- 1. Have students read the article individually.
- 2. Have students read the article as a whole class.
- 3. Demonstrate the activity using the example.
- 4. Have students underline all the festival activities.
- Check answers as a whole class.

#### b. Read and write "Yes" or "No."

- 1. Have students read the article again.
- 2. Have students read the sentences and write "Yes" or "No."
- 3. Check answers as a whole class.

# Speaking Festival Fun

# a. You are telling a friend from overseas about the Mid-Autumn Festival. Take turns talking about what people do before and during the festival.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have students take turns talking about what people do before and during the Mid-Autumn Festival.
- 4. Have some students demonstrate the activity in front of the class.

# b. Talk about other festivals you know.

- 1. Have students talk about other festivals they know.
- 2. Have some pairs demonstrate the activity in front of the class.



# a. Read Nhiên and Sarah's messages. Guess what b. Write similar messages about the Mid-Autumn the emojis (pictures) mean and match the emojis to their meanings.

- 1. Divide the class into pairs.
- 2. Have pairs read the messages together.
- 3. Have students guess what the emojis mean and match the emojis to their meanings.
- 4. Check answers as a whole class.
- 5. Have some students read the messages in front of the class.

# Festival. Write 50 to 60 words.

- 1. Have students use the messages in Task a. as models and write similar messages about the Mid-Autumn Festival.
- 2. Have some students read their messages in front of the class.

# Answer Key

#### New Words a. 🖈 Listening a. E. 4 A. 1 F. 2 B. 5 Listening b. 😭 G. 6 C. 3 1. Kwanzaa decorate trees H. 7 D. 8 2. Christmas watch parades 3. Thanksgiving give gifts 4. Lunar New Year • wear traditional clothes

# Reading a.

buy fruits and flowers, decorate their houses, buy a special tree (peach trees with pink flowers, apricot trees with yellow flowers), cleans their house, visit their family and friends, wear new clothes, get lucky money, watch lion dances and fireworks

# Reading b. 🏠

1. No 2. No 3. No 4. Yes

# Writing a.

# Writing b.

<u>a</u> karaoke

d Vietnam

f\_fireworks **b** happy

c party e money A: Hi, how are you?

B: I'm great. It's Mid-Autumn Festival here in Vietnam.

A: What's that?

B: Mid-Autumn Festival is a traditional festival in Vietnam.

A: What do people do for Mid-Autumn Festival?

B: Before Mid-Autumn Festival, people buy lanterns and mooncakes. During Mid-Autumn Festival, people give the mooncakes to friends and family. They watch lion dances and parades.

A: Sounds fun!

B: It's great. I love it!



#### Can you...?

- buy clothes in a clothing store
- use demonstratives and object pronouns

Conversation Skill: Starting a conversation to offer help



Have students look at the lesson aims as you read them aloud.



#### New Words

# a. Fill in the table. Listen and repeat.



- 1. Demonstrate the activity using the examples.
- 2. Have students write the words in the correct columns.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 54

- 1. M: large
- 2. M: extra large
- 3. M: jeans
- 4. M: changing room
- 5. M: medium
- 6. M: sweater
- 7. M: customer
- 8. M: sales assistant

#### b. Add more words to the table. Use the words in sentences.

- 1. Have pairs add more words to the table and use the words in sentences.
- 2. Have some pairs share their ideas with the class.

# Listening

# a. Listen to Cassie talking to her mom in a clothing store. Do they buy any clothes?

- 1. Have students look at the question.
- 2. Play audio. Have students answer the question by circling "Yes" or "No."
- 3. Check answer as a whole class.

## b. Now, listen and circle "True" or "False."



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and circle "True" or "False."
- 3. Check answers as a whole class.

#### Track 55

Mom: Cassie, look. I like this sweater.

Cassie: Oh that's nice, Mom. What about this pink T-shirt? Do you like it?

Mom: It looks great.

Sales assistant: Hi, can I help you?

Cassie: Yes, please. Do you have this pink T-shirt in a small? Sales assistant: Let me check. I'm sorry, we only have a

small in black.

Cassie: Oh ...

Sales assistant: Here it is. Do you want to try it on? Cassie: Hmm,...OK. Where's the changing room?

Sales assistant: It's just over there.

Cassie: Thanks.

Mom: How much is this sweater? Sales assistant: It's fifteen dollars.

Mom: That's fine. I'll take it.

Cassie: Mom, look!

Mom: You look great. How much is the T-shirt?

Sales assistant: It's seven dollars.

Mom: I'll take that, too.

Narrator: Now, listen again and check.

# Conversation Skill Starting a conversation to offer help. Listen and repeat. 🚱



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that if you see someone you don't know who needs help, you can offer help by saying "Hi, can I help you?" or "Hello, do you need any help?"
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 56

B: Hi, can I help you?

B: Hello, do you need any help?



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 57 (

G: Do you have this dress in blue? W: Yes, do you want to try it on? G: Yes, please. How much is it? W: It's twenty dollars.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- Have some students read the sentences aloud.

#### b. Read the sentences. Circle the correct words.

- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## c. Complete the dialogue with this, those, it, or them.

- 1. Demonstrate the activity using the example.
- 2. Have students read the dialogue and fill in the blanks using the demonstratives and pronouns.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation with their partners.
- 3. Have some pairs demonstrate the activity in front of the class.



#### a. Isolate.

Briefly explain the pronunciation feature.

# b. Model. (58)

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 58 (

M: Do you have these pants in blue? Do you have this jacket in green?

# c. Practice 1

- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 59

M: Do you have these socks in red? Do you have this shirt in pink?

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



#### Practice

#### a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

# b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



# Speaking Clothes Shopping

- a. You're shopping for clothes. Work in pairs. Student B, turn to page 121, File 4. Student A, you're a customer. Choose three items below and note the size and color you want. Ask the sales assistant.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student A look at the current page and Student B turn to page 121, File 4.
- 4. Have Student A choose three of the items below to buy and write the size and color they want on the lines.
- 5. Have students ask and answer.
- Have some pairs demonstrate the role-play in front of the class.

# b. Swap roles and repeat. You're a sales assistant at a store. You have the clothes below.

- 1. Swap roles and repeat.
- 2. Have some pairs demonstrate the role-play in front of the class.

# c. In groups, discuss the items you bought and how much you spent.

- 1. Have students work in groups.
- 2. Have groups discuss the items they bought and how much they spent.
- 3. Have some students share their findings with the class.



### Answer Key

# New Words a. 🜟

large	
extra large medium	changing room customer sales assistant

# Listening a. 🜟

Yes

1. False

2. True

3. False

4. True



Listening b. 💢



# Grammar b. 🖈



5. them 6. those

2. this 3. it

7. that

4. these

# Grammar c. 🌟







Do you have this shirt in pink?-Wrong. No connected speech.

(1) this

(2) it

(3) those

(4) them

(5) them

Can you...?

- order food and drinks in a restaurant
- use quantifiers
- use countable and uncountable nouns



Have students look at the lesson aims as you read them aloud.



New Words

# a. Match the words with the pictures. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students match the words with the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 60

1. M: tip

2. M: check

3. M: menu

4. M: dessert

5. M: change

6. M: order

#### b. Ask and answer.

- 1. Have pairs ask and answer the questions.
- 2. Have some pairs share their ideas with the class.



Reading

# a. Ben and Jane are at a new restaurant. Do they enjoy their meal?

- 1. Have students read the dialogue.
- 2. Have students circle the correct answer.
- 3. Check answer as a whole class.

# b. Now, tick $(\checkmark)$ the things they ordered on the menu.

- 1. Demonstrate the activity.
- 2. Have students read the dialogue again and tick the things they ordered on the menu.
- 3. Check answers as a whole class.



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different uses.
- 3. Have some students read the sentences aloud.

## b. Fill in the blanks. Use a, an, some, or any.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with a, an, some, or any.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## Look at Alice and Nick and complete the dialogue.

- 1. Demonstrate the activity using the example.
- 2. Have students complete the dialogue using Alice and Nick's information.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation with their partner.
- 3. Have some pairs demonstrate the activity in front of the class.

### Track 61 A

W: What would you like to eat? G: I'd like some chicken pasta, please.

# Pronunciation

#### a. Isolate.

Briefly explain the pronunciation feature.

#### b. Model. 62



- 1. Play audio and draw attention to the pronunciation
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 62

M: What would you like to eat? Would you like some dessert?

# c. Practice 1

- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 63 A

M: What would you like to drink? Would you like some milk?

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



## Take turns ordering. Swap roles and repeat.

- 1. Demonstrate the activity using the example.
- 2. Divide the class into pairs.
- 3. Have students take turns asking about the food and drink items.
- 4. Have students swap roles and repeat.
- 5. Have some pairs demonstrate the activity in front of the class.



Speaking What Would You Like to Order?

- a. You're at a restaurant. Work in pairs. Student A, you're a customer. Order some food. Student B, you're a waiter. Take the customer's order.
- 1. Demonstrate the activity by practicing the role-play with a student.
- Divide the class into pairs.
- 3. Have students role-play the conversation.

# b. Swap roles. Use the menu from Reading.

- 1. Have students swap roles using the menu from Reading.
- 2. Have some students demonstrate the role-play in front of the class.

Yes



# New Words a. 🌟

# 1. C

Reading a. 🌟



Reading b. 🜟

chicken pasta, hamburger, orange juice, cola, ice cream, cupcake

2. D 3. F 4. B

5. E 6. A

Grammar b. 🌟



1. some

2. a

3. some

4. a

5. some

6. an

7. any

# Grammar c. 🌟



2. some pasta

- 3. I'd like some cola, please
- 4. I'd like some orange juice, please
- 5. you like some dessert

# Pronunciation c. 🌟

What would you like to drink?-Wrong. No connected speech.

#### Can you...?

- talk about food from around the world
- read an article about Vietnamese food
- write a paragraph about two famous dishes



- 1. Have students look at the lesson aims as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.



#### New Words

# a. Fill in the blanks. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

### Track 64 A

1. M: noodles

6. M: beef

2. M: lamb

7. M: fry

3. M: grill

8. M: pork

4. M: herbs

9. M: fish sauce

5. M: seafood

# b. Take turns using the words in sentences.

- 1. Have pairs take turns using the words in Task a. in sentences.
- 2. Have some pairs share their ideas with the class.

### Listening

# a. Listen to a man talking about popular food from around the world. Who is the speaker?

- 1. Have students look at the question.
- 2. Play audio. Have students circle the correct answer.
- 3. Check answers as a whole class.

# b. Now, listen and fill in the blanks, then match with the correct pictures.

- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and fill in the blanks, then match with the correct pictures.
- 3. Check answers as a whole class.

Explain to students that in the context of this lesson,

dish (n) means food that is prepared in a particular way.

#### Track 65 A

Chef: OK, everyone, quiet, please. Today, I'm going to show you how to make some dishes from around the world.

First of all, we have cheeseburgers. Cheeseburgers are popular in the USA. People make them with grilled beef, onions, and cheese.

Next, we have kebabs. Many people eat kebabs in Turkey. A kebab is grilled meat on a stick, usually lamb.

Last but not least, we have paella. Paella is a seafood-style dish. People in Spain cook and eat this food. They make paella with seafood, rice, and some vegetables.

Now, wash your hands and get ready to cook.

Students: OK!

Narrator: Now, listen again and check.



Useful Language Listen then practice. 👸



- 1. Have students look at the Useful Language box.
- 2. Play audio. Have students listen to the useful language.
- 3. Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

## Track 66

M: What's bún bò Huế?

W: It's a noodle dish from Vietnam.

M: What do people make it with?

W: Noodles, beef, and herbs.

# Reading

#### a. Read the article and circle the best headline.

- 1. Have students read the article individually.
- 2. Have students read the article as a whole class.
- 3. Have students circle the best headline.
- 4. Check answers as a whole class.

## Read the article and answer the questions.

- 1. Have students read the article again.
- 2. Demonstrate the activity using the example.
- 3. Have students answer the questions.
- 4. Check answers as a whole class.



### Speaking Food around the World

# a. You're visiting an international food festival. Work in pairs. Student A, ask Student B about four of the dishes below and tick () the ones you would like to try. Student B, answer the questions.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student A ask and Student B answer about four dishes at the food festival.
- 4. Have Student A tick the dishes they would like to try.

# b. Swap roles and repeat. How many dishes would you like to try? Which is your favorite?

- 1. Have students swap roles and repeat.
- 2. Have pairs count how many dishes they would like to try and choose their favorite.
- 3. Have some students share their ideas with the class.



# a. With a partner, choose two of the dishes from your country and make notes.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Have pairs ask and answer about the dishes they chose and complete the notes.
- Have some pairs demonstrate the activity in front of the class.

# b. Now, write a paragraph about your choices. Write 50 to 60 words.

- 1. Have students use their notes to write a paragraph about their choices.
- 2. Have some students read their paragraphs in front of the class.



# New Words a. 🌟

1. noodles 4. herbs 7. fry

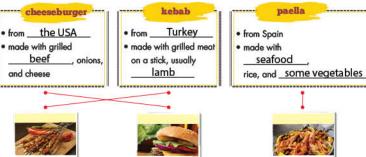
5. seafood 8. pork 2. lamb

6. beef 9. fish sauce 3. grill

# Listening a. 💉 a chef

Listening b. 🙀





## Reading a. 🌟



# Reading b. 🌟



- most Vietnamese dishes.
- 2. It is a noodle soup dish.
- 3. It is a rice dish with grilled pork and fried eggs.
- 4. People often eat it with fish sauce on top.

# Writing a. 🌟

Bún riêu

People make it with noodle, crab, and tomatoes. People eat it for lunch, breakfast.

It tastes delicious.

Bún thit nướng

People make it with noodle, pork, and salad. People eat it for lunch, breakfast. It tastes great.

# Writing b. 🌟

Bún thit nướng is a noodle dish from Vietnam. People make it with noodle, pork, and salad. Some people eat it for lunch. I eat it for breakfast.

It tastes great.

Bún riêu is a noodle soup. People make it with noodle, crab, and tomatoes. I eat it for lunch. It tastes delicious.

# Community Services

#### Can you...?

- talk about public services in your town
- use definite and indefinite articles
- use prepositions of place



Aims Have students look at the lesson aims as you read them aloud.



# New Words

# a. Fill in the blanks. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students write the words under the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

# Say what public services are near your house.

- 1. Have students say what public services are near their house.
- 2. Have some students share their ideas with the class.

# Listening

# a. Listen to two people talking in a hotel. Are the speakers friends?

- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer the question by circling "Yes" or "No."
- 3. Check answers as a whole class.

# b. Now, listen and fill in the blanks.



- 1. Have students look at the questions.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### Track 01

- 1. M: train station
- 2. M: library
- 3. M: hospital
- 4. M: police station
- 5. M: post office
- 6. M: bus station

# Track 02

*Nick: Excuse me. Is there a post office near the hotel?* Receptionist: Yes, there is. Let me show you on the map. The post office is on Market Street.

Nick: Oh, yes. I see it.

And is there a train station near here?

Receptionist: Yes. Look. The train station is opposite the mall. You can take a bus there.

Nick: OK, great. Where do I get the bus?

Receptionist: There's a bus station near the hotel.

Nick: Is it far?

Receptionist: No, the bus station is next to the library. Here.

Nick: Yes, I see it. Thank you for your help.

Receptionist: You're welcome. Have a nice day!

Narrator: Now, listen again and check.



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 03

G: Excuse me, is there a post office near here?

B: Yes, the post office is on Oak Street. It's opposite the library.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different uses.
- 3. Have some students read the sentences aloud.

#### b. Circle the correct words.

- 1. Demonstrate the activity using the example.
- 2. Have students read the conversation and circle the correct words.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## Look at the map and complete the sentences.

- 1. Demonstrate the activity using the example.
- 2. Have students look at the map and complete the sentences.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation.

# Pronunciation

#### a. Isolate.

Briefly explain the focus sound.

# b. Model. (04)

Play audio and draw attention to the focus sound.

#### Track 04 A

M: station, post office

# c. Practice 1

Play audio again. Have students listen and repeat with a focus on the sound.

#### d. Practice 2

Have students practice saying the examples using the sound correctly.



## a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

## b. Practice with your own ideas.

- 1. Have students practice asking and answering with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



Speaking Is There a Library near Here?

- a. You're visiting a new town. Work in pairs. Student A, stay on this page and answer Student B's questions about Maple Falls. Student B, turn to page 122, File 5.
- 1. Demonstrate the activity by practicing the conversation with a student.
- 2. Divide the class into pairs.
- 3. Have Student B turn to page 122, File 5 and Student A stay on the current page.
- 4. Have Student B ask for the places and complete the map of Maple Falls.
- b. Student A, look at the map of Fair View and ask about these places: post office, library, and train station. Add them to the map.

Have Student A ask for the places and complete the map of Fair View.



Answer Key

# New Words a. 🌟

- 1. train station
- 2. library
- 3. hospital
- 4. police station
- 5. post office
- 6. bus station

# Listening a. 🌟



No

# Listening b. 🌟

- 1. post office
- 2. train station
- 3. bus station
- 4. library

# Grammar b. 🌟



- 2. the
- 3. opposite 4. a

1. a

- 5. the
- 6. between

# Grammar c. 🌟



- 1. the library
- 2. the movie theater
- 3. the post office
- 4. the train station
- 5. the bus station
- 6. the hospital

# mmunity Services

#### Can you...?

- · give tips about how to save the environment
- use positive and negative imperatives



Have students look at the lesson aims as you read them aloud.



## New Words

## a. Fill in the blanks. Listen and repeat. 🤼



- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

# b. Match the underlined words to the definitions. Listen and repeat.

- 1. Demonstrate the activity.
- 2. Have students match the underlined words to the definitions.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

# c. Say what things you reuse.

- 1. Have pairs discuss what things they reuse.
- 2. Have some students share their ideas with the class.

#### Track 05 A

- 1. M: trash
- 2. M: plastic bottle
- 3. M: can
- 4. M: glass jar
- 5. M: plastic bag

#### Track 06

- 1. M: recycle
- 2. M: throw away
- 3. M: reuse
- 4. M: pick up



Reading Sally blogs about saving the environment. Read her tips and write "True" or "False."

- 1. Have students read the text individually.
- 2. Have students read the text as a whole class.
- Demonstrate the activity using the example.
- 4. Have students write "True" or "False."
- 5. Check answers as a whole class.



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 07

G: Recycle bottles and cans. Don't use plastic bags.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the sentences.
- 3. Have some students read the sentences aloud.

# b. Fill in the blanks with positive or negative imperative statements.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with positive or negative imperative statements.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### Rewrite the sentences as negative or positive imperatives.

- 1. Demonstrate the activity using the example.
- 2. Have students rewrite the sentences as negative or positive imperatives.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Practice saying the sentences with a partner.

- 1. Divide the class into pairs.
- 2. Have students practice saying the sentences with their partners.
- 3. Have some pairs demonstrate the activity in front of the class.



#### a. Isolate.

Briefly explain the focus sound.

# b. Model.



Play audio and draw attention to the focus sound.

#### Track 08

M: recycle, bottle

# c. Practice 1

Play audio again. Have students listen and repeat with a focus on the sound.

#### d. Practice 2

Have students practice saying the examples using the sound correctly.

Practice Take turns saying imperative sentences.

- 1. Demonstrate the activity using the example.
- 2. Divide the class into pairs.
- Have students look at the pictures and take turns saying imperative sentences.
- 4. Have some students demonstrate the activity in front of the class.



Speaking Let's Protect the Earth!

- a. You want to write an article about how to protect the Earth. Work in pairs. Discuss and choose six tips to add to your notes.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs discuss and choose six tips to add to their note.
- b. Share your ideas with another pair. Now, discuss and choose three things you can do in your home or school.

\_\_\_\_\_

- 1. Have two pairs join together.
- 2. Have students share their ideas and choose three things they can do in their homes or in school.
- 3. Have some groups share their ideas with the class.

# Answer Key

# New Words a. 🜟





- 1. trash
- 2. plastic bottle 3. can
- 4. glass jar
- 5. plastic bag

# Reading.



- 1. True
- 2. True
- 3. False
- 4. True

# Grammar b. 🌟

- 1. Don't use
- 2. Reuse
- Recycle
- 4. Pick up
- 5. Reuse
- 6. Don't throw away

# New Words b. 🜟

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

# Grammar c. 🌟

- 1. Recycle plastic bags and jars.
- 2. Don't throw away glass jars and old newspapers.
- 3. Pick up trash in the park.
- Recycle plastic bottles and old magazines.
- 5. Reuse plastic bottles in your garden.
- 6. Don't throw away old clothes.

# ommunity Services

- Can you...? ask about environmental charities
- read an article about an environmental charity
- write a paragraph about the World Wide Fund for Nature (WWF)

Conversation Skill: Asking for repetition



- 1. Have students look at the lesson aim as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.



### **New Words**

# a. Circle the correct definitions of the underlined words. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students circle the correct definitions.
- 3. Divide the class into pairs and have them check their answers with their partners.
- Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

Explain to students that wildlife (n) means wild animals,

plants, and living things (động thực vật hoang dã)



#### Listening

- a. Listen to two people talking about a charity. Does the charity work in one country, or many countries?
- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer the question.
- 3. Check the answer as a whole class.

# b. Now, listen and fill in the blanks. (12)



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and fill in the blanks.
- Check answers as a whole class.



### **Conversation Skill**

# Asking for repetition. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we can ask someone to repeat themselves by saying "Sorry, could you repeat that?" or "Sorry, could you say that again?"
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 09

1. M: charity

4. M: wildlife

2. M: protect

5. M: donate

3. M: free

## b. Discuss and answer the questions.

- 1. Have pairs ask and answer the questions.
- Elicit answers and write them on the board.

