# Enjoy your time online!

#### SPOTLIGHT:

Listen and tick (✓) the online activities these teens enjoy doing.
 Underline an activity you like to do with technology. Share with a partner.



#### 1. Nick

Unit 3

Makes recipes from around the world
Makes videos for his family



#### 3. Elhiba

- Makes video games
- Plays video games with online friends



#### 2. Mei

- Takes gym classes online
- Teaches dancing online



Unit 3

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## 4. Sonia

Makes playlists for friends
Creates music apps

#### By the end of this unit, I will be able to:

- 1. Ask and answer questions about how often others and I do online activities.
- 2. Understand, talk about and write short descriptions of movies.
- 3. Understand and use expressions to show likes and dislikes (I'm crazy about/can't stand...)
- 4. Understand and use possessive adjectives (my, his/her, etc.) when speaking and writing.
- 5. Read and scan advertisements for specific information.
- 6. Ask and answer questions about the price of tech devices.
- 7. Use will + verb to write and talk about future predictions.
- 8. Use titles, headings, and bold words in reading texts to make predictions and get the main ideas.
- 9. Read about and identify positive and negative online practices.
- 10. Identify and explain the meaning of online icons for actions like delete, upload, etc.
- 11. Read a story for pleasure and respond to it.
- 12. Read independently at home and track my progress.



# Do you use social media?

### In this lesson, I will:

• Talk and write about how often others and I do online activities.

# A. Vocabulary: Online Activities

1. Listen and point. Then listen and repeat.



shop online









make videos

surf the net

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chat with friends



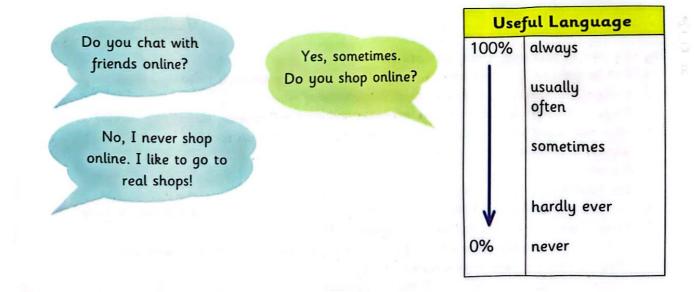
do research



use social media

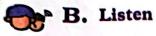
2. Tick (✓) the activities you often do online.

3. Talk with a partner. Share which activities you do online.

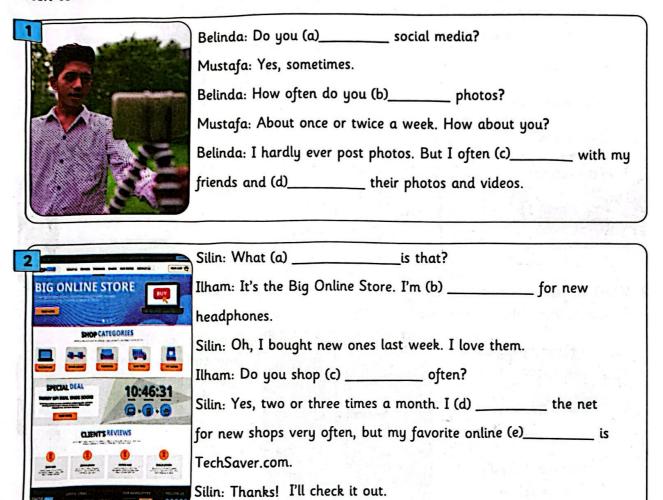


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Listen to the conversations. Write the missing words.

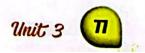


- 2. Check your answers with a partner.
- 3. Practice the conversations with a partner.

# C. Grammar in Context

Read the language box. Circle words and phrases used in Exercise B1.

	en do you go online?	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
go online I	once twice three times four times etc.	a day. a week. a month. a year.
often sometimes hardly ever / rarely	go online.	

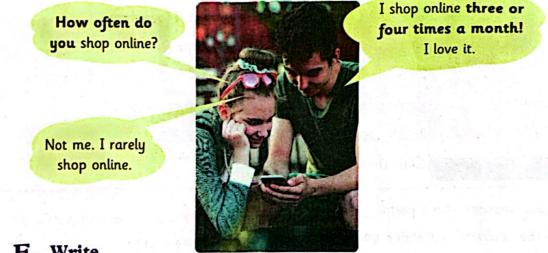


# )) D. Speak

1. How often do you do things online? Complete the "Me" column in the table with your own information. Use phrases from the language box in Exercise C.

How often do you?	Me	My Partner
1. post photos	e anna nà -Èire	
2. play video games		
3. send emails		
4. make videos		
5. shop online		
6		

2. Work in pairs. Take turns asking and answering questions about your online habits. Complete the "My Partner" column in the table above.