#### Track 10 A

Lisa: Thanks for joining us, Professor. Can you tell us about Trash Free Seas?

Professor Jones: Well, the charity started in 1986 in the USA.

Lisa: When? Sorry, could you repeat that?

Professor Jones: 1986. Anyway, they help protect ocean wildlife by cleaning up beaches.

Lisa: I see.

Professor Jones: In 2018, over a million people in many countries took part in a huge beach cleanup.

Lisa: Great!

Professor Jones: They picked up over ten million kilograms of trash.

Lisa: How much? Sorry, could you say that again?

Professor Jones: Ten million kilos.

Lisa: Wow! That's amazing. How can our listeners help? Professor Jones: If anyone wants to donate, please visit the Trash Free Seas website. Just five dollars will be a big help! The website is

Narrator: Now, listen again and check.

### Track 11

B: Sorry, could you repeat that?

G: Sorry, could you say that again?

### Useful Language Listen then practice. (22)



- 1. Have students look at the Useful Language box.
- 2. Play audio. Have students listen to the useful language.
- 3. Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

#### Track 12

- G: What does Trees for the Future do?
- B: They plant trees.
- G: Where do they work?
- B: They work in Africa.
- G: How can I help?
- B: You can donate money.



#### a. Read the article and circle the best headline.

- 1. Have students read the article individually.
- 2. Have students read the article as a whole class.
- 3. Have students circle the best headline.
- Check answers as a whole class.

#### b. Read the article and fill in the blanks.

- 1. Have students read the article again.
- 2. Have students fill in the blanks.
- Check answers as a whole class.



Speaking Help Us Save the World!

# a. You and your friend want to help a charity. Student B turn to page 123, File 7. Work in pairs. Student A, answer Student B's questions. Swap roles. Ask Student B about Earthwatch. Make notes.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student A stay on the current page and Student B turn to page 123, File 7.
- 4. Have Student B ask Student A questions about Trash Hero World and make notes in their notebook.
- 5. Swap roles. Have Student A ask Student B questions about Earthwatch and make notes in their notebook.

## b. Decide which charity you want to help.

- 1. Have students discuss and choose a charity they want to help and explain why.
- 2. Have some students demonstrate the activity in front of the class.



Use the notes to write a paragraph about the World Wide Fund for Nature (WWF). Write 50 to 60 words.

- 1. Have students use the notes to write a paragraph about the World Wide Fund for Nature (WWF).
- 2. Have some students read their paragraphs in front of the class.

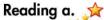


New Words a. 🌟

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

Listening a. 🌟

Many countries





1. An Environmental Charity in Vietnam





Reading b. 🜟

1.1986

1. charity

2. wildlife

2. Phú Quốc Island 3. Earth Day

3. ten 4. donate

4. donate

Writing.

The World Wide Fund for Nature (WWF) is a very large charity. They work to protect wildlife and the environment. They also find ways to make sure everyone has enough food and reduce food waste. They started in 1961 in Switzerland and now they work in more than one hundred countries. To help WWF, you can donate money. They are the largest wildlife charity in the world



New Words



Have students look at the lesson aims as you read them aloud.

#### Track 13 A

Can you...?

· use prepositions of time

1. M: comedy 4. M: action 2. M: science fiction 5. M: drama 3. M: horror 6. M: animated

# 1. Demonstrate the activity using the example.

a. Number the pictures. Listen and repeat.

- 2. Have students number the pictures.
- 3. Divide the class into pairs and have students check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

# b. Discuss what kinds of movies you like and dislike.

1. Have students say what kinds of movies they like and dislike.

make and respond to suggestions about movies

Conversation Skill: Starting a friendly conversation

Have some students share their ideas with the class.

# Listening

# a. Listen to three friends talking. Note down what kind of movie they are going to see.

- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer the question.
- 3. Check the answer as a whole class.

# b. Now, listen and fill in the table with the movie times. (14)

- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and write the movie times in the table.
- 3. Check answers as a whole class.

#### Track 14 \(\Omega\)

Lily: Hey! Do you want to see a movie this weekend?

Peter: Sure.

Lily: Why don't we watch Scary Gary? Debra: What kind of movie is it?

Lily: It's a horror movie. Peter: Cool! What time is it?

Lily: It's only on this Saturday, at four-thirty.

Debra: Oh, I'm busy then. Lily: How about Tiger Toes? Peter: What kind of movie is it? Lily: It's an animated movie. Peter: I love animated movies. Debra: Me too. What time's it on?

Lily: It's on at two-thirty and seven-thirty on Saturday.

Is seven-thirty OK?

Debra: Yeah.

Peter: No, I can't make it. How about on Sunday?

Lily: There's just one showing on Sunday afternoon, at five.

Is everyone free?

Debra: Yeah! Peter: Let's go!

Narrator: Now, listen again and check.

Conversation Skill Starting a friendly conversation. Listen and repeat.



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that we can start a conversation with a friend by saying "Hey!" and then introducing the topic.
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 15 (

G: Hey! Do you want to...



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 16 A

B: Do you want to see the movie on Saturday?

G: Sure. What time is the movie?

B: It's at three p.m.

G: Great.

#### Grammar table

- 1. Have students look at the grammar explanation.
- 2. Have students look at the table with the different forms.
- 3. Have some students read the sentences aloud.

#### b. Write the time words in the correct box.

- 1. Demonstrate the activity using the example.
- 2. Have students write the time words in the box with the correct preposition.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. Fill in the blanks.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Now, with your partner, ask and answer about what you are doing at different times.

- 1. Divide the class into pairs.
- 2. Have students take turns asking and answering about what they are doing at different times.
- 3. Have some pairs demonstrate the activity in front of the class.



#### a. Isolate.

Briefly explain the pronunciation feature.

# b. Model. (17)



- 1. Play audio and draw attention to the pronunciation
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 17 A

M: It's on at seven-thirty. My lesson's at ten.

# c. Practice 1



1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.

### 2. Play audio again and check answers as a whole class.

#### Track 18

M: I'm playing soccer at two p.m. The movie starts at seven-thirty.

### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

# Practice

# a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

# b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.

# Speaking It's Movie Night!

## a. You're choosing movies to watch on Friday, Saturday, and Sunday. Work in pairs. Turn to page 122, File 6.

- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have students turn to page 122, File 6.
- 4. Have students look at the movies listed and choose a movie to watch on Friday, Saturday, and Sunday using the movie schedule.

# b. Join another pair. Did you choose the same movies?

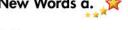
- 1. Have students join another pair and compare which movies they chose to watch.
- Have some students share their ideas with the class.

# Answer Key



# Listening a. 🌟

animated movie



A. 3 B. 6 C. 2

D. 4 E. 5

F. 1

# Listening b. 🌟

	Saturday	Sunday
Scary Gary	4:30	
Tiger Toes	2:30, 7:30	5:00

# Pronunciation c. 🖈

The movie starts at 7:30. – Wrong. Doesn't use the weak form.

# Grammar b. 🌟



at: 6:30, bedtime, three o'clock

in: the summer, the evening, the morning, May

# Grammar c. 🌟

- 1. on Saturday at 4 p.m.
- 2. in the evening
- 3. at 2 p.m.
- 4. on Sunday at 10 a.m.
- 5. in the summer
- 6. at 10:30 in the morning



#### Can you...?

- express opinions and exchange information about movies
- use the Past Simple and adjectives



Have students look at the lesson aims as you read them aloud.



# a. Fill in the blanks with the opposite adjectives. Listen and repeat. (19)

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with the adjectives.
- 3. Divide the class into pairs and have students check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

# Talk about kinds of movies you like and don't like using the adjectives.

- 1. Have students use the adjectives to describe movies.
- 2. Have some students share their ideas with the class.

#### Track 19

1. M: terrible 2. M: fantastic

5. M: awful 6. M: great

3. M: sad 4. M: funny

7. M: boring 8. M: exciting



# a. Tina wrote two movie reviews for her blog. Underline the correct final sentences.

- 1. Have students read the movie reviews individually.
- 2. Have students read the movie reviews as a whole class.
- 3. Demonstrate the activity.
- 4. Have students underline the correct final sentences.
- 5. Check answers as a whole class.

# b. Now, read the reviews again and answer the questions.

- 1. Have students look at the questions.
- 2. Have students read the reviews again and answer the questions.
- 3. Check answers as a whole class.



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

# b. Circle the correct verbs.

- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and circle the correct verbs.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## c. Look at the table and complete the dialogue.

- 1. Demonstrate the activity using the example.
- 2. Have students write Ann's answers.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation.
- 3. Have some pairs demonstrate the activity in front of the class.

#### Track 20 A

B: I watched a horror movie last night.

G: What was it?

B: The Long Night.

G: Was it good?

B: Yes, it was fantastic!

# Pronunciation

Briefly explain the pronunciation feature.

### b. Model. (21)



- 1. Play audio and draw attention to the pronunciation
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 21 A

M: awful, boring, action

# c. Practice 1

- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 22

M: funny, horror

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

# Practice

# a. Practice the conversation using the information below. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

# b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



#### Speaking What Was on at the Movies?

- a. You love watching movies. Student B, turn to page 125, File 11. Student A, talk to Student B and complete the table with their answers. Swap roles. Student A, turn to page 121, File 3.
- 1. Demonstrate the activity by practicing the activity with a student.
- 2. Divide the class into pairs.
- 3. Have Student B turn to page 125, File 11.
- 4. Have students ask and answer to complete the table.
- 5. Have Student A turn to page 121, File 3. Swap roles and repeat.

# b. Ask and answer with your own information.

- 1. Have students ask and answer with their own information.
- Have some students share their ideas with the class.

# 

### Answer Key

# New Words a. 🌟

terrible-fantastic sad-funny awful-great boring-exciting

# Grammar b. 🜟

- 1. was
- 2. was
- 3. was
- 4. were
- 5. Were
- 6. was

# Reading a. 🌟

Picture Day: Don't watch this movie! Sally's Travels: What a fantastic movie!

# Grammar c. 🌟



- 1. It was The Great Bananas.
- 2. Yes, it was very funny.
- 3. It was on at 4:45 p.m.
- 4. They were Time 7 and Earthlife.
- 5. They were exciting.
- They were on at 7:30 p.m. and 9 p.m.

# Reading b. 🜟



- 1. a sad drama
- 2. It was boring.
- 3. an action movie
- 4. It was exciting.
- 5. She was very funny.

#### Pronunciation c. \*\*

funny - Wrong. Stress is on the second syllable.





- 1. Have students look at the lesson aims as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.



## New Words

# a. Fill in the blanks. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Divide the class into pairs and have students check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

# b. Circle the correct definitions for the underlined words. Listen and repeat.

- 1. Have students read the sentences and circle the correct definitions.
- 2. Divide the class into pairs and have students check their answers with their partners.
- 3. Check answers as a whole class.
- 4. Play audio. Have students listen and repeat.

# c. Talk about famous kings, queens, and battles from your country.

- 1. Have students talk about famous kings, queens, and battles from their country.
- Have some students share their ideas with the class.

# Listening

# a. Listen to Jim and Lisa talking about the movie Alexander the Great. Who liked the movie?



- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer the question.
- 3. Check the answer as a whole class.

# b. Now, listen and tick (</ ) what each person

- 1. Have students look at the table.
- 2. Play audio. Have students listen and tick what each person said.
- Check answers as a whole class.

# Track 23 (

Can you...?

 talk about famous people from movies • read a movie review about a famous person from history in a movie write a paragraph about a historical movie

- 1. M: army
- 2. M: king
- 3. M: queen
- 4. M: soldier

#### Track 24

- 1. M: battle
- 2. M: general
- 3. M: win
- 4. M: invaders

#### Track 25 A

Lisa: Hi, Jim, how are you?

Jim: I'm good, thanks, Lisa. How about you?

Lisa: I'm great. Hey, did you watch the movie for our history project?

Jim: Yeah, I did. I thought Alexander was cool but the movie was too long. I thought it was boring.

Lisa: I thought it was great. He was a great king. And, I didn't know he won so many battles. I thought it was really interesting.

Jim: Yeah, Alexander was really clever. He always knew how to win.

Lisa: And his soldiers were great. They were so good at fiahtina.

Jim: Yeah, they were a big help!

Narrator: Now, listen again and check.

# Useful Language Listen then practice.



- 1. Have students look at the Useful Language box.
- 2. Play audio. Have students listen to the useful language.
- 3. Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

### Track 26 A

- G: Who was Alexander the Great?
- B: He was a famous Greek general.
- G: When was he born?
- B: He was born in 356 BC.
- G: What is he famous for?
- B: He fought many battles in Egypt, Asia, and India.



## a. Read Phương's movie review and fill in the blanks.

- 1. Have students read the review individually.
- 2. Have students fill in the blanks.
- 3. Have students check their answers with their partners.
- 4. Check answers as a whole class.

#### b. Read and write "True" or "False."

- 1. Have students read the review again.
- Have students read the sentences and write "True" or "False."
- 3. Check answers as a whole class.

# Speaking Movies about People from History

### a. Here are two movies about famous people from history. Take turns asking and answering.

- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- 3. Have students take turns asking and answering about the famous people in the movies.
- 4. Have some pairs demonstrate the activity in front of the class.

## b. Discuss other movies about famous people from history. Use your own ideas.

- 1. Have students ask and answer about other movies that they know.
- Have some pairs demonstrate the activity in front of the class.



# a. With a partner, use the notes to make sentences about the famous American, George Washington.

- 1. Demonstrate the activity.
- 2. Have pairs use the notes to make sentences about George Washington.
- 3. Have some pairs demonstrate the activity in front of the class.

### b. Now, use the notes to write a short movie review. Write 50 to 60 words.

- 1. Have students use their notes to write a movie review.
- Have some students read their reviews in front of the class.

0	Answer Keu
	This were the g

New Words a. 🖈	New Words b. 🖈	
1. army	1. B	
2. king	2. A	
3. queen	3. A	
4. soldier	4. A	

# Listening b. 🏠

	history project	movie was boring	won many battles	great soldiers
Lisa	✓		✓	✓
Jim		✓		

# Writing a.

George Washington was the first president of the USA. He was born in 1732 and became a general in 1775. He fought many battles against the British.

His army won the Battle of Yorktown in 1781. It was the last battle of the war.

He became president of the United States of America in 1789.

# Readina a. 🏠

1. general	
2. army	
3. king	
4. invaders	

5. soldiers 6. Battle

# Writing b.



I watched the historical movie Washington. It was great! It was about George Washington. He was the first president of the USA. He was born in 1732 and he became a general in 1775. He fought many battles against the British. His army won the Battle of Yorktown in 1781. It was the last battle of the war. He became president of the United States of America in 1789. If you like history, you should watch this movie!

Reading b.

1. False 2. False 3. False 4. True



# The World around

#### Can you...?

- discuss plans for a trip
- use the modals "should" and "can"

Conversation Skill: Asking for confirmation



Have students look at the lesson aims as you read them aloud.



# New Words

# a. Fill in the blanks. Listen and repeat. (27)



- 1. Demonstrate the activity using the example.
- 2. Have students write the words under the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 27 \(\Omega\)

1. M: rafting

4. M: cave

2. M: hiking

5. M: campsite

3. M: canyon

6. M: kayaking

# b. Discuss what outdoor activities you want to do.

- 1. Have pairs talk about which of the activities from Task a. they would like to do.
- 2. Have some pairs share their ideas with the class.



## ( Listening

# a. Listen to three people talking about where to go on vacation. Tick (🗸) the place they decide to go. 😭

- 1. Have students look at the places.
- 2. Play audio. Have students listen and tick the place they decide to go.
- 3. Check the answer as a whole class.

# b. Now, listen and fill in the blanks. (28)



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and complete the tables.
- 3. Check answers as a whole class.

#### Track 28 A

Dad: OK, kids, summer holidays start next week. Let's go on a trip somewhere.

Jenny: Yeah! Where should we go?

Pete: We should go to Black Hawk Cave.

Jenny: A cave? What can we do there?

Pete: We can go rock climbing and hiking!

Jenny: How long does it take to get there?

Dad: Hmm...It's four hours by bus.

Jenny: Sorry, did you say four hours?

Dad: Yes.

Jenny: But that's so far! We should go to Blue River

Canyon. It's only two hours by train. We can go

kayaking!

Pete: Oh yeah! I love kayaking! Where can we stay?

Jenny: We can stay at a campsite. Dad: OK, so where should we go?

Pete: Blue River Canyon!

Jenny: Yeah!

Dad: OK!

Narrator: Now, listen again and check.



Conversation Skill Asking for confirmation. Listen and repeat.



- Focus attention on the Conversation Skill box.
- 2. Explain that we can confirm we have heard correctly by saying "Sorry, did you say...?" or "Sorry, was that...?"
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 29

B: Sorry, did you say...? G: Sorry, was that...?



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 30 A

- G: Where should we go on our trip?
- B: We should go to White Eagle Cave.
- G: What can we do there?
- B: We can go rock climbing and swimming.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different forms.
- 3. Have some students read the sentences aloud.

#### b. Circle the correct modals.

- 1. Demonstrate the activity using the example.
- 2. Have students read the sentences and choose the correct modals.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## c. Complete the dialogue.

- 1. Demonstrate the activity using the example.
- 2. Have students complete the dialogue.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

# d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation with their partner.
- 3. Have some pairs demonstrate the activity in front of the class.

# Pronunciation

#### a. Isolate.

Briefly explain the pronunciation feature.

# b. Model.

- 1. Play audio and draw attention to the pronunciation feature.
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 31 \(\Omega\)

M: camping, hiking, kayaking

# c. Practice 1

- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 32

M: playing, rafting

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.



**Practice** 

# a. Practice the conversation. Swap roles and repeat. b. Practice using your own ideas.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



Speaking Making Arrangements for a Class Trip

a. You're making plans for a class trip. Work in pairs. Student B, turn to page 124, File 10. Student A, answer Student B's questions about Hang Tiên Caves, then ask Student B questions about Cúc Phương National Park and complete the table.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have Student A stay on the current page and Student B turn to page 124, File 10.
- 4. Have students take turns asking and answering to complete the tables.
- 5. Have some pairs demonstrate the role-play in front of the class

## b. Where are you going to go?

- 1. Have pairs decide where they are going to go.
- 2. Have some students share their ideas with the class.



Answer Key

# New Word a. 🖈



2. hiking

3. canyon

4. cave 5. campsite

6. kayaking

# Listening a. 😭



Blue River Canyon

# Listening b. 🌟

Black Hawk Cave

Activities: rock climbing, hiking Travel time: four hours by bus

Blue River Canyon Activities: kayaking Places to stay: campsite

#### Grammar b. 🌟



2. should 3. can

4. shouldn't

5. can't 6. shouldn't

1. can't

# Grammar c. 🌟



1. We should go to 2. can we do there

3. No, we can't

4. Yes, you should

5. No, we shouldn't

# Pronunciation c. 🌟

rafting - Wrong. Stress is on the second syllable.

# The World around Us

#### Can you...?

- talk about things you need for a trip
- use compound sentences with "so"



Aims Have students look at the lesson aims as you read them aloud.



# a. Fill in the blanks. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 33 A

- 1. M: battery
- 2. M: bottled water
- 3. M: flashlight
- 4. M: pillow
- 5. M: towel

6. M: sleeping bag

7. M: tent

# b. What do you use these things for? Ask and answer.

- 1. Have students say what the items in Task a. can be used for.
- Have some students share their ideas with the class.



# a. Two friends are messaging about their camping trip. Circle the things on the list Jill and Dave need to bring.

- 1. Have students look at the messages and the list.
- 2. Have students read and circle the things on the list that Jill and Dave need to bring.
- 3. Check answers as a whole class.

# Read the messages again and answer the questions.

- 1. Have students look at the questions.
- 2. Have students read and answer the questions.
- Check answers as a whole class.



- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 34 A

- B: What do we need to bring?
- G: We need to bring a tent so we can sleep.
- B: Anything else?
- G: We need to bring bottled water so we don't get thirsty.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different examples.
- 3. Have some students read the sentences aloud.

## b. Match the two halves of the sentences.

- 1. Demonstrate the activity using the example.
- 2. Have students match the two halves of the sentences.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. Look at the table and write Tim's answers.

- 1. Demonstrate the activity using the example.
- 2. Have students rewrite the sentences as statements or questions.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

## d. Now, practice the conversation with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice the conversation with their partner.
- 3. Have some pairs demonstrate the activity in front of the class.

# Pronunciation

#### a. Isolate.

Briefly explain the focus sound.

#### b. Model.

Play audio and draw attention to the focus sound.

#### Track 35

M: soap, pillow, phone

## c. Practice 1

Play audio again. Have students listen and repeat with a focus on the sound.

#### d. Practice 2

Have students practice saying the examples using the sound correctly.



#### a. Practice the conversation. Swap roles and repeat. b. Practice with your own ideas.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



#### Speaking Preparing for an Overnight Adventure

- a. You're preparing for a camping trip to Cát Tiên National Park. Work in pairs. Look at the list and choose the five most important items to bring with you and give reasons why.
- 1. Demonstrate the activity by practicing with a student.
- 2. Divide the class into pairs.
- Have pairs work together to choose five items they need for their camping trip and give reasons why they need them.

#### b. Join another pair and compare your lists. Did you choose the same things?

- 1. Have students join another pair and compare their lists.
- 2. Have some students share their ideas with the class.

# Answer Key

## New Words a. 🌟



- 2. bottled water
- 3. flashlight
- 4. pillow
- 5. towel
- 6. sleeping bag
- 7. tent

Read	ina	a.	<b>\$</b>
uu	9	٠.,	*

Wilmslo	w School Su	mmer Camp	List				
sleeping bag pillow money tov							
bottled water	battery	food	camera				
cell phone	flashlight	notebook	tent				

## Reading b. 🌟

- 1. Next week.
- 2. He was sick.
- They need batteries.
- 4. They don't need to bring any food.