# E. Write

1. Write a short paragraph about your partner's online habits. Use notes from Exercise D to help you.

My partner's different activi			He / She often goes online and does
ujjereni uciv		12419	
		dende sende	
	s y a j.	in course	
			S/
		Miller og .	

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2. Share your paragraph with your classmates.

Unit 3



# Do you watch movies online?

#### In this lesson, I will:

- Read a movie review for main ideas and details.
- Talk about movies and write a movie review.

# )) A. Speak

# 1. Read the choices in the chart and circle your preferences (a or b).

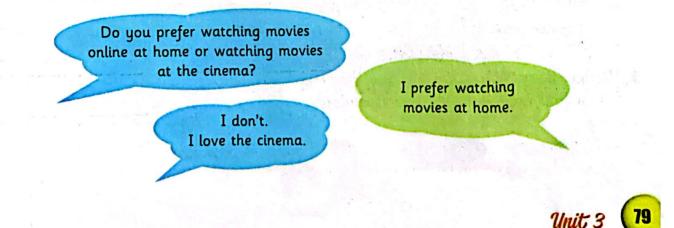
	Which do you prefer	Your I	Partner
1	a. watching movies online at home OR b. watching movies at the cinema?	🗌 same	🗌 different
2	a. shopping online OR b. shopping in a store?	🗌 same	🗌 different
3	a. chatting with friends online OR b. chatting out with friends in person?	same	🗌 different
4	a. playing sports games online OR b. playing sports in the park?	🗌 same	🗌 different
5	a OR b?	🗌 same	🗌 different





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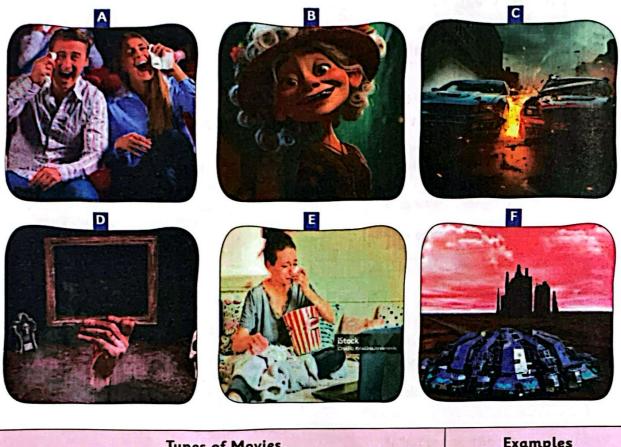
2. Work in pairs. Ask and answer questions about your preferences. Take turns. Tick (1) to show if you and your partner are the 'same' or 'different'.





# 🕌 B. Read

- 1. Read about types of movies and match them to the pictures.
- 2. Listen to check your answers.



Types of Movies	Examples
<b>F</b> Science-fiction movies are often in space or on another planet.	Avatar
Action movies are exciting! They often have fast cars, superheroes, and lots of danger.	
_ A comedy makes you smile and laugh.	
_ A drama is a serious or sad story about difficult things in life.	
Horror movies make you scream and feel scared!	and Alicense and Alicense and Alicense and Alicense
<b>Animated</b> movies have moving drawings. Sometimes they use computer graphics.	in the second second

3. Work in pairs. Write an example of each type of movie. Share your examples with your classmates.

Avatar is a science fiction movie.





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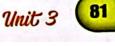
# )) C. Speak

1. Study the sentences. Underline expressions of like and dislike.

Expressing likes and dislikes		
Likes	Dislikes	
I like comedies. They make me laugh a lot.	I really don't like sci-fi movies. I prefer reality.	
life. I love animated movies. They're so creative.	S I hate action movies. There are a lot of fast cars and accidents.	
I'm crazy about horror movies. They are thrilling.	I can't stand dramas. They make me sad.	

- 2. Answer questions about yourself.
  - - c. Do you prefer comedies or dramas? \_\_\_\_\_
    - d. Do you enjoy science fiction? \_\_\_\_\_
    - e. What is your favorite movie? \_\_\_\_\_
- **3.** Ask and answer the questions in Exercise 2 with a partner. Remember to give a reason for your answers.







1. Read the movie reviews. Write the type of movie for each.

A	Movie:	Α	Horse	Story
A	Movie:	A	Horse	Story

Type: \_\_\_\_

My rating: \*\*\*\*\*

### Review



"A Horse Story" is a really good movie. It's a drama about a girl and her horse. They run a big race and win a lot of money. But the end of the movie is really sad. The horse gets hurt. He can't race again, but the girl and the horse are still best friends. I love horses but the movie is a little sad. I give it three stars.

Movie: City Kids

Туре: \_\_\_\_\_

My rating: \*\*\*\*\*

## Review

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"City Kids" is a comedy about three middle school friends. They are from the city. They go to summer camp together in the forest. They don't like the forest and they can't stand camping. They hate swimming and fishing too. They go in a boat and fall in the lake. It is really funny! I love this movie. I give it five stars.

2. Read the movie reviews again and complete the table below.

Movie name	Туре	What is it about?	Reviewer's opinion	Rating
<b>A.</b> A Horse Story		C	Sad	
<b>B.</b> City Kids		Three friends who go to summer camp		5 stars

**3.** Work in pairs. Compare your answers. Then discuss: Which movie do you want to see? Why?

# E. Write

You will write a movie review.

- 1. Choose a movie you have watched.
- 2. Plan what you will write by completing the chart below. Use the language bank to help you.

Movie name	Туре	What is it about?	Your opinion	Rating

Language Bank Adjectives to describe movies		
The movie was	It was	I thought it was
awesome	all right	awful
excellent	okay	bad
exciting	so-so	boring
funny		sad
good	ig stiff while Brt	terrible
great	a the second state	
interesting	Section of a section of	

3. Write your review.

name
1 Martin Providence
A. C. Service
and the second

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# DEAR: Drop Everything and Read



## In this lesson, I will:

- Read for pleasure and respond.
- Make connections between a story and my life.



## A. Preview

- 1. What do you know about MrBeast?
- 2. Look at the pictures. What do you think the story will be about?



# B. Listen to the story. Check your guesses.

## C. Read the story about MrBeast while you listen.



### Do you know MrBeast?

As a young boy, Jimmy Donaldson lived in a small town called Greenville, North Carolina, in the United States. Today, everyone knows him as "MrBeast." MrBeast isn't just any ordinary guy. He is famous all over the internet. He has many businesses. He makes a lot of money.

When Jimmy was a teenager, he loved playing video games. One day, when he was 13 years old, he had a brilliant idea. He thought, "Why not teach people how to play these games and make them have fun at the same time?" And that's how the MrBeast YouTube channel was born.



At first, only a few people watched his videos. But soon, more and more people joined in every day. By the time Jimmy turned 14, he had over 200 million (200,000,000) followers! He became a YouTube star and a big influencer. Everyone wanted to follow MrBeast's advice!

But Jimmy didn't stop there. Oh no! He was a smart businessman too. He started three more businesses! On

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ShopMrBeast, you can buy cool clothing and sports gear online. Then, there's Feastables, a snack company selling delicious treats like chocolate and nuts. The company sold one million

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chocolate bars in three days! And let's not forget MrBeastBurger, an online restaurant where you can order yummy burgers through an app. Then, you can pick up the food from a nearby restaurant.

People wonder, "Why is MrBeast so successful?" Well, it's because he's hardworking and creative. He is full of exciting ideas! His websites and social media videos are funny and interesting. He listens to his customers and loves working with his awesome team.



MrBeast dreams of doing big things. He uses his money to



make the world a better place. He helps people who are hungry, who do not have jobs, and who do not have homes. He also dreams of going to Antarctica or outer space.

Everyone is excited to see what MrBeast will do next!



## D. Think about the story. Complete the tasks.

2. Circle how the story made you feel. hopeful inspired curious indifferent

3. Why do you think MrBeast became so successful when he was a teen? Tell the class.

## )) E. Discuss

Work in a small group. Choose 2-3 questions and discuss them together.





Do you use social media? What social media do you use? What for?

Do you know other social media "influencers"? Why are they famous?



Who do you follow on social media? Why?



Would you like to be an influencer on social media? Why or why not?



What content would you like to create on social media? Why?







# I use my laptop to do homework.



### In this lesson, I will:

- Talk and write about electronic devices and their uses.
- Use possessive adjectives when discussing the items people have.

# A. Listen and Read

- 1. Listen, read and answer the following questions:
  - 1) What is Mnina's favorite social networking app?
  - 2) What do her parents think of technology?

Mnina: Hi! Do you use social media?

Salek: Yes, I do. I often check my friends' updates. Mnina: That's interesting! What's your favorite app?

Salek: Instagram. I love sharing my photos there. Mnina: Oh, nice! I prefer Facebook. Do you like technology?

Salek: Yes, I love it. It makes our lives easier.

Mnina: So true. What about your parents?

Salek: My mom feels the same. She uses her smartphone to stay up to date.