#### Grammar b. 🌟



2. F

3. A

4. C

5. D

6. E

## Grammar c. 🌟

- 1. Yes, we should so we have somewhere to sleep.
- 2. Yes, we should so we don't get thirsty.
- 3. Yes, we should so we don't get cold.
- 4. Yes, we should so we have something to read.
- 5. Yes, we should so we don't get hungry.
- Yes, we should so we can buy presents.

# The World around

#### Can you...?

- give advice about visiting natural wonders
- read an email giving advice about visiting natural wonders of Vietnam
- write a postcard about a place in your country



- 1. Have students look at the lesson aim as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.



#### a. Write the letters in the boxes. Listen and repeat. (36)

- 1. Demonstrate the activity using the example.
- 2. Have students write the letters in the boxes.
- 3. Divide the class into pairs and have students check their answers with their partners.
- Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### Track 36 A

1. M: highland 5. M: bay 2. M: beach 6. M: forest 3. M: mountain 7. M: island

4. M: waterfall

#### b. Discuss what activities you can do at each place.

- 1. Have pairs discuss what activities they can do at each of the places in Task a.
- 2. Have some pairs share their ideas with the class.



#### a. Listen to Tom talking about places to visit. These places are the best for people who like: doing sports/taking photos.

- 1. Have students look at the question.
- 2. Play audio. Have students listen and choose the correct answer by circling "doing sports" or "taking photos."
- 3. Check answer as a whole class.

#### b. Now, listen and number.



- 1. Have students look at the statements.
- 2. Play audio. Have students listen and number.
- Check answers as a whole class.

#### Track 37 (

Tom: Phú Quốc Island in Vietnam is great for diving. You should go there between November and April to miss the rainy season.

A great place for surfing is the Bay of Fundy in Canada. It has long beaches and big waves. You can go there by train or bus.

Mount Fuji is the highest mountain in Japan. It's popular with hikers. You can go there by car or bus. If you like skiing, you should go to the Black Forest in Germany. You should go there between December and January for the snow.

Narrator: Now, listen again and check.



#### Useful Language Listen then practice.



- 1. Have students look at the Useful Language box.
- Play audio. Have students listen to the useful language.
- Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

#### Track 38

- B: Where should I go for my vacation?
- G: You should go to Phú Quốc Island. It's beautiful.
- B: What's the best way to get there?
- G: You can go by boat or plane.
- B: Should I go in September?
- G: No, you shouldn't go then because of the rain.



- a. Read the email and underline the natural wonders of Vietnam.
- 1. Have students read the email individually.
- 2. Have students read the email as a whole class.
- 3. Demonstrate the activity.
- 4. Have students read and underline the natural wonders of Vietnam.
- 5. Check answers as a whole class.

#### b. Read and circle "True" or "False."

- 1. Have students read the email again.
- 2. Demonstrate the activity using the example.
- 3. Have students circle "True" or "False."
- Check answers as a whole class.

#### Speaking Natural Wonders

- a. You want to visit some natural wonders. Read the information about the places below. Student A, answer Student B's questions about Đà Nẵng. Swap roles and repeat with Cameron Highlands.
- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have Student B ask about Đà Nẵng and Student A answer their questions.
- 4. Have students swap roles and repeat with the Cameron Highlands.

#### b. Discuss two places to visit and things to do in your country.

- 1. Have students think of two more places to visit and things to do in their country.
- Have some students share their ideas with the class.



#### a. Read the postcard and fill in the blanks using the sentences (A – E).

- 1. Have students read the postcard.
- 2. Demonstrate the activity using the example.
- 3. Have students fill in the blanks using the sentences (A E).
- 4. Check answers as a whole class.
- b. Answer the questions, then write a postcard to give advice about a place in your country. Write 50 to 60 words.
- 1. Have students answer the questions.
- 2. Have students use their answers to write a postcard.
- 3. Have some students read their postcards in front of the class.

#### Answer Key New Words a. 🌟 5. bay 1. highland 2. beach 6. forest 3. mountain 7. island 4. waterfall

#### Listening a. 🌟

doing sports

#### Listening b. 🥎

You can go there by train or bus.

You should go there between November and April.

You should go there between December and January.

You can go there by car or bus.

## Reading a. 🌟

Môc Châu Highland Cúc Phương National Park Phú Quốc Island Lăng Cô Bay

## Writing a. 🌟

3. B 5. E 1. D 2. C 4. A

#### Writing b. 🌟

Hi, Phương,

For your next vacation you should visit Côn Đảo Island. There are many beautiful beaches here. You can also go

Reading b.

1. False

2. True

3. True

4. False

on a boat trip to a smaller island to see turtles!

The weather is very nice and sunny.

The food is okay. There aren't many great restaurants here. We often have seafood.

See you soon! 3 Nhung





#### Can you...?

- · compare homes now and in the future
- use Future Simple
- use indefinite quantifiers

Conversation Skill: Showing you don't understand



Have students look at the lesson aims as you read them aloud.



#### New Words

#### a. Fill in the blanks. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Divide the class into pairs and have students check their answers with their partners.
- Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

#### b. Discuss where the people below should live.

- 1. Have pairs discuss where the people should live.
- 2. Have some pairs share their ideas with the class.

#### Track 39 A

- 1. M: under the sea
- 2. M: in a city
- 3. M: underground
- 4. M: on the sea
- 5. M: megacity
- 6. M: earthscraper
- 7. M: smart home
- 8. M: eco-friendly home

# Listening

#### a. Listen to a student talking to their professor. Is the student excited about houses in the future?



- 1. Have students look at the question.
- 2. Play audio and have students answer the question by circling "Yes" or "No."
- 3. Check the answer as a whole class.

#### b. Now, listen and write "Yes" or "No." (20)



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and write "Yes" or "No."
- 3. Check answers as a whole class.

#### Track 40

John: Thanks for helping me with my project, Professor Rendall.

Professor Rendall: You're welcome.

John: So, where do you think people will live in the future?

Professor Rendall: A lot of people will live in megacities. That's a city with over ten million people.

John: Megacities? Wow! What do you think their homes will be like?

Professor Rendall: Many people will live in smart homes. John: Smart homes? Sorry, I don't understand. Professor Rendall: Computers control lots of things in some homes. These are called "smart homes."

John: That's so cool! So will everyone live in megacities and smart homes?

Professor Rendall: No. Some people will live in eco-friendly homes in the country. That's where I'd like to live.

John: OK, and...

Narrator: Now, listen again and check.

#### Conversation Skill Showing you don't understand. Listen and repeat. 📳



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that you can show you don't understand by saying "Sorry, I don't understand." or "Sorry, what you do
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 41

B: Sorry, I don't understand. B: Sorry, what do you mean?



## a. Listen and repeat. 🙉

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Grammar table

- 1. Have students look at the grammar explanations.
- 2. Have students look at the table with the different forms.
- 3. Have some students read the sentences aloud.

#### b. Write sentences in Future Simple using the prompts.

- 1. Demonstrate the activity using the example.
- 2. Have students write sentences using the prompts.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. Write sentences using the survey notes.

- 1. Demonstrate the activity using the example.
- 2. Have students write sentences using the survey notes.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### d. Now, practice saying the sentences with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice saying the sentences.
- 3. Have some students demonstrate the activity in front of the class.

#### Track 42 \(\Omega\)

- B: Where do you think people will live in the future?
- G: I think a lot of people will live in cities under the sea.
- B: What do you think homes will be like?
- G: I think many people will live in smart homes.



#### a. Isolate.

Briefly explain the focus sound.

#### b. Model. (13)



Play audio and draw attention to the focus sound.

#### Track 43 \(\Omega\)

M: megacities, homes, earthscrapers

#### c. Practice 1

Play audio again. Have students listen and repeat with a focus on the sound.

#### d. Practice 2

Have students practice saying the examples using the sound correctly.



#### Practice

#### a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

#### b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.

Speaking What Will Homes Be Like in the Future?

- a. You're interviewing an expert about homes in the future. Work in pairs. Student A, interview the future home expert and make notes. Student B, you're the expert. Answer the questions. Swap roles and repeat.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have students interview each other in pairs and fill in their notes.
- 4. Have some students demonstrate the activity in front of the class.

#### b. Join another pair. Discuss where you'd like to live in the future. Ask them to explain anything you don't understand.

- 1. Have students join another pair and discuss where they would like to live in the future.
- 2. Have some students share their ideas with the class.

#### Answer Key

## New Words a. 🌟 1. under the sea

8. eco-friendly home

#### Listening a.



2. in a city

3. underground

4. on the sea 5. megacity 6. earthscraper 7. smart home

Listening b. 🙀

1. Yes 2. Yes 3. Yes 4. No

#### Grammar b. 💢

- 1. Do you think lots of people will live in smart homes?
- 2. What do you think homes will be like?
- 3. I think a lot of people will live in megacities.
- 4. Do you think people will live in earthscrapers?
- 5. I think some people will live in eco-friendly homes.
- 6. Where do you think people will live?

#### Grammar c. 🌟

- 1. I think some people will live in earthscrapers.
- 2. Max thinks a few people will live in smart homes.
- 3. Jess thinks a lot of people will live under the sea.
- 4. Mom and Dad think many people will live in megacities.
- 5. Grandpa thinks lots of people will live in the country.

# Houses in the Future

Can you ...?

- describe similarities and differences between homes now and in the future
- use "might" for future possibilities



Have students look at the lesson aims as you read them aloud.



#### New Words

#### a. Number the pictures using the definitions. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students number the pictures.
- Divide the class into pairs and have them check their answers with their partners.
- 4. Check answers as a whole class.
- 5. Play audio. Have students listen and repeat.

## b. Say what smart devices you have in your home.

- 1. Have pairs say what smart devices they have in their homes.
- 2. Have some pairs share their ideas with the class.



#### a. Read the article about homes in the future. Is Professor Rendall excited about the future?

- 1. Have students read the text individually.
- 2. Read the text as a whole class.
- 3. Have students answer the question by circling "Yes" or "No."
- 4. Check answers as a whole class.

#### Read the article again and answer the questions.

- 1. Have students look at the questions.
- 2. Have students read the article and answer the questions.
- 3. Check answers as a whole class.

- 1. M: smart device
- 2. M: drone
- 3. M: screen
- 4. M: 3D printer
- 5. M: automatic food machine
- 6. M: robot helper



#### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 45

G1: How might homes change in the future?

G2: Now, we do the housework. In the future, we might have robot helpers.

#### Grammar table

- 1. Have students look at the grammar explanation.
- 2. Have students look at the table with the different forms.
- 3. Have some students read the sentences aloud.

#### b. Fill in the blanks using "might" and a verb from the box.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks using "might" and a verb from the box.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. Unscramble the sentences.

- 1. Demonstrate the activity using the example.
- 2. Have students unscramble the sentences.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### d. Now, practice saying the sentences with your partner.

- 1. Divide the class into pairs.
- 2. Have students practice saying the sentences.
- 3. Have some students demonstrate the activity in front of the class

# Pronunciation

#### a. Isolate.

Briefly explain the focus sound.

#### b. Model. (202)



Play audio and draw attention to the focus sound.

#### Track 46

M: printer, computer, robot

## c. Practice 1

Play audio again. Have students listen and repeat with a focus on the sound.

#### d. Practice 2

Have students practice saying the examples using the sound correctly.

## Practice

#### a. Ask and answer.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have students ask and answer using the pictures and
- 4. Have some pairs demonstrate the activity in front of the class.

#### b. Practice with your own ideas.

- 1. Have students practice with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



#### Speaking Homes of the Future

a. You're planning an article for *Teen World Magazine* on how homes will be different in the future. Discuss and choose four differences you want to write about. Note them below.

- 1. Demonstrate the activity by using the example.
- Divide the class into pairs.
- 3. Have students discuss and choose four things they would write about in an article on the topic.
- 4. Have students write their ideas in the space provided.
- 5. Have some students share their ideas with the class.

#### b. Compare your answers with another pair. Did you choose the same things?

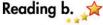
- 1. Have students compare their ideas with another pair.
- 2. Have some students share their ideas with the class.

# Answer Key

## New Words a. 🌟

## Reading a. 🌟

Yes



- A. 1
- B. 4 C. 6
- D. 5
- E. 2
- F. 3

- 1. No, he doesn't.
- 2. They should buy an automatic food machine.
- They make deliveries using drones.

#### Grammar b. 🌟

- 1. Automatic food machines might make all our food.
- 2. We might live in smart homes.
- 3. We might have smart doors.
- 4. We might shop online and drones will deliver our food.
- 5. How might homes change in the future?

#### Grammar c. 🌟

- 1. In the future, we might have robot helpers.
- 2. How might homes change in the future?
- 3. In the future, we might have robot pets.
- In the future, doors might have cameras.
- 5. In the future, smart devices might not have screens.

- Can you...?
- talk about life on the Moon
- read an article about life on a space station
- write a paragraph about life on the Moon



- 1. Have students look at the lesson aims as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.

## **New Words**

#### a. Fill in the blanks. Listen and repeat.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Check answers as a whole class.
- 4. Play audio. Have students listen and repeat.

#### Track 47

1. M: gravity

5. M: astronaut

2. M: spacesuit

6. M: the Earth 7. M: the Moon

3. M: float 4. M: lock

8. M: space station

#### b. Would you like to visit a space station? Why (not)?

- 1. Have pairs discuss if they would like to visit a space station and why (not).
- 2. Elicit answers and write them on the board.

# Listening

#### a. Listen to Major Tomkins, an astronaut, talking about life on a space station. What's the question people ask him the most?

- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer the question.
- 3. Check answers as a whole class.

#### b. Now, listen and fill in the blanks.



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and fill in the blanks.
- 3. Check answers as a whole class.

#### Track 48

Interviewer: Hello and welcome to Science World! Our guest is astronaut Major Tomkins.

Major Tomkins: Hi!

Interviewer: Today's questions come from our social media page. Trang, a student from Vietnam, asks, "What do you do in your free time?"

Major Tomkins: I like to look at the stars, the Moon, and the Earth outside. They're beautiful.

Interviewer: Lily, a student from the USA, wants to know how you sleep.

Major Tomkins: We use sleeping bags. We have to lock them to the wall because there's no gravity in space!

Interviewer: Interesting. Next, Alex, a student from Russia, asks "How do you use the toilet?"

Major Tomkins: You know, that's actually the question I get asked the most! It's a big problem...

Narrator: Now, listen again and check.

#### Useful Language Listen then practice.



- 1. Have students look at the Useful Language box.
- 2. Play audio. Have students listen to the useful language.
- 3. Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

#### Track 49 1

G: How do you use a toilet in space?

M: I have to use a special toilet.

G: Why?

M: Because everything floats in space.

## Reading

#### a. Read the article and fill in the blanks.

- 1. Have students read the article individually.
- 2. Have students read the article as a whole class.
- 3. Demonstrate the activity using the example.
- 4. Have students fill in the blanks.
- 5. Check answers as a whole class.

#### b. Read and answer the questions.

- 1. Have students read the article again.
- 2. Have students answer the questions.
- Check answers as a whole class.



Speaking Life on the Moon

#### With a partner, talk about what it might be like living on the Moon. Ask and answer about these things.

- 1. Divide the class into pairs.
- 2. Have students ask and answer about the topics.
- Have some students demonstrate the activity in front of the class.



#### a. Choose four of the things you talked about in Speaking and note them down.

- 1. Have students note down four things they talked about in Speaking.
- 2. Have students write how they feel about living on the Moon.
- 3. Have some students share their ideas with the class.

#### b. Now, write a paragraph about life on the Moon using your notes. Write 50 to 60 words.

- 1. Have students use their notes to write a paragraph about life on the Moon.
- 2. Have some students read their paragraphs in front of the class.



#### Answer Key

#### New Words a. 🌟











2. spacesuit

3. float

4. lock

## New Words b. 🜟

8. space station

5. astronaut



#### Listening a. 🌟



#### "How do you use the toilet?"

## Listening b. 😭





3. the USA

4. gravity

#### Reading a. 🌟

- 1. space station
- 2. gravity
- 3. astronauts
- 4. float

## Reading b. 🌟

6. the Earth

7. the Moon

- Because there is no gravity there.
- 2. They have to use soap and wet towels.
- 3. They eat dried food in bags.
- 4. They tie their sleeping bags to the wall so they don't float around.
- 5. Pham Tuân

## Writing a. 🌟

Four different things about life on the moon: Bath – soap and a wet towel to wash

Toilet - special toilet

Sleep - sleeping bag

Free time - play computer games

#### Writing b. 🌟



Life will be very different on the Moon. I might have to use soap and a wet towel to wash. I might have to use a special toilet, too. I will sleep in a sleeping bag so I don't float around. I will play computer games when I have free time. It will be fun because I can float. Living on the Moon will be very different.

# ound the World

· identify landmarks in cities around the world

use First Conditional sentences

Conversation Skill: Showing interest

Can you...?



Aims Have students look at the lesson aims as you read them aloud.



New Words a. Write the letters in the boxes. Listen and repeat.



- 1. Demonstrate the activity using the example.
- 2. Have students write the letters in the boxes.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### Track 50 A

1. M: statue 2. M: museum

6. M: cathedral 7. M: bridge

5. M: opera house

3. M: palace 4. M: tower

8. M: park

#### b. Think of three famous landmarks in your country. Tell your partner about them.

- 1. Have students think of three famous landmarks in their country.
- Have students tell their partners about them.

# Listening

#### a. Listen to Kathryn and Tom talking about a vacation. Are they both going on vacation?



- 1. Have students look at the question.
- 2. Play audio. Have students listen and answer by circling "Yes" or "No."
- 3. Check answer as a whole class.

#### b. Now, listen and answer the questions.



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and answer the questions.
- 3. Check answers as a whole class.

#### Track 51

Tom: What are you going to do in Amsterdam? Kathryn: First, I'm going to visit the Royal Palace.

Tom: It's very busy on weekends.

Kathryn: Really? Well, if it's too busy, I'll walk around Dam Square.

Tom: Good idea, the square is beautiful. Are you going to the opera?

Kathryn: Yes, of course.

Tom: Do you have tickets? It's very popular.

Kathryn: Oh no, I thought it was free! What can I do if I

can't get tickets?

Tom: There's a really nice park near the opera house.

Kathryn: Great! If I can't get tickets, I'll take photos in

the park.

Tom: What will you do if the weather's bad?

Kathryn: I'll just stay in my hotel! Narrator: Now, listen again and check.



Conversation Skill Showing interest. Listen and repeat. (52)



- 1. Focus attention on the Conversation Skill box.
- 2. Explain that you can show understanding by saying "Uh huh, I see." and show surprise by saying "Really?" with rising intonation.
- 3. Play audio. Have students listen and repeat.
- 4. Have some students practice the conversation skill in front of the class.

#### Track 52

B: Uh huh, I see.

B: Really?



#### a. Listen and repeat.

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Track 53 (

B: What will you do if the weather's bad? G: If the weather's bad, I'll watch a ballet at La Scala Opera House.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the box with the different uses.
- 3. Have some students read the sentences aloud.

#### b. Fill in the blanks with the correct forms of the verbs.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks with the correct forms of the verbs.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. Look at Mary's plan and write sentences.

- 1. Demonstrate the activity using the example.
- 2. Have students look at Mary's plan and write sentences.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### d. Now, practice saying the sentences with your partner.

- 1. Have students practice saying the sentences.
- 2. Have some students demonstrate the activity in front of the class.

# Pronunciation

#### a. Isolate.

Briefly explain the focus sound.

#### b. Model. (33)

Play audio and draw attention to the focus sound.

#### Track 54 A

M: the, weather, there

#### c. Practice 1

Play audio again. Have students listen and repeat with a focus on the sound.

#### d. Practice 2

Have students practice saying the examples using the sound correctly.



#### a. Practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into pairs.
- 3. Have pairs practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some pairs demonstrate the activity in front of the class.

#### b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some pairs demonstrate the activity in front of the class.



Speaking Famous Landmarks in London

- a. You're going to London for a day and want to visit three places. Tick (✓) three landmarks you would like to go, then ask three friends where they're going to visit.
- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Have students tick three places they want to visit.
- 3. Have students complete the survey by asking their friends.
- 4. Have some students share their findings with the class.

#### b. What will you do if you have more time or if it rains? Discuss and answer the questions.

- 1. Divide the class into pairs.
- 2. Have pairs talk about what they will do if they have more time and what they will do if it rains.
- 3. Have some pairs demonstrate the activity in front of the class.

# Answer Key

#### New Words a. 🌟 1. A. 2. E. 3. C. 4. B. 5. F. 6. D. 7. H. 8. G.

## Listening a. 🌟

No

Listening b. 🙀



- 1. on weekends
- 2. no
- 3. the park
- 4. her hotel

#### Grammar b. 🌟

- 1. have-will go
- 2. is-will watch
- 3. won't go-is
- 4. have-will visit
- 5. is-will visit
- 6. don't have-won't go

#### Grammar c. 🍂

- 1. If it rains, Mary will go to the café.
- 2. If the museum is busy, Mary will go to the cathedral.
- 3. Mary will go to the tower if the opera house is closed.
- 4. If the palace is busy, Mary won't go.
- 5. Mary will go to the old bridge if she has time.

# round the World

Can you...?

- compare features of cities around the world
- use comparative and superlative adjectives



Have students look at the lesson aims as you read them aloud.



New Words

- a. Fill in the blanks with "shopping mall," "building," or "amusement park." Listen and repeat.
- 1. Demonstrate the activity.
- Have students fill in the blanks.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.
- b. Circle the correct definitions for the underlined words. Listen and repeat. (56)
- 1. Have students circle the definitions with a similar meaning to the underlined words in the sentences.
- 2. Check answers as a whole class.
- 3. Play audio. Have students listen and repeat.

#### Track 55 (

- 1. M: amusement park
- 2. M: shopping mall
- 3. M: building

#### Track 56

- 1. M: modern
- 2. M: crowded
- 3. M: peaceful
- 4. M: noisy
- c. Use the adjectives in Task b. to talk about where you live.
- 1. Have students use the adjectives in Task b. to talk about where they live.
- 2. Have some students share their answers with the class.



Reading Read the article comparing Singapore and Kuala Lumpur and write "True" or "False."

- 1. Have students read the article individually.
- 2. Have students read the article as a whole class.
- 3. Have students write "True" or "False."
- 4. Check answers as a whole class.



#### a. Listen and repeat. (52)

- 1. Have students look at the picture.
- 2. Play audio and have students listen and read the speech bubbles.
- 3. Play audio again and have students listen and repeat.

#### Grammar box

- 1. Have students look at the grammar explanation.
- 2. Have students look at the table with the grammar forms.
- 3. Have some students read the comparative and superlative adjectives aloud.

#### b. Fill in the blanks.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### c. Fill in the blanks.

- 1. Demonstrate the activity using the example.
- 2. Have students fill in the blanks.
- 3. Have pairs check each other's work.
- 4. Have some students share their answers with the class.

#### d. Now, compare your city with another city. Share with your partner.

- 1. Divide the class into pairs.
- 2. Have students compare their city with another city.
- 3. Have students share the sentences with their partner.
- 4. Have some students share their ideas with the class.

#### Track 57 (

W: Which city is hotter?

M: Bangkok's hotter than London and New York.

W: Which city is the most exciting?

M: I think Bangkok is the most exciting city.

# Pronunciation

#### a. Isolate.

Focus on the example and briefly explain the pronunciation feature.

#### b. Model. (58)

- 1. Play audio and draw attention to the pronunciation
- 2. Play audio again. Have students listen and repeat with a focus on the feature.

#### Track 58

M: dirtier, noisier

#### c. Practice 1 (59)

- 1. Play audio. Have students listen and cross out the option that doesn't use the correct pronunciation feature.
- 2. Play audio again and check answers as a whole class.

#### Track 59 1

M: cleaner, hotter

#### d. Practice 2

Have students practice saying the examples with a partner using the pronunciation feature.

#### Practice

#### a. In threes, practice the conversation. Swap roles and repeat.

- 1. Demonstrate the activity by practicing the role-play with two students.
- 2. Divide the class into groups of three.
- 3. Have groups practice the conversation.
- 4. Swap roles and repeat using the ideas on the right.
- 5. Have some groups demonstrate the activity in front of the class.

#### b. Practice with your own ideas.

- 1. Have students practice the conversation with their own ideas. Swap roles.
- 2. Have some groups demonstrate the activity in front of the class.

#### Speaking A Free Vacation

a. You won a free vacation for three people. You can go to New York City or Bali. Work in groups. Student A and B, turn to page 124, File 9. Student C, ask questions to find out more about the two places.

- 1. Demonstrate the activity by practicing the role-play with a student.
- 2. Divide the class into groups of three.
- 3. Have Students A and B turn to page 124, File 9, and Student C stay on the current page.
- 4. Have Student C find out more information about the two places by asking questions.
- 5. Have some groups demonstrate the role-play in front of the class.

#### b. Compare the two places, then decide where to go.

- 1. Have groups compare the two places and decide where to go.
- 2. Have some groups share their ideas with the class.

# Answer Key

New Words a.	New Words b.	Reading		
1. amusement park	1. a	1. False		
2. shopping mall	2. a	2. False		
3. building	3. b	3. True		
-	4. b	4. True		

#### Grammar b. 🌟

1. more exciting	6. the most boring
2. the oldest	7. more peaceful
3. cheaper	8. more crowded
4. the cheapest	9. noisier
5 the most expensive	10 the poisiest

#### Grammar c.

1. bigger 2. the most crowded 3. more peaceful 4. the cheapest 5. more modern

#### Pronunciation c. 🧀

hotter - Wrong. Stress is on the second syllable.







- 1. Have students look at the lesson aims as you read them aloud.
- 2. Have students look at the examples from the Useful Language box.
- 3. Explain that by the end of the lesson, they'll be able to use the same language.

#### **New Words**

#### a. Fill in the blanks. Listen and repeat.



- 1. Demonstrate the activity using the example.
- Have students write the words under the pictures.
- 3. Divide the class into pairs and have them check their answers with their partners.
- 4. Play audio. Have students listen and repeat.

#### Track 60 A

Can you...?

 compare cities using superlatives read an article about the Vietnamese capital write a paragraph about a city you know

- 1. M: clean
- 2. M: populated
- 3. M: cheap
- 4. M: temperature
- 5. M: expensive
- 6. M: polluted

#### b. Use the words in Task a. to talk about a place you know.

- 1. Have students use the words in Task a. to talk about a place they know.
- 2. Have some students share their answers with the class.

#### Listening

### a. Listen to two students talking about some cities and circle the correct answer.



- 2. Play audio. Have students listen and circle the correct answer.
- 3. Check answer as a whole class.

#### b. Listen and circle "True" or "False."



- 1. Demonstrate the activity.
- 2. Play audio. Have students listen and circle "True" or "False."
- Check answers as a whole class.

#### Track 61 A

Kayla: Hey, John. Do you know what the most populated city in the USA is? Can you guess?

John: Hmm, Los Angeles?

Kayla: No. It's New York. In twenty nineteen, nearly nine million people lived there.

John: That's a lot! Is that in your magazine?

Kayla: Yes, it is. It's an article comparing cities in the USA.

John: I guess our city is the smallest? We only have around five thousand people living here.

Kayla: No, that's Buford City in Wyoming. That only has one person!

John: That's funny. What's the most expensive city? Is it San Fransisco?

Kayla: No, it isn't. It's New York.

John: Why?

Kayla: Houses are expensive, travel, restaurants, and other things, too.

John: Wow! I'm glad we live here.

Kayla: Me too. I think our city is the best place to live.

Narrator: Now, listen again and check.

#### Useful Language Listen then proctice.



- 1. Have students look at the Useful Language box.
- Play audio. Have students listen to the useful language.
- 3. Have students practice the useful language.
- 4. Have students practice using other vocabulary from New Words.

#### Track 62

W: Tokyo is the most populated city in Japan.

M: Utashinai is the smallest city in Japan.



#### a. Read the article and choose the best headline.

- 1. Have students read the article individually.
- 2. Have students read the article as a whole class.
- 3. Have students circle the best headline.
- 4. Check answer as a whole class.

#### b. Read and answer the questions.

- 1. Have students read the article again.
- 2. Have students answer the questions.
- Check answers as a whole class.



#### Speaking Cities around the World

#### a. Look at the table and compare the cities using superlatives and comparatives.

- 1. Demonstrate the activity by asking and answering with a student.
- 2. Divide the class into pairs.
- 3. Have students take turns comparing the cities using the table.
- 4. Have some students demonstrate the activity in front of the class.

#### b. Compare your city with the cities in the table.

- 1. Have students take turns using their own ideas to compare their city with the cities in the table.
- 2. Have some students demonstrate the activity in front of the class.



#### Writing

#### Write a paragraph about Seoul (using the notes) or a city you know. Write 50 to 60 words.

1. Have students use the notes to write a paragraph about Seoul or make their own notes and write about a city they know.

Have some students read their paragraphs in front of the class.

3. True

4. False



#### Answer Key

New Words a. 🖈	Listening a. 🚖	Reading a. 🌟
<ol> <li>clean</li> <li>populated</li> <li>cheap</li> </ol>	a. cities in the USA	2. Hanoi Travel Guide
4. temperature 5. expensive	Listening b.	Reading b.
6. polluted	1. False 2. True	<ol> <li>over eight million people</li> <li>from September to November</li> </ol>

Writing.

Seoul is the capital city of South Korea. It's also the most populated city in the country. Seoul has hot summers and cold winters. It is famous for its modern buildings, palaces, and old houses. There are many shopping malls in Seoul. It is also the home of some of the biggest companies in the world and many famous South Korean actors and singers live there.

4. No, they aren't.

traditional Vietnamese and French

# Review



#### Listening

You will hear Jack talking to a friend about his family. What housework do Jack's family members do? For each question, write a letter (A–H) next to each person. You will hear the conversation twice.

- 0. C
- 1. A
- 2. F
- 3. G
- 4. E
- 5. B

#### Track 63 A

Narrator: You will hear Jack talking to a friend about his family. What housework do Jack's family members do? For each question, write a letter (A–H) next to each person. You'll hear the conversation twice.



#### Reading

Read about the three places. Choose the correct answer (A, B, or C).

- 0. A
- 1. B
- 2. C
- 3. A
- 4. B
- 5. C



#### Grammar

Underline the mistake in each sentence. Write the correct word on the line.

- 1. are is
- 2. <u>have</u> has
- 3. <u>cleaning</u> clean
- 4. Do Does
- 5. does do
- 6. making make
- 7. <u>is</u> are

#### In this lesson, you'll review...

- · home, family members, and housework
- towns, cities, and villages

Emma: Who do you live with, Jack?

Jack: I live with my father, mother, brother, sister, and

uncle

Emma: You have a big family! Do you all help with

housework?

Jack: Yes, we do.

Emma: Really? What does your uncle do?

Jack: He makes dinner. He's a great cook!

Emma: Cool! How about your mother? Does she cook?

Jack: No, she doesn't. She does the laundry.

Emma: I see. How about your father?

Jack: Well, he does the shopping. He helps my sister with

housework, too. She's only five.

Emma: She does housework?

Jack: Yeah, she cleans the kitchen.

Emma: Wow! What about your brother? What

housework does he do?

Jack: He does the dishes.

Emma: How about you?

Jack: I make breakfast. I like cooking.

Narrator: Now, listen again.



#### Vocabulary

Fill in the blanks with words from the unit. The first letter is already there.

- 1. balcony
- 2. West
- 3. dishes
- 4. village
- 5. yard



#### Pronunciation

Circle the word that has the underlined part pronounced differently from the others.

- 1. C
- 2. A
- 3. B
- 4. D
- 5. D
- 6. A

# Review

#### In this lesson, you'll review...

- school subjects and school activities
- famous books



You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

0. C	3. A
1. B	4. B
2. A	5. A

#### Track 64 \

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). Here is an example:

What subject does Sally like?

Mark: What subjects do you like, Sally?

Sally: I really like math. I think I'm good with numbers.

Narrator: The answer is "math," so there is a tick in Box C.

Now we are ready to start. Look at question 1.

1. Narrator: What club does Sally want to sign up for?
Mark: Why don't you join the tennis club?
Sally: No, I don't like outdoor activities.
Mark: Do you like doing arts and crafts?
Sally: Yes, I do. I think I'll sign up for arts and crafts club.

Narrator: Now, listen again.

2. Narrator: What's Mark's favorite subject?
Sally: What's your favorite subject, Mark?

Mark: Well, I like lots of subjects, but my favorite's music.

Sally: Yeah, I like music, too. Narrator: Now, listen again.

3. Narrator: What club will Mark sign up for?

Sally: There's a book club. Do you like reading books?

Mark: Yes, I do.

Sally: Why don't you sign up for it?

Mark: Yes, good idea. Narrator: Now, listen again.

4. Narrator: What subject does Mark not like?

Sally: Do you like biology, Mark?

Mark: Yes, I do. I love it. Sally: How about physics?

Mark: No, I don't like physics. I don't understand it.

Narrator: Now, listen again.

5. Narrator: What outdoor activity does Sally like?

Mark: Do you like tennis, Sally?

Sally: No, I don't.

Mark: Do you like any sports? Sally: Yes, I do. I like soccer. Narrator: Now, listen again.



#### Reading

# Read the text. Choose the correct answer (A, B, or C).

0. B

1. A

2. B

3. B

4. C



#### Grammar

#### Circle the correct words.

and
 is
 Mine
 dancing
 playing
 yours
 drawing

## A Vocabulary

#### Fill in the blanks with the words from the box.

history
 fantasy
 arts and crafts
 novel
 sign up
 literature
 geography
 drama club



#### Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

1. C

2. A

3. D

4. D

5. B

# Review

#### In this lesson, you'll review...

- · people's appearance and character
- · activities friends do together



#### Listening

You will hear Jenny and Tom talking about their brothers and sisters. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

- 0. A
- 1. B
- 2. C
- 3. B
- 4. C
- 5. A

#### Track 65

Narrator: You will hear Jenny and Tom talking about their brothers and sisters. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.



#### Reading

Read the text. Choose the best word (A, B, or C) for each space.

- 0. C
- 1. A
- 2. C
- 3. A
- 4. C
- 5. B



#### Grammar

Circle the correct words.

- 1. is
- 2. doing
- 3. like
- 4. Is
- 5. not
- 6. does
- 7. having

Jenny: Do you have any brothers or sisters, Tom?

Tom: Yes, I have one brother.

Jenny: Wow, what does your brother look like?

Tom: Oh, he's tall and has dark hair. Look, here's his photo.

Jenny: Is he the boy wearing the blue T-shirt?

Tom: No, he's the one wearing glasses.

Jenny: Oh, OK. What's he like?

Tom: Well, he's very funny and he's really friendly. What about you? Do you have any brothers?

Jenny: No, but I have one sister. She's eighteen years old.

Tom: Oh, what does your sister look like?

Jenny: She's slim.

Tom: Does she have short hair like you? Jenny: No, she has really long hair.

Tom: What's she like?

Jenny: She's kind and helpful. Narrator: Now, listen again.

#### A

#### Vocabulary

Write the correct words from the unit on the lines. The first letter is already there.

- 1. kind
- 2. mall
- 3. party
- 4. badminton
- 5. blond
- 6. lazy
- 7. glasses



#### Pronunciation

Circle the word that has the underlined part pronounced differently from the others.

- 1. B
- 2. C
- 3. D

- 4. A
- 5. B
- 6. C

# Review

#### In this lesson, you'll review...

- free time activities
- · making plans and giving your opinion
- traditional festivals around the world



You will hear two friends talking about festivals. Listen and fill in the blanks. You will hear the conversation twice.

- 0. fashion
- 1. dresses
- 2. flowers
- 3. fun
- 4. music
- 5. talent

#### Track 66 1

Narrator: You will hear two friends talking about festivals.

Listen and fill in the blanks. You will hear the conversation twice.

Lucy: What do you want to do first, Tim? It's such a big festival.

Tim: There's a fashion show. Do you want to check it out?

Lucy: Yes, that sounds great.

Wow, those dresses were pretty.

Tim: Yes, they were. What do you want to do now? Lucy: There's a flower stand. Do you want to see some

flowers?

Tim: No, flowers are boring. But there's a tug of war. That sounds interesting.

Lucy: OK. Let's check it out.

Wow, that was fun.

Tim: Yeah, but it was tiring.

Lucy: So, what's your favorite thing to do at festivals, Tim?

Tim: Mine's watching the music performances.

What's yours?

Lucy: Mine's the talent shows. They're always good fun!

Narrator: Now, listen again.



#### Reading

# Look and read. Choose the correct answer (A, B, or C).

- 0. B
- 1. C
- 2. A
- 3. B



#### Vocabulary

#### Fill in the blanks with the words from the box.

- 1. rarely
- 2. get lucky money
- 3. talent show
- 4. always
- 5. food stands
- 6. fireworks
- 7. never
- 8. eat traditional foods



#### Grammar

#### Write sentences using the words below.

- 1. We decorate our houses for Halloween.
- John sometimes plays video games with his friends after schoool.
- 3. The fashion show starts at 8 p.m.
- 4. How do people prepare for Christmas?
- 5. How often do you go shopping?
- 6. The bus leaves at 10 a.m.



#### Pronunciation

# Circle the word that has the underlined part pronounced differently from the others.

- 1. D
- 2. A
- 3. B

- 4. C
- 5. D
- 6. A

# Review



#### Listening

You will hear Matt and Amy talking in a restaurant. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

- 0. A
- 1. C
- 2. A
- 3. C
- 4. B
- 5. A

#### Track 67

Narrator: You will hear Matt and Amy talking in a restaurant. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Amy: Hey, Matt, that's a nice jacket. Is it new?

Matt: Yes, I just bought it from the store next door.

Amy: I really like it. Do they have it in red?

In this lesson, you'll review...

· food around the world

language used in clothing stores and restaurants

Matt: Yes, they do. I bought these sunglasses, too.

Amy: Oh, how much were they? Matt: They were eighteen dollars.

Waiter: Hello. What would you like to order? Amy: I'd like some chicken pasta, please. Matt: And I'd like a hamburger, please. Waiter: OK. What would you like to drink?

Matt: I'd like some cola, please.

Amy: And some orange juice for me, please.

Narrator: Now, listen again.



#### Reading

#### Read the email. Write one word for each blank.

- 0. a
- 1. some
- 2. They
- 3. where
- 4. go
- 5. with

## A

#### Vocabulary

#### Fill in the blanks with the words from the unit. The first letter is already there.

- 1. extra large
- 2. changing room
- 3. Sales assistants
- 4. tip
- 5. dessert
- 6. noodle
- 7. fry



#### Grammar

#### Fill in the blanks with the words from the box.

- 1. an
- 2. it
- 3. those
- 4. some
- 5. this
- 6. some
- 7. them



#### Pronunciation

Circle the word which has the underlined part pronounced differently from the others.

- 1. A
- 2. B
- 3. A
- 4. D

- 5. B
- 6. D

# Review



#### Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

0. A 3. A 1. B 4. C 2. C 5. C

#### Track 68

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Here is an example:

You will hear two friends talking about their day. What did they do?

B: Are you tired?

G: Yes. There was so much trash in the park.

B: And along the river, too. There were cans and bottles everywhere.

G: But I'm glad that we cleaned up our community.

B: Me too.

Narrator: The answer is "cleaned up their community," so there is a tick in Box A.

Now we are ready to start. Look at question one.

1. Narrator: You will hear a teacher talking about a school field trip. What will the class visit?

W: Good morning, class. For our field trip on Saturday, you'll see how we can recycle plastic, glass, and paper. You'll also find out what happens to the trash that we can't recycle. The bus leaves at 8:30, so don't be late.

Narrator: Now, listen again.

#### In this lesson, you'll review...

- public services
- saving the environment
- environmental charities

2. Narrator: You will hear a girl, Emma, talking to her friend. What will Emma donate?

Jane: You have so many dresses, Emma.

Emma: I know. Most of them were birthday gifts.

Jane: Are you throwing these jeans and T-shirts away?

Emma: I don't know. I don't wear them anymore but they're still good.

Jane: Why don't you donate them?

Emma: That's a good idea! Narrator: Now, listen again.

3. Narrator: You will hear a girl, Lisa, asking for directions.

Where is the post office?

Lisa: Excuse me, where's the post office?

Bob: There's a small one on King's Street, or the big one on New Street.

Lisa: The post office on King's Street. Is it near the police station?

Bob: No, it's opposite the supermarket.

Narrator: Now, listen again.

4. Narrator: You will hear a girl, Jane, talking to her brother. How are they going to help Goodwill?

Jane: Do you need these books, Ken?

Ken: No, I already read them.

Jane: What about your old toys?

Ken: No, I don't need them. Why are you collecting old stuff?

Jane: I'm going to donate them to Goodwill.

Ken: I see. Let me help you.

Narrator: Now, listen again.

5. Narrator: You will hear a man, Mark, asking for directions. Where will he go first?

Mark: Excuse me, where is the mall?

Tina: It's on Green Street, next to the bus station.

Mark: Thanks. How about the library?

Tina: That's near here. It's next to the park.

Mark: OK. I'll go there first. Thank you.

Narrator: Now, listen again.



#### Reading

# Read the paragraph. Choose the best word (A, B, or C) for each space.

0. C 3. C 1. A 4. A 2. B 5. B



#### Grammar

#### Circle the correct words.

 1. a – the
 5. The

 2. does
 6. Don't

 3. Recycle
 7. between

 4. can
 8. do

## A

#### Vocabulary

#### Match the words with the descriptions.

 1. c
 5. h

 2. g
 6. b

 3. f
 7. d

 4. a
 8. e



#### Pronunciation

Circle the word which has the underlined part pronounced differently from the others.

1. D 4. D 2. B 5. B 3. B 6. C

# Review

#### In this lesson, you'll review...

- · suggestions about different kinds of movies
- opinions and information about movies



You will hear a boy giving a presentation about a movie he saw. Listen and fill in the blanks. You will hear the information twice.

- 0. My Fantastic Best Friend
- 1. Thursday
- 2. Birch
- 3. funny
- 4. seven/7
- 5. music

#### Track 69

Narrator: You will hear a boy giving a presentation about a movie he saw. Listen and fill in the blanks. You will hear the information twice. B: Hi, everyone. I'm Harry and my presentation is about a movie I like. The movie is called My Fantastic Best Friend. I watched it on Thursday with my sister. The movie is a comedy based on a book by the American author K.J. Birch, that's B-I-R-C-H. The book was called My Fantastic Best Friend, too. I really liked the movie because it was very funny. My sister thought it was funny, too, but she thinks the book is better. The movie started at seven o'clock and was pretty short, only ninety minutes long. It ended at eight-thirty. The thing I liked the most about My Fantastic Best Friend was the music. It was fantastic!

Narrator: Now, listen again.



#### Reading

Read the movie review. Choose the correct answer (A, B, or C).

- 0. C
- 1. B
- 2. B
- 3. C
- 4. A



#### Vocabulary

#### Match the words with the descriptions.

- 1. horror
- 2. comedy
- 3. science fiction
- 4. sad
- 5. exciting
- 6. soldiers
- 7. general



#### Grammar

Underline the mistake in each sentence. Write the correct word on the line.

- 1. at on
- 2. weren't wasn't
- 3. were was
- 4. in -at
- 5. was were
- 6. win -won
- 7. wasn't -was



#### Pronunciation

- 1. C
- 2. A
- 3. B
- 4. D
- 5. C
- 6. A

# Review

# Listening

You will hear some information about a camping trip. What will each person bring? For each question, write a letter (A-H) next to each person. You will hear the conversation twice.

- 0. D
- 1. E
- 2. F
- 3. B
- 4. G
- 5. H

#### Track 70 A

Narrator: You will hear some information about a camping trip. What will each person bring?
For each question, write a letter (A–H) next to each person.

You will hear the conversation twice.

Teacher: Right, do we have everything for the camping trip tomorrow? Who's bringing the map?



#### Reading

Look and read. Choose the correct answer (A, B, or C).

- 0. A
- 1. C
- 2. B
- 3. C



Circle the correct words.

- 1. should
- 2. can
- 3. need
- 4. so
- 5. can't
- 6. so
- 7. Should

#### In this lesson, you'll review...

- talking about what to bring on a trip
- · discussing plans for a trip
- · giving advice about visiting natural wonders

Julia: I am!

Teacher: Thank you, Julia.

Ben: And I'm bringing some bottled water so we don't

get thirsty?

Teacher: Good idea, Ben. That'll be useful for us when we

go hiking.

Edward: Should I bring a sleeping bag?

Teacher: No, that's okay, Edward. I'll bring sleeping bags for everyone. Bring a flashlight so we can see at

night.

Edward: OK.

Teacher: What about tents? Meryl: I can bring the tents!

Teacher: Oh, thank you, Meryl. What will you bring,

Heather?

Heather: I'll bring batteries for the flashlight!

Teacher: Oh, and someone needs to bring snacks so we

don't get hungry on the bus.

Steve: I'll bring snacks. Teacher: Thanks, Steve.

Narrator: Now, listen again.

## A

#### Vocabulary

Fill in the blanks with words from the unit. The first letter is already there.

- 1. hiking
- 2. bottled water
- 3. island
- 4. kayaking
- 5. batteries
- 6. forest
- 7. sleeping bag



#### Pronunciation

Circle the word that has the underlined part pronounced differently from the others.

- 1. B
- 2. C
- 3. D
- 4. B
- 5. D
- 6. A

# Review

#### In this lesson, you'll review...

- · houses in the future
- · life on a space station



#### Listening

You will hear Jenny talking to her friend, Tom, about a TV show she watched. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

- 0. A
- 1. C
- 2. B
- 3. B
- 4. C
- 5. B

#### Track 71 1

Narrator: You will hear Jenny talking to her friend, Tom, about a TV show she watched. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

G: Hey, Tom, did you watch Future Lives on TV last night? B: No, I didn't. What was it about, Jenny?

- G: It was about where people will live in the future. Things will change a lot.
- B: Why? What's going to happen?
- G: I think the biggest change will be that many people might live in megacities.
- B: I don't like big cities.
- G: Not just megacities. People might live in cities on the sea, too.
- B: Wow! Where else will people live?
- G: Big apartment buildings underground called earthscrapers.
- B: Urgh!
- G: They'll be eco-friendly.
- B: Hmm, that's good. Anything else?
- G: Yeah, we'll have smart homes in the future.
- B: Great.
- G: They'll have things like 3D printers to make all kinds of objects like new clothes or furniture.
- B: They sound awesome!

Narrator: Now, listen again.



#### Reading

Read about the three devices of the future. Choose the correct answer (A, B, or C).

- 0. B
- 1. C
- 2. A
- 3. B
- 4. C 5. C



#### Grammar

#### Write full sentences using the words below.

- 1. Where do you think people will live in the future?
- 2. We might have automatic food machines.
- 3. I think a few people will live in earthscrapers.
- 4. A lot of people will live in cities on the sea.
- 5. How do astronauts sleep in space?
- 6. What do you think homes will be like?
- 7. I think many people will have robot helpers.
- 8. He has to use a special toilet.



#### Vocabulary

#### Fill in the blanks with words from the box.

- 1. smart home
- 2. megacity
- 3. robot helpers
- 4. Moon
- 5. underground
- 6. lock
- 7. 3D printer
- 8. space station



#### Pronunciation

Circle the word that differs from the other three in the position of primary stress in each of the following questions.

- 1. A
- 2. B
- 3. B

Circle the word that has the underlined part pronounced differently from the others.

- 4. A
- 5. D
- 6. B

# Review



You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

0. A 3. A 1. B 4. C 2. B 5. C

#### Track 72 A

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Here is an example:

Which city is more crowded?

G: Do you want to go to Penang or Jakarta?

B: Penang. Jakarta is more crowded than Penang.

G: What can we do in Penang?

B: We can go shopping, go hiking, or visit the old town.

G: OK. That sounds fun. Let's go to Penang.

Narrator: The answer is "Jakarta," so there is a tick in Box A.

Now we are ready to start. Look at question one.

1. Narrator: What will Suzy do if it rains?

B: Suzy, what are you going to do for your vacation?

G: I'm going to visit the Summer Palace.

B: What will you do if it rains?

G: If it rains, I'll go to a teahouse, have some tea, and read a book.

Narrator: Now, listen again.

#### Reading

#### Read the email. Write one word for each blank.

0. for 3. lots 1. and 4. is 2. than 5. to



#### Unscramble the sentences.

- 1. I think Moscow is more polluted than London.
- 2. This article says Singapore is the most expensive city in the world.
- 3. New York has more museums than Mexico City.
- 4. January in Đà Nẵng is hotter than in Paris.
- 5. Honolulu is the cleanest city in the USA.
- 6. I think Hanoi is more crowded than Phú Quốc.
- 7. I think Los Angeles is more modern than Berlin.

#### In this lesson, you'll review...

- landmarks in cities around the world
- features of cities around the world
- 2. Narrator: Which city is cheaper?
  - B: Where do you want to go, Charlotte?
  - G: Which city is hotter, Singapore or Shanghai?
  - B: Singapore is hotter than Shanghai.
  - G: Which city is cheaper?
  - B: Shanghai is cheaper than Singapore. It's even cheaper than Osaka.
  - G: Let's go to Shanghai.

B: OK.

Narrator: Now, listen again.

3. Narrator: Where will Gill visit?

Gill: Jack, do you know about Salisbury?

Jack: Yeah. It's famous for its cathedral. It has two museums as well.

Gill: I'm only there for a couple of hours.

Jack: Well, you should go to the cathedral, then.

Gill: OK.

Narrator: Now, listen again.

- 4. Narrator: What will Emma do if she can't get a ticket?
- B: What are you going to do for your vacation, Emma?
- G: I'm going to go to an amusement park. But it might be very crowded.
- B: What will you do if you can't get a ticket?
- G: If I can't get in, I think I'll go to the nearby zoo.

Narrator: Now, listen again.

- 5. Narrator: Which city has more big buildings?
  - B: Which city is more modern, Kyoto or Beijing?
  - G: I think Beijing is more modern than Kyoto.
  - B: Why?
  - G: Beijing has more big buildings than Kyoto. Kyoto has lots of old houses and temples.

Narrator: Now, listen again.



#### Vocabulary

#### Fill in the blanks with words from the unit. The first letter is already there.

opera house
 peaceful
 peaceful
 temperature

3. bridge 7. clean

4. crowded



#### Pronunciation

# Circle the word that has the underlined part pronounced differently from the others.

1. B 4. A 2. C 5. C 3. D 6. D

# Review Games



## Speaking Play the board game.

- 1. Divide the class into groups of four. Each group has two pairs.
- 2. Have pairs play rock, paper, scissors. The winning pair goes first.
- Have one player from the winning pair cover their eyes and use their pencil to pick a number on the number board, then move forward that number of spaces.
- 4. Have students ask and answer using the prompts on each space.
- 5. If both the question and answer are correct, the pair stays on that space. If incorrect, the pair moves back to where they were before.
- 6. Have the other pair repeat Steps 3, 4, and 5.
- 7. Repeat until the game is finished.
- 8. The pair that gets to the Finish first wins the game.



#### Speaking Play "Block buster."

- 1. Divide the class into groups of four with two pairs in each group.
- Have pairs play rock, paper, scissors to see which pair goes first.
- Have the winning pair choose a block, then ask and answer using the language prompt.
- 4. Have the pair mark that block as theirs if they use the useful language correctly.
- 5. Have pairs take turns.
- The first pair that creates a line of blocks from one side to the other wins the game.
  - Pair 1: From yellow to yellow.
  - Pair 2: From purple to purple.



#### Speaking Play "Connect three."

- 1. Divide the class into groups of four with two pairs in each group.
- 2. Have pairs play rock, paper, scissors to see which pair goes first.
- Have the winning pair choose a space, then use the useful language from the unit correctly.
- 4. Have the pair mark that space as theirs if they use the useful language correctly.
- Have pairs take turns.
- 6. The pair that gets three spaces in a horizontal, vertical, or diagonal line wins the game.

# **English Phonemic Chart**

	VOWELS AND	DIPHTHONGS
0	///	<u>u</u> nder, c <u>u</u> p
	/a:/	<u>a</u> rm, c <u>a</u> r
	/æ/	<u>a</u> lligator, c <u>a</u> t
0	/e/	<u>e</u> lephant, b <u>e</u> d
0	/ə/	<u>A</u> meric <u>a</u> , cin <u>e</u> m <u>a</u>
0	/3:/	b <u>ir</u> d, l <u>ear</u> n
.0	/I/	<u>i</u> tchy, s <u>i</u> tt <u>i</u> ng
	/ <b>i</b> :/	sh <u>ee</u> p, h <u>ea</u> t
0	/ <b>a</b> /	octopus, hot
0	/:C\	f <u>ou</u> r, h <u>or</u> se
	/U/	p <u>u</u> t, b <u>oo</u> k
	/u:/	m <u>oo</u> n, bl <u>ue</u>
0	/iə/	y <u>ear</u> , h <u>ere</u>
.0	/eə/	wh <u>ere, air,</u> b <u>ear</u>
0	/ <del>U</del> 9/	t <u>our</u> ist, p <u>oor</u>
0	/eI/	g <u>a</u> me, pl <u>ay</u>
0	/aɪ/	f <u>i</u> ve, <u>eye</u>
0	/JI/	b <u>oy</u> , <u>joi</u> n
0	/OU/	n <u>o</u> se, h <u>o</u> me
0	/aʊ/	h <u>ou</u> se, m <u>ou</u> th

	co	NSONANTS
0	/b/	<u>b</u> all, ta <u>b</u> le
0	/p/	goint, tog
0	/ <b>k</b> /	<u>c</u> ar, <u>k</u> i <u>ck</u>
	/ <b>g</b> /	goat, big
0	/f/	<u>f</u> ish, <u>f</u> arm
0	/ <b>V</b> /	<u>v</u> iolin, fi <u>ve</u>
0	/t/	tiger, hat
0	/d/	<u>d</u> oor, ba <u>d</u>
0	/m/	monster, mom
0	/n/	<u>n</u> ose, te <u>n</u>
0	/ŋ/	sing, finger
0	/h/	<u>h</u> op, <u>h</u> at
0	/r/	robot, star
0	/ /	love, ba <u>ll</u>
	/3/	televi <u>si</u> on, trea <u>s</u> ure
	<i>/</i> \$ <i>I</i>	<u>sh</u> op, fi <u>sh</u>
0	/tʃ/	<u>ch</u> icken, wat <u>ch</u>
. 0	/d3/	jump, bri <u>dge</u>
0	/0/	<u>th</u> ree, <u>th</u> in
0	/ð/	mo <u>th</u> er, <u>th</u> is
0	/S/	<u>s</u> nake, ki <u>ss</u>
0	/ <b>Z</b> /	zig <u>z</u> ag, la <u>z</u> y
	/W/	<u>w</u> alk, <u>w</u> indow
	/ <b>j</b> /	ұо-ұо, <u>y</u> ellow

# Unit 1 Home

#### LESSON 1

A New Words

New Words a. Complete the table. Write the letters for each number. Use the table to help you.

A	В	C	D	E	F	G	н	1	1	К	L	M
2	6	10	14	18	22	26	30	34	38	42	46	50
.N	0	p	Q	R	S	OT)	U	V	w	х	Y	Z
54	58	62	66	70	74	78	82	86	90	94	98	102

1. GYM 4. BALCONY 2. GARAGE 5. POOL 3. YARD 6. APARTMENT

b. Find the words from Task a. in the word search.



- c. Fill in the blanks using the words in Task a.
- 1. gym
   2. pool
   3. garage
   4. yard
   5. balcony
   6. apartment



Listening

Listen and match.

- 1. A
- 2. C
- 3. D
- 4. D



Grammar

Read the sentences. Circle the correct words.

- 1. Could 3. Do 5. have 7. has 9. does 2. Yes 4. live 6. doesn't 8. have 10. has
- 2. 163 4. IIVE 0. GOESITE 0. Have 10. Has



Writing Write the questions and answers using the given information.

- 1. Do you live in a house or an apartment? I live in an apartment.
- Does it have a balcony? Yes, it does.
- Does it have a yard? No, it doesn't.

#### LESSON 2



#### **New Words**

#### a. Look at the pictures and write the words.

- 1. make dinner
- 2. do the laundry
- 3. clean the kitchen
- 4. clean the bathroom
- 5. make the bed
- 6. make breakfast
- 7. make lunch
- 8. do the dishes
- 9. do the shopping

#### b. Read the sentences and tick (<) the boxes.

- 1. makes breakfast
- 2. do the dishes
- 3. does the dishes
- 4. clean the bathroom
- 5. does the laundry
- 6. do the shopping

## Listening

Listen and write the family members.





#### Read the sentences. Circle the correct words.

Pete's

- 1. makes
   6. does

   2. does
   7. make

   3. does
   8. cleans

   4. makes
   9. does
- 5. clean



#### Writing Unscramble the questions. Answer the questions using your own ideas.

- 1. What housework do you do? I make the beds.
- What housework does your mother do? My mother does the dishes.
- What housework does your father do? My father makes dinner.

- What housework does your brother or sister do? My brother does the shopping.
- 5. Who does the most housework?
  My dad does the most housework.



#### LESSON 3



New Words a. Unscramble the words.

1. north 5. south 2. city 6. west 3. center 7. village 8. east 4. town

#### b. Find the words from Task a. in the word search.



E R M F F X S U J N A Z Н U E E L A M U Q V E R T N G U E R W U N Z U N Z







#### Listening

Listen and write "True" or "False."

- 1. False 4. True 2. True 5. False
- 3. True



#### Reading

Read the email and answer the questions.

- 1. It's in the north of Italy.
- 2. You can take a waterbus to Burano from Venice.
- 3. Burano is famous for its colorful houses and seafood.
- 4. About three thousand people live there.
- 5. The best time to visit Burano is summer.



#### Writing

Read the information and write an email to a friend about Kyoto. Write 40 to 50 words.

Dear Jane,

Kyoto is a city in the south of Japan. 1.5 million people live there. It is famous for its old houses and temples. It is better to visit Kyoto in the fall and spring because the weather is nice.

Your friend,

Nam Phương

## Unit 2

#### LESSON 1



New Words a. Unscramble the words.

- b. Use the school subjects in Task a. to label the pictures.
- 1. biology
- 5. literature
- 2. physics
- 6. geography
- 3. history
- 7. I.T.
- 4. music
- 8. P.E.

3. music 4. I.T.

1. biology

2. geography

- 5. history
- 6. literature
- 7. physics
- 8. P.E.

- c. Read the sentences. Circle the correct answers.
- 1. A
- 5. B
- 2. B
- 6. B
- 3. A 4. C
- 7. C



Listening Listen and circle the correct answers.

1. What subject does Tony not like?







2. What is Cara's favorite subject?







3. What subject does Garret like?







4. What subject does Lily not like?









Complete the conversation using the words in the note.

1. subjects

5. like

2. math 3. don't 6. Do

7. favorite

- 4. physics or music

#### Writing

Give your own ideas. Write full sentences.

- 1. What subjects do you like?
- I like art, music, and P.E.
- 2. What subjects don't you like? 3. What's your favorite subject?
- I don't like math or physics. My favorite subject is English.

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# School

#### LESSON 2



a. Look at the pictures and do the crossword puzzle.

#### Down ↓

#### Across →

6. INDOOR ACTIVITIES

- 1. SIGN UP
- 2. ARTS AND CRAFTS
- 3. DRAMA CLUB
- 4. OUTDOOR ACTIVITIES
- 5. ACT

- b. Fill in the blanks using the words in Task a.
- 1. sign up
- 2. act
- 3. drama club
- 4. arts and crafts
- 5. indoor activities
- 6. outdoor activities

















Write full questions and answers using the given words and your own ideas.

- 1. Which club do you want to sign up for?

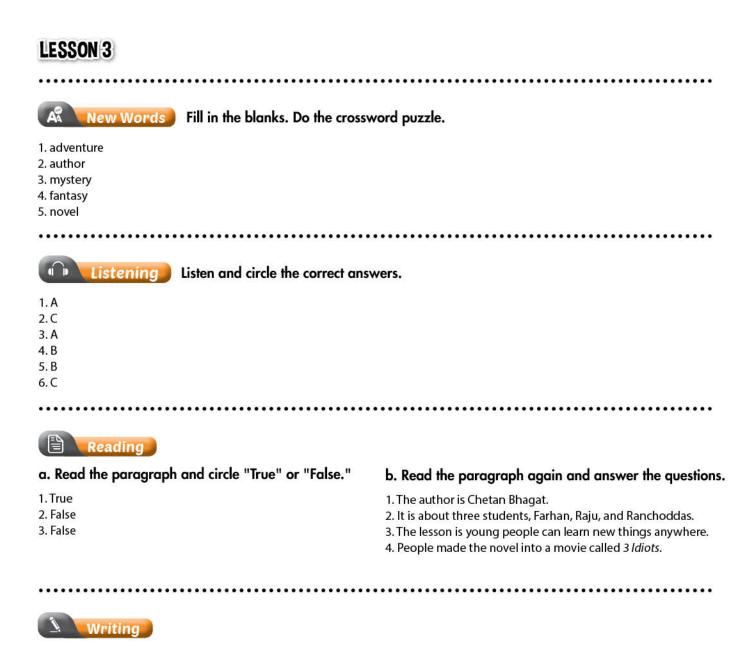
  I want to sign up for the art club.
- 2. There's a table tennis club. Do you like playing table tennis? No, I don't. I don't like sports.
- 3. There's a science club. Do you like science?
  - Yes, I do.
- 4. Why don't you sign up for it?

Yes, good idea.



Read Rita and Robert's information. Write a note to suggest which club they should sign up for and why. Write 40 to 50 words.

I think Rita should sign up for the book club and the indoor sports club. She likes reading books and playing table tennis. I think Robert should sign up for the outdoor sports club and the science club. He likes playing soccer and working with plants and animals.



The Hobbit is a famous novel and movie. Read the information below and write a paragraph about The Hobbit. Write 40 to 50 words.

The Hobbit is a fantasy novel. The author is J.R.R. Tolkien. The story is about Bilbo Baggins and his friends. They make a journey to find a lost treasure. The Hobbit is also a movie series. I think it's funny and interesting.

# Unit 3

### LESSON 1



New Words Look at the pictures. Complete the descriptions using the words in the box.

1. glasses 5. brown 2. blue 6. long 3. blond 7. short 4. tall 8. slim - red



Listening

Listen and circle the correct answers.

- 1. A
- 2. B
- 3. C
- 4. C
- 5. A



- a. Write the descriptions under the pictures.
- 1. long brown
- 2. long blond
- 3. short black
- 4. short red
- b. Unscramble the sentences. Match the pictures to the descriptions.
- 1. What does he look like? He's tall and has black hair.
- 2. Is he wearing white glasses? Yes, he is.
- 3. What is she wearing? She is wearing a blue dress.
- 4. Is your friend a girl or a boy? My friend is a girl.











Writing Write a description of a student in your class. Write 40 to 50 words.

My best friend is Phương. She's short and thin. She has long black hair. She is wearing glasses. She is wearing a white shirt and blue skirt. She is wearing black shoes and white socks. She isn't wearing a cap.

## LESSON 2



#### a. Label the pictures.

1. go shopping 7. go to the beach 2. watch a movie 8. watch TV 3. have a barbecue 9. go to the mall 4. make a pizza 10. have a party 5. go swimming 11. play video games 6. play badminton 12. make a cake

#### b. Fill in the blanks using the phrases in Task a.

1. go shopping 7. watch TV 2. go to the mall 8. play video games 3. go to the beach 9. make a cake 4. make a pizza 10. have a party 5. watch a movie 11. have a barbecue 6. play badminton 12. go swimming



Listen and fill in the blanks.

- 1. weekend
- 2. party
- 3. pizzas
- 4. beach
- 5. barbecue



#### a. Write the -ing form of the verbs.

1. going 2. swimming 3. playing 4. having 5. eating 6. watching 8. studying 7. making 10. visiting 9. doing

#### b. Read the sentences. Circle the correct answers.

1. B 5. C 2. B 6. A 3. A 7. C

4. B



Give your own ideas. Write full sentences.

- 1. What are you doing after school? I'm going shopping with my mom.
- 2. What are you doing on the weekend? I'm playing badminton with my brother.



### LESSON 3



- a. Complete the words with the vowels (a, e, i, o, u) and y.
- 1. selfish
- 2. helpful
- 3. kind
- 4. lazy
- 5. funny
- 6. friendly

- b. Fill in the blanks with the adjectives in Task a.
- 1. Selfish
- 2. Funny
- 3. Friendly
- 4. Kind
- 5. Helpful
- 6. Lazy



Listening Listen and answer the questions.

- 1. She's funny.
- 2. She likes reading books.
- 3. They want her to study at home.
- 4. He's kind.
- 5. She's happy and friendly.



Reading Read the summary of the story Charlotte's Web and circle "True" or "False."

- 1. False
- 2. True
- 3. True
- 4. True
- 5. False



Write an email to your friend about a person you know well. Use the questions below to help you with your writing. Write 40 to 50 words.

To: tom@frendzmail.com Subject: My aunt

Hi, Tom,

How are you? Let me tell you about my aunt.

My aunt is forty years old. She is a chef in a restaurant. She is tall and thin. She has long black hair. She is pretty. She is funny and helpful. She likes reading comic books and cooking in her free time.

Write back soon,

Your friend,

Jack

# Unit 4

# stivals and Free Time

### LESSON 1



New Words a. Unscramble the words.

1. sometimes 4. often 2. usually 5. rarely 3. never 6. always

c. Look at the table. Fill in the blanks with the correct adverbs of frequency.

1. sometimes 4. sometimes 2. rarely 5. always 3. usually 6. usually

#### b. Fill in the blanks with the adverbs of frequency in Task a.

0%: never 10%: rarely 50%: sometimes 70%: often 90%: usually 100%: always

#### Listening

Listen and fill in the table.

	MON	TUE	WED	THU	FRI	SAT	SUN
Dan				cycling often		martial arts sometimes	
Amy				go out rarely		basketball often	swimming usually
Lois	yoga usually			homework always			



#### Grammar

a. Match the questions to complete the conversation.

- 1. C
- 2. A
- 3. E
- 4. B
- 5. D

- b. Unscramble the sentences.
- 1. I rarely play hopscotch with my friends at school.
- 2. I often play badminton with my dad on the weekends.
- 3. My parents usually buy new books at the bookstore.
- 4. My sister never does martial arts after school.
- 5. We often go to the library to read books and study.
- 6. My mom always goes to the supermarket after work.



Writing Choose three activities and use the adverbs of frequency to write sentences about you.

I usually read books on Saturday.

I always play computer games on the weekend.

I never do arts and crafts.

Unit 4

# Festivals and Free Time

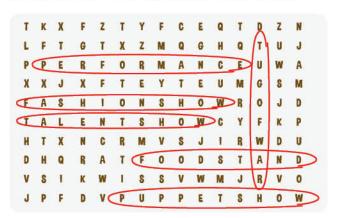
### LESSON 2



New Words a. Unscramble the words.

b. Find the words in Task a. in the word search.

- 1. food stand
- 2. tug of war
- 3. fashion show
- 4. talent show
- 5. performance
- 6. puppet show
- c. Fill in the blanks using the words in Task a.
- 1. food stand
- 2. talent show
- 3. puppet show
- 4. performance
- 5. fashion show
- 6. tug of war





Listening Listen and write the times for each picture.



open: 12 p.m. close: 8:30 p.m.



start: 4 p.m. end: 7 p.m.



starts: 6 p.m. ends: 8 p.m.



leaves: 8:30 p.m.



Grammar Write full sentences using the given times.

- 1. It starts at 10 a.m.
- 2. It ends at 9 p.m.
- 3. They open at 9:30 a.m.
- 4. It starts at 2 p.m. and ends at 3 p.m.
- 5. It leaves at 5:30 p.m.



Writing Choose four of the activities and write sentences.

- 1. The dance performance starts at 6 p.m. and ends at 7 p.m.
- 2. The talent show starts at 11 a.m. and ends at 1 p.m.
- 3. The music performance starts at 6 p.m. and ends at 8 p.m.
- 4. The tug of war starts at 2 p.m. and ends at 3 p.m.

### LESSON 3



#### a. Use the given words to label the pictures.

5. watch fireworks

b. Match the activities with the holidays.

1. play games or music 2. decorate a house or tree 6. get lucky money, candy, or gifts 2. E

3. visit family and friends 7. buy fruits or flowers 3. A 8. eat traditional foods 4. C 4. watch parades

5. B



Listening Listen and fill in the table.

- 1. east
- 2. Wednesday
- 3. twenty thousand
- 4. one
- 5. 145,000



Reading Read the article and write the answers.

- 1. It starts on the fifteenth day of the eighth lunar month.
- 2. They go back to their hometowns to spend time with their families as well as their friends.
- 3. They wear hanbok and visit their older family members.
- 4. They eat songpyeon (rice cakes) and jeon (pancakes).
- 5. They also play and do many traditional games and activities.



Write a text message about Christmas using the given information. Write 40 to 50 words.

Hi, Ben. Are you having a good holiday? Let me tell you about Christmas.

It's one of the biggest traditional holidays in the UK. Families get together and they give gifts and cards. We give them to our friends, too. We have a special meal. After the meal we have games.

I'm having a great time!

See you!

## Unit 5

# round Town

### LESSON 1

New Words a. Use the words in the box to label the pictures.

- A. 5 E. 3 B. 2 F. 6
- C. 1 G. 7 D. 8 H. 4

#### b. Fill in the blanks using the words in Task a.

1. extra large 5. sales assistant 2. large 6. customer 3. jeans 7. sweater 4. changing room 8. medium



Listening

Listen and fill in the blanks.

- 1. red
- 2. purple
- 3. big
- 4. forty-five
- 5. No, he doesn't.

## Grammar

a. Circle the correct answers.

2. A: this 1. A: these B: them B: it A: are A: is B: It's B: They're

b. Circle the mistakes. Use this/these, is/are to correct the sentences.

1. These T-shirt is very big. Do you have a smaller one?	This
2. A: Do you have this jeans in dark blue? Can I try them on?	these
B: Of course. The changing rooms is over there.	are
3. A: This pink skirt are so nice. How much is it?	is
B: Itare ten dollars.	is
4. These blue jacket is too big. Do you have it in a medium size?	This
5. A: How much are this jacket?	is
B: It are twenty-five dollars.	is



Writing Complete the conversation with the given phrases or your own ideas.

A: Hello. Can I help you?

B: Do you have these shorts in blue?

A: Sorry, we only have them in green.

B: OK. I like this jacket.

Do you have it in large/a large size?

A: Yes, here you are.

B: Can I try it on?

A: The changing room is over there.

Is it OK?

B: Yes, how much is it?

A: It's forty-one dollars.

## LESSON 2



### New Words

- a. Unscramble the words, then take the letters that appear in the boxes and unscramble them for the final message.
- 1. change
   2. order
   3. dessert
   5. tip
   6. check
   7. restaurant
- 4. menu
- c. Complete the conversation using the words in the box.
- menu
   check
   order
   dessert
   dessert



Chicken soun

#### Listening

\$4.00

Listen and put a tick  $(\checkmark)$  or a cross (\*).

A. 6 B. 4

C. 5

D. 3

E. 2

F. 1

b. Match the pictures with the correct words in Task a.

Cilicacii 300p	44.00
Hamburger	\$6.00
✓ Seafood pasta	\$5.00
Chicken sandwich	\$4.50
Egg sandwich	\$6.00
Fries	\$2.00
Dessert	
lce cream	\$2.50
Chocolate cake	\$4.00
Lemon cake	\$3.50
Cookie and cream	\$2.00





#### Grammar

Look at the food and circle a, an, any, or some.

 1. some
 4. some
 7. a

 2. some
 5. an
 8. some

 3. a
 6. some
 9. any



#### Writing

Complete the conversation using the words in the box.

 1. menu
 4. some

 2. any
 5. dessert

 3. a
 6. and

# Unit 5

# **Around Town**

#### LESSON 3



New Words

a. Read the clues and do the crossword puzzle.

Down ↓

Across →

1. GRILL

7. FISH SAUCE

2. SEAFOOD

8. BEEF

3. HERBS

9. NOODLES

4. PORK

9. NO

5. FRY

6. LAMB

b. Fill in the blanks using the words in Task a.

1. beef

6. noodles

2. grill

7. pork

3. seafood

8. fish sauce

4. lamb

9. herbs

5. Fry

(istening

Listen and fill in the blanks.

1. Mexico

4. lunch and dinner

2. vegetables

5. spices

3. fish



Reading

 a. Read the article and write the names of the dishes next to the pictures.



1. bún bò Nam Bộ



2. bún chả

- Read the article again and write the answers.
- 1. The meat is grilled pork.
- You eat it with rice noodles, vegetables, and a sauce (in a small bowl).
- People make the sauce with sugar, lemon juice, chili, and fish sauce.
- 4. People make bún bò Nam Bô with beef, noodles, and herbs.
- 5. You put peanuts on top.



Write a paragraph about a famous dish from Italy. Use the information below to help you. Write 50 to 60 words.

Spaghetti Bolognese is a famous pasta dish from Italy. It is a kind of noodle dish with meat sauce. People make it with tomatoes, herbs, beef, and onions. People put cheese on top of it. It is delicious. People all over the world love it.

## Unit 6

# mmunity Services

## LESSON 1



#### **New Words**

a. Unscramble the words.

b. Read the sentences and number the pictures.

A. 4 1. library 2. train station B. 2 C. 6 3. police station 4. post office D. 3 5. bus station E. 5 6. hospital



#### Listening

Listen and fill in the blanks.

- 1. opposite
- 2. opposite
- 3. between
- 4. next to
- 5. next to



Grammar Look at the pictures and write the answers.

- 1. Yes, the hospital is on Main Street.
  - It's next to the police station.
- 2. Yes, the library is on Queen's Road. It's next to the train station.
- 3. Yes, the post office is on Oak Street.
- It's opposite the bus station.
- 4. Yes, the supermarket is on Red Street.

It's next to the hospital.



Write a note to help your friend find where the hospital, library, train station, bus station, and police station are. Write 50 to 60 words.

The hospital is on Main Street. It's opposite the post office.

The library is on King's Road. It's opposite the bus station.

The train station is on Main Street. It's next to the bakery.

The bus station is on King's Road. It's next to the hospital.

The police station is on Main Street. It's next to the restaurant.

Unit 6

# ommunity Services

### LESSON 2



**New Words** 

#### a. Label the pictures using the words in the box.

- 1. trash
- 2. glass jars
- 3. cans
- 4. plastic bottles
- 5. plastic bags

#### b. Fill in the blanks using the words in Task a.

- 1. trash
- 2. plastic bottles
- 3. glass jars
- 4. cans
- 5. plastic bags



**Listening** Listen and tick  $(\checkmark)$ .

	pick up	reuse	recycle	turn off	streets	home	school
trash	✓				✓		
bottles and cans			1		✓		
newspapers		✓					✓
TVs and computers				✓		✓	



#### Grammar

#### a. Fill in the blanks using the words in the box. Some words can be used more than once.

- 1. pick up, reuse, recycle
- 5. turn off
- 2. pick up
- 6. reuse, recycle
- 3. pick up, reuse, recycle
- 7. pick up, reuse, recycle
- 4. pick up, reuse, recycle

- b. Unscramble the sentences.
- 1. Collect newspapers for recycling.
- 2. Don't throw away food.
- 3. Recycle plastic bottles.
- 4. Pick up trash off the streets.
- 5. Turn off computers at night.
- 6. Reuse glass jars to store food.
- 7. Wash bottles before you recycle them.



Writing What can we do to save the environment? Give 5 ideas.

- 1. Don't throw away old clothes. Give them to your friends.
- 2. Recycle cans and bottles.
- 3. Pick up trash near your house and school.
- 4. Reuse glass jars in your garden.
- 5. Reuse paper at your school.

## LESSON 3



#### New Words

- a. Unscramble the words.
- 1. charity
- 2. donate
- 3. wildlife
- 4. free
- 5. protect

- b. Fill in the blanks using the words in Task a.
- 1. wildlife
- 2. donate
- 3. free
- 4. protect
- 5. charity



Listening Listen and write "True" or "False."

- 1. True
- 2. False
- 3. False
- 4. False
- 5. True



Reading

Read the article and answer the questions.

- 1. Houses and schools.
- 2. They can keep it clean and green.
- 3. Fruits and vegetables.
- 4. You can donate money.
- 5. A new tree.



Writing

Write a paragraph about the International Fund for Animal Welfare (IFAW) using the information below. Write 50 to 60 words.

The International Fund for Animal Welfare (IFAW) is a very large charity in the world. It works to save animals and teaches communities how to look after and protect wildlife all around the world. It works in more than 40 countries. It started in 1969 in Canada. You can donate money to help this charity. The IFAW is one of the largest wildlife charities in the world.

# Unit 7

### LESSON 1



#### New Words

a. Unscramble the words.

1. drama 4. horror 2. animated 5. action

3. comedy

6. science fiction

b. Fill in the blanks using the words in Task a.

1. drama 4. animated 5. science fiction 2. comedy

6. Action 3. horror



Listening Listen and circle.

1. Who is taking the kids to go see a movie?

2. What day are they going to see a movie?

3. What movie does the boy suggest watching?

4. What does the girl think comedies don't have enough?

5. What kind of movie is The Man With Three Feet?

6. What time are they going?

(the boy's parents) Tuesday

Amazing Kitchen

(action)

horror 9 a.m.) the girl's parents

Sunday

Terrible Kitchen

drama

drama

7 p.m.



#### Grammar

#### a. Complete the conversation using the words in the box.

1. Hi 5. time 2. animated movies 6. o'clock 3. Yes 7. meet

4. Sunday

b. Fill in the blanks with the correct prepositions.

1. on

2. At

3. on

4. in

5. At



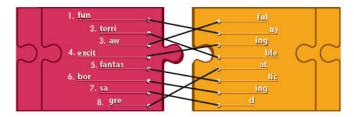
Writing Answer the questions using your own ideas or the given information.

- 1. I want to watch Dinner Party.
- 2. It's a horror movie.
- 3. It starts at 7 p.m.

### LESSON 2



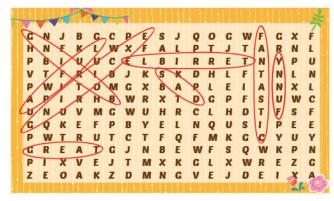
a. Match to complete the adjectives.



c. Fill in the blanks with the words in Task a.

5. great 1. funny 6. fantastic 2. sad 3. awful 7. boring 4. terrible 8. exciting

b. Find the adjectives from Task a. in the word search.





- a. Listen and fill in the blanks with information about Emily's movie.
- 1. horror
- 2. Catch
- 3. scary
- 4.10 a.m.

- b. Listen and fill in the blanks with information about Anna's movie.
- 1. drama
- 2. fantastic
- 3. boring
- 4.8:30



Read the sentences. Circle the correct words.

- 1. was
- 2. was
- 3. were
- 4. was was were
- 5. Were



Writing Complete the questions and answers. Give your own ideas.

- 1. What was the movie you saw last night? I watched Green Chicken. It's a horror film.
- 2. Was it good?
- It was fantastic.
- 3. What time was it on? It was on at 7:30 p.m.



### LESSON 3

New Words Look at this code and write the correct words.

1. army 5. win 2. soldier 6. general 3. queen 7. battle 8. invaders 4. king

Listening Listen and fill in the blanks.

- 1. general
- 2.121
- 3.145
- 4.59

Reading

a. Read the article and circle "Yes" or "No."

1. Yes

2. Yes 3. Yes

4. Yes

5. No

6. No

b. Read the article again and fill in the blanks.

1. general

2. army

3. won

4. battle



Read the information about King Henry V. Write a paragraph about him. Write 50 to 60 words.

I watched the movie Henry V. Henry V was a very famous king of England. He became king in 1413. His army won a battle against the French army at Agincourt in 1415. The movie was interesting and exciting. The acting was great!

# Unit 8

# The World around Us

### LESSON 1



New Words

a. Look at the pictures and do the crossword puzzle.

Down	1
Down	•

#### Across →

 1. CANYON
 4. CAMPSITE

 2. HIKING
 5. KAYAKING

 3. CAVE
 6. RAFTING

- b. Write the words in Task a. to match with the correct descriptions.
- canyon
   kayaking
   cawe
   hiking



Listen and tick ( $\checkmark$ ) the boxes.

- 1. the Green Mountains
- 2. two hours
- 3. at Hotel Fantastic
- 4. play tennis
- 5. order pizza



Grammar

- a. Read the sentences. Circle the correct words.
- 1. should
- 2. can
- 3. can't
- 4. shouldn't
- 5. should

- b. Write the questions for the answers.
- 1. Where should we go on our trip?
- 2. What can we do there?
- 3. Where can we stay?
- 4. How long does it take to get there?



Look at the travel brochures and choose a place you'd like to go with your friends on vacation. Write a paragraph about your choice using the given information. Write 50 to 60 words.

I think we should go to The Red Canyon. It's a beautiful place. We can go rock climbing and rafting there. It takes about three hours by car to get there. We can stay at a hotel by the canyon. We can't go swimming. It's too dangerous.

# Unit 8

# World around

### LESSON 2



- a. Complete the words. Match them with the objects in the picture below.
- 1. sleeping bag
- E

2. flashlight

- 3. bottled water

4. battery

5. pillow

6. tent

7. towel

- b. Fill in the blanks using the words in Task a.
- 1. towel
- 2. tent
- 3. sleeping bag
- 4. pillow
- 5. bottled water
- 6. battery
- 7. flashlight

Listening

Listen and tick  $(\checkmark)$  the things the speakers say.

	sneakers	snacks	flashlights	bottled water	map	backpack
Teacher	✓		✓		✓	
Boy		1				
Girl				✓		✓

# Grammar

- a. Match the questions with the answers.
- 1. C
- 2. E
- 3. D
- 4. B
- 5. A

- b. Jim and John are going to go camping at a campsite. Look at their note. Write the answers. Fill in the blanks.
- 1. Yes, they do.
- 2. No, they don't.
- 3. Yes, they do.
- 4. No, they don't.
- 5. Yes, they do.
- 6. They need bottled water so they have something to drink.
- 7. They need sleeping bags so they don't get cold at night.
- 8. They need flashlights so they can see in the dark.



Writing Fill in the table. Give your own ideas.

Things I need for my camping trip:

- 1. a tent
- 2. a camera
- 3. comic books

- 1. I need to bring a tent so I have somewhere to sleep.
- 2. I need to bring a camera so I can take photos of the forest.
- 3. I need to bring comic books so I have something to read.

# LESSON 3 New Words Look at the pictures and fill in the blanks using the words in the box. 1. Bay 2. island 3. Forest 4. Highlands 5. Mountain 6. Beach 7. waterfall Listening Listen and fill in the blanks. 1. China 2. mountain 3.1,864 4. plane 5. raincoat Reading a. Read the article and choose the best headline. b. Read the article again and circle the correct answers. C. A Beautiful Island in Indonesia 1. B 2. B 3. A 4. C 5. C 6. A Read the information below and write a postcard telling your friend about Bay of Islands. Writing

Hello, Liam,

I'm having a great time in New Zealand. It's beautiful! When you're here, we should travel to see some of New Zealand's natural wonders.

Bay of Islands has amazing beaches. We can go fishing and surfing. The weather is very nice and sunny.

The seafood is really delicious. You should try it when you come here.

Write 50 to 60 words.

Can't wait to see you.

Paul

# Unit 9

# ouses in the Future

## LESSON 1

New Words

Unscramble the words and phrases, then number the pictures.

1. in a city	A. 4
2. underground	B. 5
3. under the sea	C. 8
4. on the sea	D. 7
5. megacity	E. 3
6. smart home	F. 1
7. eco-friendly home	G. 6
8. earthscraper	H. 2



#### Listening

- a. Listen and choose the best summary sentence for the conversation.
- 1. Two people are discussing different types of houses in the future.
- b. Listen and fill in the blanks.
- 1. science
- 2. earthscrapers
- 3. eco-friendly
- 4. small-difficult
- 5. cities on the sea



#### Grammar

- a. Write full sentences using the prompts.
- 1. I don't think many people will live in megacities.
- 2. I think a few people will live underground.
- 3. I think a few people will live under the sea.
- 4. I think some people will live in earthscrapers.
- 5. I don't think lots of people will live in eco-friendly homes.
- b. Match the pictures with the correct descriptions, then write full sentences.
- earthscrapers/underground
- smart homes/under the sea
- eco-friendly homes/by a river
- cities on the sea
- in megacities

Where do you think	1. I think a lot of people will live in cities on the sea.		
people will live in the future?	2. I think people will live in megacities.		
G W G2 & W	3. I think people will live in smart homes under the sea.		
What do you think homes will be like?	4. I think people will live in eco-friendly homes by a river.		
	5. I think people will live in earthscrapers underground.		



Writing Give your own ideas. Write full sentences.

- 1. I think people will live in megacities.
- 2. I think many people will live in smart homes.

### LESSON 2



#### New Words Match the pictures with the words in the box.

1.3D printer 4. automatic food machine

2. smart device 5. screen 3. robot helper 6. drone



#### Listening

#### a. Listen and tick (</) what each person said.

Now	Gina	Joey
wash clothes		✓
cooking		<b>✓</b>
buy bicycles	✓	
make phone calls	✓	
see anywhere in the world	<b>√</b>	

### b. Listen again and match the words.

Now	
wash clothes	D
cooking	E
buy bicycles	В
make phone calls	С
see anywhere in the world	A



#### Grammar

#### a. Circle the correct verbs.

- 1. do might have
- 2. have might have
- 3. have might have

#### c. Fill in the blanks using "might" and a verb from the box.

- 1. might cook
- 2. might do
- 3. might watch
- 4. might make
- 5. might have
- 6. might deliver

#### b. Unscramble the sentences.

- 1. Now, we do our own housework.
- 2. In the future, we might have robot helpers.
- 3. How might homes change in the future?
- 4. Now, you use a computer.
- 5. In the future, you might have smart walls.

#### Writing Write your own ideas.

- 1. Now, we do the housework. In the future, we might have robot helpers.
- 2. Now, we have cats and dogs. In the future, we might have robot pets.
- 3. Now, we shop in the market. In the future, we might shop online.

Unit 9

# ouses in the Future

## LESSON 3



New Words Look at the pictures and fill in the blanks.

1. Earth 5. gravity 2. space station 6. lock 3. spacesuit 7. astronaut 4. floats 8. Moon



#### Listening

Listen and number.

2	Astronauts have to study for a long time.
5	Astronauts have to lock their sleeping bags to the wall.
4	Astronauts need to know how to move where there's no gravity.
1	How do astronauts get their job?
3	Astronauts have to learn some special skills.
6	Astronauts have to wear a spacesuit to go outside.



### Reading

#### Read the article and circle the correct answer.

C. how astronauts eat in space

#### b. Read the article again and write the answers.

- 1. She became the first female astronaut to explore outer space.
- 2. She was in space for three days.
- 3. They have to wear spacesuits.
- 4. There is no gravity in space.
- 5. They have to use special exercise equipment.



Imagine you are an astronaut. Write a paragraph about your life in space. Write 50 to 60 words.

I am an astronaut on a space station. I cannot have a shower because there is no gravity. I have to use soap and a wet towel. I have to use a special toilet, too. I have to eat dried food in a bag. In my free time, I like listening to music and watching movies. Life in space is very interesting.

# Unit 10

# s around the World

## LESSON 1



#### New Words

- a. Match the words with the places.
- 1. B
- 2. A
- 3. C
- 4. D

#### b. Complete the words. Number the pictures.

- 1. cathedral
- 2. palace
- 3. opera house
- 4. bridge
- A. 4
- B. 1
- C. 3
- D. 2



#### Listening

Listen and circle the correct answers.

- 1. C 4. C
- 2. A 5. B
- 3. B 6. C



#### Grammar

- a. Fill in the blanks with the correct form of the verbs.
- 1. will visit
- 4. is
- 2. will travel
- 5. doesn't rain
- 3. finishes
- 6. isn't

#### Look at the pictures and write the answers.

- 1. He will go to Hyde Park if the weather is nice.
- 2. He will visit the Big Ben Clock Tower if the weather is nice.
- 3. He will visit St. Paul's Cathedral if the weather is bad.
- He will go to the British Museum if the weather is bad.

- b. Underline the mistakes in the sentences. Write the correct words on the lines.
- 1. visit will visit
- 2. travels will travel
- 3. will be is
- 4. buy will buy
- 5. spend will spend



Writing Unscramble the questions. Answer the questions using your own ideas.

- 1. Where are you going to go on vacation?
- 2. What are you going to do there?
- 3. What will you do if it rains?
- 4. What will you do if you still have money?

I'm going to go to Australia.

I'm going to go to the Sydney Opera House.

If it rains, I will go to the museum.

If I still have money, I'll go to the zoo.

# Unit 10

# Cities around the World

### LESSON 2

# A New Words

a. Unscramble the words, then match them with the correct pictures.

1. modern	A. 1
2. shopping mall	B. 6
3. building	C. 3
4. amusement park	D. 4
5. crowded	E. 2
6. peaceful	F. 5

#### b. Read and write the opposites of the underlined adjectives.

- 1. small
- 2. peaceful
- 3. old
- 4. cheap
- boring



Listen and draw lines.





#### a. Write the comparative and superlative form of the adjectives.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
cheap	cheaper	the cheapest
old	older	the oldest
funny	funnier	the funniest
boring	more boring	the most boring
large	larger	the largest
interesting	more interesting	the most interesting
expensive	more expensive	the most expensive
happy	happier	the happiest

- Complete the sentences with the comparative or superlative form of the adjectives in brackets.
- 1. cheaper
- 2. more modern
- 3. the tallest
- 4. taller
- 5. more exciting
- 6. colder
- 7. the hottest



Look at the travel brochures in the Student's Book (Activity File 9, page 124). Write three sentences to compare Bali with New York City.

Bali is bigger than New York City.
Breakfast is more expensive in New York City than in Bali.

Bali is more peaceful than New York City.

### LESSON 3



#### **New Words**

a. Look at the pictures and do the crossword puzzle.

Down ↓

#### Across →

- 1. POLLUTED 2. CLEAN
- 5. POPULATED 6. EXPENSIVE
- 3. TEMPERATURE
- 4. CHEAP

b. Fill in the blanks with the words in Task a.

- 1. polluted
- 4. clean
- 2. cheap
- 5. populated 6. expensive
- 3. temperature



Listening Listen and fill in the blanks.

- 1. populated
- 2. most expensive
- 3. cheapest
- 4. coldest
- 5. polluted



#### Reading

- Read the article and choose the best headline.
- 3. Seoul Guide for Visitors

- b. Read and answer the questions.
- 1. nearly ten million people
- 2. from April to June
- 3. city walls, palaces, and city gates
- 4. street food



Writing Look at the table and write two sentences about each of the following using superlatives.

- 1. Sydney is the biggest city.
  - Toronto is the smallest city.
- 2. Ho Chi Minh City has the highest temperature./ Ho Chi Minh City is the hottest city. Toronto has the lowest temperature./ Toronto is the coldest city.
- 3. Ho Chi Minh City is the most polluted city.
  - Toronto is the cleanest city.
- 4. Toronto is the most expensive city.
  - Ho Chi Minh City is the cheapest city.

# Unit 1

Part 1

You will hear three short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1–3, put a tick (✓) in the box.

0. What housework does Ben do?













2. Who does Michael live with?







3. Where is Colchester?







Part 2

Read the article about Boston. Choose the best word (A, B, or C) for each space.

- 1.C
- 2. C
- 3. B
- 4. A

5. A

Unit 2

Part 1

Listen to Jack talking to some friends about school clubs. What club will Jack and his friends sign up for? For questions 1-5, write a letter (A-H) next to each person. You will hear the conversation twice.

- 1. E
- 2. H
- 3. F
- 4. A

5. C

Part 2

Read the email. Write one word for each blank.

- 1, and
- 2. don't
- 3. doing
- 4. up
- 5. you

# **WORKBOOK ANSWER KEY** Unit 3 You will hear five short conversations. You will hear each conversation twice. There is one question Part 1 for each conversation. For each question, choose the correct answer (A, B, or C). 1. C 2. B 3. B 4. A 5. B Read the texts about what three students usually do on the weekends. Choose the correct answer Part 2 (A, B, or C). 1. C 2. A 3. A 4. B 5. B Unit 4 You will hear Chad and Sara talking at a local festival. For each question, choose the correct Part 1 answer (A, B, or C). You will hear the conversation twice. 1. A 2. A 3. A 4. C

Part 2

Read the article. Choose the correct answer (A, B, or C).

- 1. B
- 2. C
- 3. A
- 4. B

Unit 5

# Review

Part 1

You will hear a man talking about a famous dish. Listen and fill in the blanks. You will hear the information twice.

- 1. noodle
- 2. Malaysia
- 3. lunch dinner
- 4. chicken
- 5. herbs

Part 2

Look and read. Choose the correct answer (A, B, or C).

- 1. A
- 2. A
- 3. C

Unit 6

# Review

Part 1

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1-5, put a tick  $(\checkmark)$  in the box.

0. What advice does the science teacher give?







2. What are the two students planning to do first?







4. Why is Jeannie going to the community center?







1. What does the father tell his son to do?







3. What does the man reuse?







5. What do the boys like about charities?







Part 2

Read the article about a school recycling project. Choose the correct answer (A, B, or C).

- 1. C
- 2. A
- 3. B
- 4. A

# Unit 7

# Review

Part 1

You will hear John talking to his friend, Laura, about a movie he watched. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

- 1. A
- 2. C
- 3. B
- 4. B
- 5. C

Part 2

Look and read. Choose the correct answer (A, B, or C).

- 1. B
- 2. A
- 3. C

Unit 8

# Review

Part 1

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

- 1. C
- 2. C
- 3. B
- 4. A
- 5. B

Part 2

Read the email about a vacation. Write one word for each blank.

- 1. should
- 2. go
- 3. can
- 4. does
- 5. need

# **WORKBOOK ANSWER KEY** Unit 9 You will hear two people talking about media in the future. What is each person going to write about? Part 1 For questions 1-5, write a letter (A-H) next to each person. You will hear the conversation twice. 1. A 2. G 3. F 4. B 5. D Read the article. Choose the correct answer (A, B, or C). 1.C 2. C 3. A 4. B 5. A Unit 10 Review You will hear a man talking about a famous English city. Listen and fill in the blanks. You will Part 1 hear the information twice. 1. Bridge 2.2,000 3. Park 4.0 5. eating

Part 2

Read the paragraphs about three people's vacation plans. Choose the correct answer (A, B, or C).

- 1. B
- 2. A
- 3. B
- 4. A

# WORKBOOK AUDIO SCRIPTS

#### Unit 1 - Lesson 1

#### Listening: Listen and match.

- B1: My name's Chris. I live in a big apartment in the city. It's great. It has a small balcony, a gym, and a nice pool.
- G1: My name is Wendy. I live in a small house. It has two bedrooms. The best part of the house is the garden. It's big and full of flowers and trees.
- B2: My name's Gary. I live in a big house near the city. It has four bedrooms and a big yard with a pool in it.
- G2: My name's Rose. I live in a small apartment in the city. It has one bedroom. It's small but I still love it.

Narrator: Now, listen again.

#### Unit 1 - Lesson 2

#### Listening: Listen and write the family members.

Joanna: Hey, Pete. Can I ask you some questions? Pete: Sure.

Joanna: What housework do you do?

Pete: I don't do any housework.

Joanna: That's terrible.

Pete: I know. My brother and I don't do much at all.

Joanna: What housework does your brother do?

Pete: He does the dishes.

Joanna: OK. What about your sister?

Pete: She makes breakfast and cleans the kitchen.

Joanna: That's good. What about your mom?

What does she do?

Pete: She does a lot. She does the laundry, the shopping, and makes dinner.

Joanna: Wow, that is a lot. So, who cleans the bathrooms?

Pete: My dad does. He cleans the bedrooms, too.

Joanna: Great. Thanks, Pete.

Pete: You're welcome. Narrator: Now, listen again.

#### Unit 1 - Lesson 3

#### Listening: Listen and write "True" or "False."

M: New York City is a city in the northeast of the USA. It's a very busy and crowded city. About eight point four million people live there. The city is located by the sea. They built most of it on three main islands: Long Island, Manhattan, and Staten Island. The weather gets very cold in the winter and warm in the summer. Every year, more than sixty million people visit New York City. It is famous for its many museums, art centers, tall buildings, shopping malls, and, of course, the Statue of Liberty.

Narrator: Now, listen again.

#### Unit 2 - Lesson 1

#### Listening: Listen and circle the correct answers.

Narrator: What subject does Tony not like?
Teacher: What subjects do you like, Tony?
Tony: I like biology, math, and physics.
Teacher: OK. And what subjects don't you like?
Tony: I don't like I.T., music, or history.
Teacher: OK. Thank you.

2. Narrator: What is Cara's favorite subject?

Cara: My name's Cara. I really love school. I like math, art, physics, history, P.E., and geography. My favorite subject is physics. I don't really like literature, though. I'm not very good at it.

3. Narrator: What subject does Garret like?

Teacher: Hello, Garret. Garret: Hello, Ms. White.

Teacher: Your grades look very good in geography and art, but not so good in music or I.T.

Garret: I don't really like music or I.T. Computers are boring and I don't like singing. I really like learning about different countries though.

Teacher: Oh, so you like geography?

Garret: Yes, that's right.

4. Narrator: What subject does Lily not like?

Lily: I had a hard day at school today. First, I had P.E. That was fun. I like P.E. But next, I had art. I really don't like art class. I had history class last. History is my least favorite subject. It was not a good day at school.

Narrator: Now, listen again.

#### Unit 2 - Lesson 2

#### Listening: Listen and tick ( $\checkmark$ ).

Narrator: What clubs will Maria sign up for?

Maria: I need to choose some clubs to join this year.

Harry: Which one do you want to sign up for?

Maria: Hmm, I don't know.

Harry: Oh look, science club! Do you like science?

Maria: No, I don't.

Harry: How about video games club?

Maria: Yes, good idea.

Harry: Oh, there's also a dance club. Do you like dancing?

Maria: No, I don't.

Harry: There's an art club, too. Do you like art?

Maria: No, I don't. I don't like painting or drawing at all.

Harry: How about outdoors club?

Maria: Yes, I love doing outdoor activities.

Harry: Hmm. Do you like reading?

Maria: Yes, I love reading.

Harry: There's a book club. Why don't you sign up for it?

Maria: Great idea. Thanks, Harry. Narrator: Now, listen again.

#### Unit 2 - Lesson 3

#### Listening: Listen and circle the correct answers.

B: Have you read the *Iron Man* comics? He is an American comic book superhero. Authors Stan Lee and Larry Lieber created the Iron Man character in March 1963. Artists Don Heck and Jack Kirby drew him. Iron Man is a part of the Avengers team. His real name is Tony Stark and he's a very intelligent scientist. He wears a gold and red suit to fight, and has a special battery that protects his heart. He defends the Earth by battling against bad people and even aliens. There are eleven movies with the Iron Man character in them.

Narrator: Now, listen again.

# **WORKBOOK AUDIOSCRIPTS**

#### Unit 3 - Lesson 1

#### Listening: Listen and circle the correct answers.

G: Did you meet the new history teacher?

B: I don't think so. What does the new teacher look like?

G: He's tall and has blond hair.

B: Oh yeah. I saw him.

G: What about the art teacher? He's new, too.

B: What does he look like?

G: He's slim and has brown eyes.

B: I think I saw him. What's he wearing?

G: He's wearing yellow pants and a green jacket.

B: Is he wearing glasses?

G: I don't think so. But I know that he has blue hair!

B: Whoa. That's weird.

Narrator: Now, listen again.

#### Unit 3 - Lesson 2

#### Listening: Listen and fill in the blanks.

May: Hello.

Ryan: Hello. Is that May?

May: Yeah.

Ryan: Hi. It's Ryan. Are you doing anything this weekend?

May: No. Why?

Ryan: I'm having a party on Saturday afternoon. Everybody's coming! Do you want to come?

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May: Sure. What time?

Ryan: At three o'clock. We're making pizzas first.

May: Great.

Ryan: Then after making the pizzas we're watching a movie.

May: That sounds fun! Hey, my family is going to the beach on Sunday. Do you want to come?

Ryan: Sounds good.

May: We're going by car at eleven. Then we're having a

barbecue on the beach for lunch.

Ryan: Really? That sounds great! May: Yeah. So, see you on Saturday.

Ryan: OK. See you.

Narrator: Now, listen again.

#### Unit 3 - Lesson 3

#### Listening: Listen and answer the questions.

G: I read a book called *Alice, I think*. It's about a girl named Alice, her parents, and her friends. She is funny. She loves reading books and often dresses like the characters from her books. Alice's parents want her to study at home. When Alice grows up, she decides to get a new hair cut to make her life better. Later, she meets a kind boy named Daniel. We see how he helps Alice. At the end of the book she is happy and friendly.

............

Narrator: Now, listen again.

#### Unit 4 - Lesson 1

#### Listening: Listen and fill in the table.

Amy: Dan, do you go to the sports center?
 Dan: Yeah, I do. I sometimes do martial arts on Saturdays.

2. Dan: What about you, Amy? What do you do at the sports center?

Amy: Oh, I usually go swimming on Sundays.

3. Amy: Dan, did you know that Lois also goes to the sports center?

Dan: Oh, really? What does she do there?

Amy: I think she usually does yoga on Mondays.

4. Amy: Is there anything else that you like doing, Dan? Dan: Sure! I often go cycling on Thursdays. You can join me if you want!

Amy: Sorry, but I rarely go out on Thursdays.

5. Dan: Amy, do you think that Lois could go cycling with me?

Amy: I don't think so. Lois is always doing homework on Thursdays.

Dan: Ah, OK.

6. Dan: Amy, is there another sport that you like to do?

Amy: Yes, I love sports. I often play basketball on Saturdays.

............

Narrator: Now, listen again.

#### Unit 4 - Lesson 2

#### Listening: Listen and write the times for each picture.

Bill: The festival in the park looks like a lot of fun.

Pat: Do you want to go the whole day?

Bill: Yeah! We can eat there.

Pat: What time do the food stands open?

Bill: They open at 12 p.m.

Pat: What time do they close?

Bill: They close at 8:30 p.m.

Pat: Are there any good activities?

Bill: There are some music performances. They start at 4 p.m.

Pat: Great! What time do they end?

Bill: They end at 7 p.m.

Pat: Anything else?

Bill: There's a fashion show. That starts at 6 p.m and ends at 8 p.m.

Pat: 8 p.m. We can go home after that.

Bill: We can get the bus home. There's one that leaves at 8:30 p.m.

Pat: I can't wait! Bill: Excellent!

Narrator: Now, listen again.

#### Unit 4 – Lesson 3

#### Listening: Listen and fill in the table.

M: La Tomatina is a festival in Spain. It happens every year in Bunol, a town in the east, near Valencia. On the last Wednesday of August, around twenty thousand people participate in a tomato fight. For about one hour, they run around the town throwing tomatoes at each other. In 2019, people used over one hundred and forty-five thousand kilograms of tomatoes for the festival. After the fight, fire trucks clean the town with water. The tomatoes

.............

actually help make the town much cleaner. It's a really fun festival that lots of people go to enjoy.

Narrator: Now, listen again.

Unit 5 - Lesson 1

Listening: Listen and fill in the blanks.

Sales assistant: Hello. Can I help you?

Peter: Yes. Do you have this sweater in red?

Sales assistant: I'm sorry, we don't. Peter: What colors do you have?

Sales assistant: We have it in blue, purple, and green.

Peter: Can I try on the purple one, please?

Sales assistant: Yes, sure. The changing rooms are over there.

Peter: Great. Thank you. Sales assistant: Is it OK?

Peter: Sorry, it's too big. Can I try on the small?

Sales assistant: Yes, here you are.

Peter: Thanks.

Sales assistant: Is that better?

Peter: Yes, it fits very nicely. How much is it?

Sales assistant: It's forty-five dollars.

Peter: Wow, that's a lot. I think I will try and find

something else. Sales assistant: OK, sir. Narrator: Now, listen again.

Unit 5 - Lesson 2

Listening: Listen and put a tick ( $\checkmark$ ) or a cross ( $\times$ ).

Waiter: Hello, can I help?

Ben: Yes, can we have the menu, please?

Waiter: Yes, here you are. What would you like to order?

Ben: I'll have some orange juice.

Waiter: Sure.

Holly: And I'll have some coffee.

Waiter: I'm sorry. We don't have any coffee. We have tea.

Holly: I'll have some tea.

Waiter: What would you like to eat? Ben: I'll have some seafood pasta.

Waiter: Sure.

Holly: And I'll have an egg sandwich.

Waiter: Sorry, we don't have any eggs. We have chicken.

Holly: OK. I'll have a chicken sandwich. Waiter: Would you like some dessert?

Holly: I'll have some ice cream.

Ben: Nothing for me. Waiter: OK. Anything else?

Ben: No, thanks. Excuse me, I'd like the check, please.

Narrator: Now, listen again.

Unit 5 - Lesson 3

Listening: Listen and fill in the blanks.

M: Fajitas are a very popular dish from Mexico. They are usually meat, vegetables, and spices with special bread called a tortilla. You can make them with beef, chicken, or fish as well as just vegetables. People eat them for both lunch and dinner. Lots of people eat fajitas with salsa. It's a kind of sauce and people make the sauce with tomato,

chili, herbs, and spices. *Fajitas* are very famous now and you can eat them all around the world.

Narrator: Now, listen again.

Unit 6 - Lesson 1

Listening: Listen and fill in the blanks.

Bob: Excuse me. Is there a bus station near here?
 Wilma: Yes. There's a bus station opposite the library.
 Bob: Oh, great. Thank you.

Martha: Excuse me. Is there a library near here?Frank: Yes, there is. It's opposite the post office on Main Street.

Martha: Thank you.

Bill: Excuse me. Is there a hospital near here?
 Lisa: Yes. It's between the police station and the post office.
 Bill: Thank you very much.

 Laura: Excuse me. Is there a bus station near here?
 Bob: Yes. The bus station is on Green Street. It's next to the train station.

Laura: Thank you.

Martin: Excuse me. Is there a train station near here?Betty: Yes. The train station is next to the library.

Martin: Is that on White Street?

Betty: That's right. Martin: Thank you. Narrator: Now, listen again.

Unit 6 – Lesson 2

Listening: Listen and tick ( $\checkmark$ ).

Lisa: How can we keep our communities clean?
Charlie: Well, there are a lot of things we can do. When you walk around, pick up the trash on the streets.
That will help the town look good. Also, recycle bottles and cans when people drop them on the streets. There are lots of recycling bins in the town.

Lisa: Those are great ideas. What can we do at school?

Charlie: Yes. Always reuse old newspapers for arts and crafts.

You can bring them from home.

Lisa: I see. How about at home? What can we do? Charlie: Make sure you turn off computers and TVs.

That saves electricity.

Lisa: OK, I'll do that. Narrator: Now, listen again.

Unit 6 - Lesson 3

Listening: Listen and write "True" or "False."

B: Did you know that there are eighteen different kinds of penguins in the world? The Global Penguin Society (GPS) is a charity. It helps to protect penguins and other wildlife. To do this, GPS works with governments and communities. They helped over six thousand school children visit groups of penguins to learn about them. The Global Penguin Society collects money on their website. Donate there to buy equipment for the charity and to pay for their worker's wages.

Narrator: Now, listen again.

# WORKBOOK AUDIOSCRIPTS

#### Unit 7 - Lesson 1

#### Listening: Listen and circle.

B: My parents said that they'll take us to see a movie on Sunday.

G: OK. I'm free on Sunday. What do you want to see?

B: Why don't we watch Terrible Kitchen?

G: What kind of movie is it?

B: It's a comedy.

G: Sorry, but I don't really like comedies. There's not enough action!

B: Ha ha ha, OK. Then why don't we watch *The Man With Three Feet*?

G: What kind of movie is that?

B: It's a drama.

G: That's good. What time is it on?

B: It's on at nine o'clock in the morning, and at seven o'clock in the evening.

G: I can go at nine o'clock in the morning.

B: OK, let's go then.

Narrator: Now, listen again.

#### Unit 7 - Lesson 2

#### Listening:

# a. Listen and fill in the blanks with information about Emily's movie.

Anna: What did you do this morning, Emily?

Emily: I watched an old horror movie on the Internet.

Anna: What was it? Emily: I Will Catch You.

Anna: Catch? Emily: C-A-T-C-H.

Anna: Oh, that sounds really silly. Was it good?

Emily: Yeah. It was very scary. Anna: What time was it on? Emily: It was on at ten. Narrator: Now, listen again.

#### b. Listen and fill in the blanks with information about Anna's movie.

Emily: Did you watch anything this morning, Anna?

Anna: Yeah. I watched a drama called If The Earth Was Square.

Emily: That sounds cool. Was it good?

Anna: Yeah. The story was fantastic, but the ending was a little boring, though.

Emily: When was it on?

Anna: It was on at 8:30, but I watched it on TV. You should watch it the next time it's on.

Narrator: Now, listen again.

#### Unit 7 - Lesson 3

#### Listening: Listen and fill in the blanks.

M: Marcus Aurelius was a great general of Rome. General Aurelius was born in 121 AD in Rome, Italy. His army fought many important battles in the Marcomannic Wars. During that time, Aurelius defeated his enemy, Avidius Cassius.

After that, things were mostly peaceful. Marcus Aurelius got married in 145 AD and had many children. He wrote a book about the battles he fought in, called *Meditations*. Aurelius died in 180 AD at the age of fifty-nine. Marcus Aurelius was one of the greatest leaders in history. You can learn more about him in the movie *The fall of the Roman Empire*.

Narrator: Now, listen again.

#### Unit 8 - Lesson 1

#### Listening: Listen and tick (✓) the boxes.

Nancy: Where do you think we should go this weekend?

Matt: Let's go hiking in the Red Mountains.

Nancy: Sounds nice. How long does it take to get there?

Matt: It takes three and a half hours by car.

Nancy: That's too long. Let's go to the Green Mountains instead. It takes only two hours by car.

Matt: OK. Where can we stay?

Nancy: We can stay at Hotel Fantastic or at Rich Apartments.

Matt: Hotel Fantastic sounds fun. What can we do there?

Nancy: We can swim in the pool and play tennis.

Matt: What about Rich Apartments?

Nancy: We can sit on the balcony and order pizza.

Matt: Hmm. I pick Hotel Fantastic.

Nancy: OK then.

Narrator: Now, listen again.

#### Unit 8 - Lesson 2

#### Listening: Listen and tick ( $\checkmark$ ) the things the speakers say.

Teacher: Listen, you two. We're going hiking at the Green Hills Mountain next week. We need to plan the trip.

Liam: OK. What should people bring?

Teacher: We need sneakers to protect our feet.

Liam: We also need something to eat so everyone should buy some snacks.

Teacher: Great idea. Should we bring flashlights so we can see the caves?

Lucy: Yes! Yes! And we should bring bottled water so we have something to drink.

Liam: How will we know where to go?

Teacher: I'll bring a map for that. What should we bring to carry everything?

Lucy: Oh, everyone should bring a backpack.

Teacher: Thank you. All right, let's make a list for everyone.

Narrator: Now, listen again.

#### Unit 8 - Lesson 3

#### Listening: Listen and fill in the blanks.

William: Where should I go for my vacation?

Maeve: You should go to the famous Yellow Mountain area in China.

William: What can I do there?

Maeve: You can see beautiful views and strange-looking mountain tops.

William: Oh, OK.

Maeve: And there's also a mountain called the Lotus Peak.

It's 1,864 meters high.

William: Sounds interesting. So what's the best way to get there?

Maeve: You can go by plane.

William: And what's the best month to go?

Maeve: August is good. The weather is really nice then. But you'll need to bring your raincoat.

William: Thanks. I'll have... Narrator: Now, listen again.

#### Unit 9 - Lesson 1

#### Listening:

 a. Listen and choose the best summary sentence for the conversation.

#### b. Listen again and fill in the blanks.

Felix: Science class was so interesting this morning.

Hazel: Yeah. "Homes in the future" was a cool topic.

Felix: So, where do you think people will live in the future?

Hazel: I think most will live in earthscrapers.

Felix: Really? I think that living in eco-friendly homes will be more popular.

Hazel: Maybe. Or in smart homes.

Felix: Oh, yeah! But what about underwater cities?

Hazel: Hmmm. I guess they'll be small and difficult to live in.

Felix: Do you think that living in cities on the sea would be better?

Hazel: Yeah, because it would be easier to get in and out of.

Felix: Hmmm, true.

Narrator: Now, listen again.

#### Unit 9 - Lesson 2

#### Listening: a. Listen and tick (√) what each person said. b. Listen again and match the words.

Gina: Joey, how might homes change in the future?

Joey: Good question, Gina. Now, we wash our clothes. In the future, we might have robot helpers.

Gina: Cool.

Joey: Also, instead of cooking, in the future, drones will deliver meals to us.

Gina: That'll be great. Hmmm...do you think we'll still buy things like bicycles in the future?

Joey: I think we'll make bicycles and motorbikes with 3D printers. Can you think of anything else?

Gina: The way we make phone calls might change.

Joey: I think that in the future, smart devices will let us hear each other's thoughts.

Gina: Wow. That's amazing. And I think we might be able to see anywhere in the world using smart walls!

Joey: Yeah!

Narrator: Now, listen again.

#### Unit 9 - Lesson 3

#### Listening: Listen and number.

Jasper: Let's review before the science test.

Evie: OK.

Jasper: How do astronauts get their job?

Evie: They have to go to school for a long time.

Jasper: Right. And don't forget they have to learn some special

skills, too.

Evie: Like what?

Jasper: Like how to move and float in space because there's

no gravity. Evie: That's right.

Jasper: What do they need to do to sleep on the space station?

Evie: They have to lock their sleeping bags to the wall. Jasper: And how do they check for problems outside? Evie: They have to wear their spacesuit to go out and see.

............

Jasper: Great. I think we're ready. Narrator: Now, listen again.

#### Unit 10 - Lesson 1

#### Listening: Listen and circle the correct answers.

Luke: Hey, Fiona. What are you going to do for your holiday?

Fiona: I'm going to go to Milan.

Luke: Awesome. What are you going to do there?

Fiona: On the first day, I'm going to visit Branca Tower.

Luke: OK.

Fiona: If I have time, I'll visit Milan Cathedral, too.

Luke: Cool. What about the second day? Fiona: I'm going to visit Lake Como.

Luke: Where's that?

Fiona: It's a two-hour drive from Milan. Luke: What will you do if the weather is bad?

Fiona: Hmm. If the weather is bad, I'll find a café and read my book.

Luke: That sounds nice. When do you get home?

Fiona: I'll be home on Sunday evening.

Luke: OK. Have a nice time. Narrator: Now, listen again.

#### Unit 10 - Lesson 2

#### Listening: Listen and draw lines.

Owen: Where should we go on holiday? Mabel: I think either Seoul or Toronto.

Owen: OK. Which city is hotter?

Mabel: Seoul is hotter.

Owen: Hmm. OK. Which city is more expensive?

Mabel: Well, Seoul has cheaper food, so Toronto is more expensive.

Owen: Right. And which is more crowded?

Mabel: Seoul is more crowded. Owen: So is Toronto bigger?

Mabel: Yes, it is.

Owen: Which place is more interesting?

Mabel: I think Toronto is more interesting. It has some amazing museums.

Owen: OK. And which place is more exciting?

Mabel: I think Seoul is more exciting. There are some amazing festivals and amusement parks.

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Owen: OK. I think we should go to Seoul.

Mabel: Yay! Me too!

Narrator: Now, listen again.

# **WORKBOOK AUDIO SCRIPTS**

#### Unit 10 - Lesson 3

Listening: Listen and fill in the blanks.

Abigail: Hey, Matthew. What are you reading about?

Matthew: It's an article about cities in the UK. Which is the most populated city, do you think?

Abigail: Oh, London. That's easy. It's the capital, so it's the biggest.

Matthew: Correct, Abigail!

Abigail: Is London the most expensive city in the UK?

Matthew: Actually, no. Oxford is the most expensive city in the country.

Abigail: So where's the least expensive place to be? Matthew: Cardiff is the cheapest city for students.

Abigail: How about the temperatures in different cities there? Matthew: Well, London has the highest temperatures but the coldest city is Leeds.

Abigail: The UK is pretty clean, isn't it?

Matthew: Hmm. Some places are. Exeter is the cleanest city there.

Abigail: And the most polluted?

Matthew: That's Port Talbot. The air pollution there is pretty

Abigail: I think Exeter sounds nicer.

Matthew: Yeah, me too. Narrator: Now, listen again.

#### Unit 1 - Review

Listening: You will hear three short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1–3, put a tick ( $\checkmark$ ) in the box.

Narrator: You will hear three short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1–3, put a tick in the box.

Here is an example: What housework does Ben do?

Sally: What housework do you do, Ben?

Ben: My mom and dad do a lot. I'm a bit busy with all my school work.

Sally: Do you do anything to help? You know, like the laundry or something.

Ben: Yes, I clean the kitchen and do the dishes.

Sally: That's nice.

Narrator: The answer is "do the dishes," so there is a tick in Box C. Now we are ready to start. Look at question 1.

1. Narrator: What does Karen's apartment not have?

Billy: Is your apartment big, Karen?

Karen: Yes, it has three bedrooms, a living room, and a large kitchen.

Billy: Does your apartment have a pool?

Karen: No, but it has a gym and a yard where the children can play in.

Narrator: Now, listen again.

2. Narrator: Who does Michael live with?

Polly: Do you have a big family, Michael?

Michael: No, it's only the four of us.

Polly: Who do you live with?

Michael: I live with my mother and Jessy and Lizzy.

Polly: Jessy and Lizzy?

Michael: Yes, my two older sisters.

Narrator: Now, listen again.

3. Narrator: Where is Colchester?

Henry: Where are you from, Eve?

Eve: I'm from Colchester.

Henry: Where is it?

Eve: It's a town in the southeast of England.

Narrator: Now, listen again.

#### Unit 2 - Review

Listening: Listen to Jack talking to some friends about school clubs. What club will Jack and his friends sign up for? For questions 1–5, write a letter (A–H) next to each person. You will hear the conversation twice.

Jack: There are so many clubs to join. What are you going to sign up for, Jane?

Jane: I'm going to sign up for the drama club.

Jack: Cool. What about you, Craig?

Craig: I don't know.

Jack: There's a badminton club. Do you like badminton?

Craig: Yeah!

Jack: Why don't you sign up for it?

Craig: Good idea.

Jack: Why don't you sign up for movie club, Reece?

Reece: Great idea!

Jack: What about you, Lucy?

Lucy: I'm going to sign up for science club. I like doing experiments.

Jack: Cool. Why don't you sign up for video games club, Sue? Sue: Yes, I will. I love video games. What about you, Jack? Jack: I'm going to sign up for indoor activities club.

Sue: Cool.

Narrator: Now, listen again.

#### Unit 3 - Review

Listening: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Here is an example: You will hear two friends talking about their science teacher. What is she like?

B: I really like our science teacher.

G: Me too. She is so friendly.

B: That's true. And I think that she's very helpful, too.

G: Yeah. You're right!

Narrator: The answer is "friendly and helpful," so there is a tick in Box A. Now we are ready to start. Look at question one.

1. Narrator: You will hear Matt describing his best friend Paul. What does Paul look like?

Matt: My best friend's name is Paul. We met in Class Six C.
Paul is the tallest student in our class. He always
stands in the back in class photos! He has blue eyes
and short black hair. I wish I was as tall as he is.

Narrator: Now, listen again.

2. Narrator: You will hear two friends talking about the weekend. Where are they planning to go on Sunday?

B1: Do you want to go swimming on Saturday?

B2: OK, that sounds fun. How about going to see a movie on Sunday morning?

B1: I can't in the morning. But we can go in the afternoon.

B2: OK, let's do that.

Narrator: Now, listen again.

3. Narrator: You will hear a boy talking about free time activities with his grandfather. How often does the grandfather go for a walk?

B: Grandpa, what do you do during the week?

M: Well...I usually play cards with my friends on Mondays.

B: And do you do anything on Tuesdays?

M: Hmmm...My friends and I sometimes like to go for a walk on Tuesdays.

B: That sounds fun. And are you busy on Wednesdays?

M: Only in the morning. My friends and I always meet to talk about the news on Wednesday mornings.

Narrator: Now, listen again.

4. Narrator: You will hear a girl talking about her younger brother. What's he like?

G: My younger brother is always jumping on my bed. And he's so lazy! He always watches TV instead of cleaning his room.

Narrator: Now, listen again.

5. Narrator: You will hear Emily asking her friend Nancy about after-school activities. How often does Nancy go to the chess club?

Emily: Nancy, what clubs do you go to?

Nancy: I go to the tennis club, and also to the chess club.

Emily: So, how often do you play chess?

Nancy: Uh...I sometimes go to the chess club on Thursdays.

Emily: What about the tennis club?

Nancy: I usually go to the tennis club on Tuesdays and Fridays. Tennis is my favorite sport!

Emily: Wow. You're so busy! Narrator: Now, listen again.

#### Unit 4 - Review

Listening: You will hear Chad and Sara talking at a local festival. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Narrator: You will hear Chad and Sara talking at a local festival.

For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Chad: Hey, Sara. This festival looks great.

Sara: I know. There's so much to do.

Chad: OK. What do you want to do first?

Sara: There's a puppet show. Do you want to check it out?

Chad: Yeah, that sounds fun. Let's go.

Later...

Chad: That was cool.

Sara: Look. There's a drum performance.

Chad: No, I don't like them. What about the talent show? Sara: Yeah, good idea.

Later...

Sara: They were all so good.

Chad: Yeah. What should we do now?

Sara: Do you want to check out the food and drink stands?

Chad: Yes, I'm really thirsty.

Later...

Chad: OK. I feel better.

Sara: Great. What's your favorite thing to do at festivals?

Chad: Mine's music performances. Do you want to check it out?

Sara: Yes, that sounds great. Narrator: Now, listen again.

#### Unit 5 - Review

Listening: You will hear a man talking about a famous dish. Listen and fill in the blanks. You will hear the information twice.

M: Laksa is a spicy noodle dish. It's from Malaysia but is also really popular in Singapore and Indonesia. People usually eat it for lunch or dinner. There are two main types of laksa: curry laksa and asam laksa. To make curry laksa, you use coconut milk and curry to make the soup. It's a little bit sweet and often made with seafood or chicken and herbs. Asam laksa is sour and made with fish, vegetables, and herbs. Both types of laksa are delicious and eaten all the time. People in other countries like to eat laksa, too.

#### Unit 6 - Review

Listening: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1–5, put a tick (✓) in the box.

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1–5, put a tick in the box.

Here is an example: What advice does the science teacher give?

Abby: Teacher, what can I do to help save the environment? Teacher: That's a great question, Abby. You should start by

recycling old newspapers and boxes.

Abby: Oh yeah. I will collect the ones we have around the

Teacher: Great!

house.

Narrator: The answer is "recycle old newspapers and boxes", so there is a tick in Box A. Now we are ready to start. Look at question one.

# **WORKBOOK AUDIO SCRIPTS**

1. Narrator: What does the father tell his son to do?

Father: Son, you should remember to always put the trash in the trash can.

Son: Sure, Dad.

Father: And make sure that you don't put plastic in there.

Son: I know. I never do that. Don't worry.

Narrator: Now, listen again.

2. Narrator: What are the two students planning to do first?

Lily: Jacob, I want to help with the school Christmas party this weekend.

Jacob: Can I help?

Lily: Sure. What should we do, though?

Jacob: Let's help clean the classrooms before the parents get to the school.

Lily: That's a good idea. What else?

Jacob: After the classrooms I think we can help with the tables in the cafeteria.

Lily: Alright.

Narrator: Now, listen again.

3. Narrator: What does the man reuse?

M: When I am at home, I do my best to help the environment. I reuse glass bottles and jars. I also take showers instead of baths. That way I can save some water, too.

Narrator: Now, listen again.

4. Narrator: Why is Jeannie going to the community center?

Eric: Where are you going, aunt Jeannie?

Jeannie: I'm going to the community center.

Eric: What do you need to do there?

Jeannie: I'm donating clothes for poor children.

Eric: Oh, OK. I have some you can take, too.

Narrator: Now, listen again.

5. Narrator: What do the boys like about charities?

B1: I think that charities are great.

B2: Why?

B1: Because they help people and animals.

B2: How do they help?

B1: Some help to build houses for free, so poor people have somewhere to live.

B2: Oh yeah. And some help animals that are hurt.

B1: Yes, you're right.

Narrator: Now, listen again.

#### Unit 7 - Review

Listening: You will hear John talking to his friend, Laura, about a movie he watched. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Narrator: You will hear John talking to his friend, Laura, about a movie he watched. For each question, choose the correct answer (A, B, or C). You will hear the conversation twice.

Laura: Hey, John! John: Hey, Laura!

Laura: What are you up to?

John: I just finished watching a new movie.

Laura: Oh, cool. What kind of movie?

John: It was a comedy.

Laura: And what's it called?
John: It's called *Watermelon Smile*.

Laura: Sounds funny. Was it good?

John: Oh, yeah, it was. Laura: How was the story?

John: The story showed the actions between the watermelon

and his friends, and it was really exciting.

Laura: What time was it on? John: It was on at 7:50 p.m. Laura: So, should I go and see it?

John: Yeah, I think so. Narrator: Now, listen again.

#### Unit 8 - Review

Listening: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

Here is an example: You will hear two friends talking about the weekend. What are they planning to do?

W: Where do you think we should go this weekend?

M: We should go kayaking on the North River.

W: How long does it take to get there?

M: It takes two hours by train.

W: That sounds great.

Narrator: The answer is "go kayaking" so there is a tick in Box A. Now we are ready to start. Look at question one.

1. Narrator: Nancy is telling her mom about her trip. How long does it take to get to New York by train?

W: When are you going to New York City, Nancy?

Nancy: I'm going next Tuesday, Mom.

W: How long does it take to get there?

Nancy: It takes around two and half hours by train.

Narrator: Now, listen again.

2. Narrator: You will hear John and Anne talking about a meeting. What should they bring?

W: Hey, John! Don't forget the meeting tomorrow afternoon.

M: Oh, yeah. Thanks for the reminder, Anne.

W: Should we bring our notebooks and pencils so we can take notes?

M: No, I don't think so. We should bring our laptops instead.

W: All right, that makes sense.

Narrator: Now, listen again.

3. Narrator: You will hear a student talking about a storm.
What did the students have to do?

B: Last year there was a big storm at school. The lights were turned off for a while. We had to use our cell phone flashlights to get around. Our science teacher even lit candles in the classroom! There was heavy rain outside so we couldn't go out during the morning break.

Narrator: Now, listen again.

- 4. Narrator: You will hear two friends talking about their sports club. What are the boys going to do first?
  - B1: Wow. There are so many things to do at our sports club!
  - B2: Oh? What can we do there?
  - B1: We can do some indoor rock climbing.
  - B2: That could be fun. So, yes!
  - B1: I think that we have time to do two things this Sunday.
  - B2: OK. What else can we do there?
  - B1: We can go on a hiking trip.
  - B2: OK, then. Let's start with the rock climbing, though.
  - B1: OK.
  - Narrator: Now, listen again.
- 5. Narrator: You will hear two friends talking about a trip.
  Where are the friends going to stay?
  - W: Let's decide where we will stay for our trip next week.
  - M: Well...We can stay at a hotel.
  - W: Sure. I think there's an apartment, too.
  - M: Hmmm, maybe. But where else can we stay?
  - W: We can stay at my friend's house.
  - M: That sounds nice. Let's do that.
  - W: All right, then.
  - Narrator: Now, listen again.

#### Unit 9 - Review

Listening: You will hear two people talking about media in the future. What is each person going to write about? For questions 1–5, write a letter (A–H) next to each person. You will hear the conversation twice.

- G1: What are you going to write about for our media project, Dan?
- B1: About how more people will stop reading books.
- G1: Hmm, OK. What about you, Julie?
- G2: I think about how more people will watch movies at home.
- G1: Interesting, Joanne?
- G3: I'm writing about how people will share their ideas.
- G1: What about you, Kevin? What are you going to write about?
- B2: About reading news online and not newspapers in the future.
- G1: Good idea. Brad?
- B3: I'm writing about how video games are going to get better. More people will play them. And you, Bella?

.......

- G1: Hmm. I think about more people getting information.
- Narrator: Now, listen again.

#### Unit 10 - Review

Listening: You will hear a man talking about a famous English city. Listen and fill in the blanks. You will hear the information twice.

M: If you are going to go to England this summer, you should visit Bath. It is a very old city in the southwest of England. It has many famous landmarks like The Royal Crescent and Pulteney Bridge. You should visit the Roman Baths. They are two thousand years old. You should also visit Alexandra Park. It is free to enter and has great views of the city. Food in Bath is expensive. Eating a sandwich in a park is cheaper than going to a restaurant. If you want to shop, eat, or just explore, Bath is a great place for all the family.