2. Practice the conversation with a partner.

# B. Grammar in Context

1. Read the chart. In Exercise A, underline the possessive adjectives.

Subject Pronouns	Possessive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
they	their

- 2. Complete the sentences using possessive adjectives.
  - 1) I love making videos with \_\_\_\_\_\_ smartphone camera.
  - 2) Fatima put \_\_\_\_\_ headphones on the table.
  - 3) Please Mehdi, can I use \_\_\_\_\_ laptop to send an email?
  - 4)<sup>.</sup> Peter is using \_\_\_\_\_\_ computer keyboard and mouse to complete \_\_\_\_\_\_ homework.

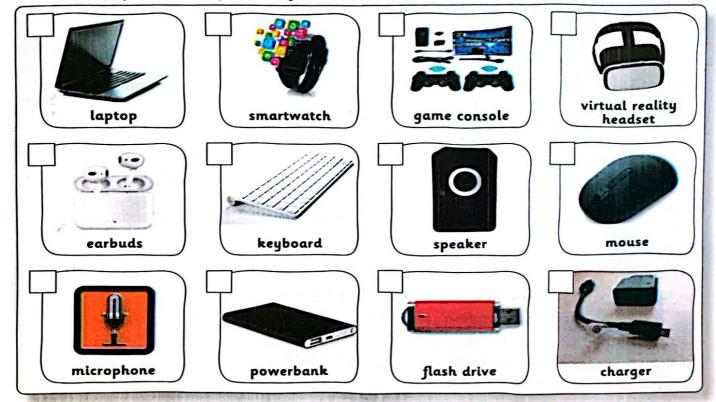




- 5) The Johnson family is excited about \_\_\_\_\_ new smart TV.
- 6) My sister Sonia and I love \_\_\_\_\_ new game console. It's so much fun!
- 7) The students brought \_\_\_\_\_ laptops to school to do a class project.
- 8) Ghada watches YouTube videos on \_\_\_\_\_\_ phone to learn Moroccan sign language.

# C. Vocabulary: Electronic Devices

1. Listen and point to the pictures of electronic devices. Then listen and repeat.



**2.** Tick ( $\checkmark$ ) the devices you use. Tell a partner.

# D. Act and Guess

Work in a small group. Student 1, act out using an electronic device. Everyone, guess the device. Take turns.



# E. Write and Share

1. Write about devices you have and what you use them for.

smartphone

Help Prevent Climate Change! Using electronic devices can protect resources (like paper), which can help prevent climate change. Also remember to save energy - turn devices off when you are not using them!

1)	I have <u>a smartphone</u>	I use it to <u>chat with my friends</u>	
2)	I have	I use it to	<u> </u>
3)	I have	I use it to	<u> </u>
4)	I have	I use it to	
5)	I have	I use it to	

2. Work in pairs. What items do you have in common?

I have a virtual reality

headset. I use it to

practice skiing.

Oh cool. I don't have a virtual reality headset. But I use a game console to play games. I like to play car racing games.

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Lesson

Global Citizenship & Fun Review

### In this lesson, I will:

• Read for the main ideas about online global citizenship.

- Identify positive and negative online practices.
- Use language from the unit to complete review activities.

# **Global Citizenship: Citizens Online**

# 强 A. Read

1. What is the text about? Circle the right answer.

- A. Good social media apps
- B. Tips for being good online
- C. Good ways to surf the net
- 2. Read the text again. Match the tips below to the text.
  - A. Pay attention to what you share!
  - B. Always ask for permission!
  - C. Be kind!
  - D. Say no to cyberbullying!

## How to be a Good Online Global Citizen

Everybody uses the internet. We go online for many things. We post photos on social media. We chat with our friends. We do research for our school projects. We play games and we send emails. The internet is a part of our life. When we go online, it is important to be a good online citizen.

1. .....

2. .....

Some people write bad things online. They think nobody knows who they are, so they use mean words. This isn't good. **Think before you write or post.** Ask yourself - Is my post true, helpful, inspiring, necessary, and kind? If you have a problem with a friend, **talk** to your friend. Don't post about the problem!



Find the Main Ideas

First and last sentences

Look at:

Titles
Pictures

· Bold words

Cyberbullies hurt people with their words. It's important to tell the cyberbully to stop. You can also tell a teacher or **report the person** to the social media company. Companies like Instagram and Facebook can block the accounts of cyberbullies.





Do you want to share your friends' photos or docs? Always ask their permission first. Share only what your friends feel happy about. Don't use someone's personal information (name, phone number, address, photos). Make sure you share only **positive things about others.** 

#### 4. .....

3. ...

When you share documents or links online, make sure they are **safe and free from viruses.** Don't share websites or programs that can hurt other people's computers.

# **B.** Assess your Online Practices

Read these online practices.

Tick ( $\checkmark$ ) the positive ones and cross (X) the negative ones.

Positive (1) or Negative (X) Online Practices?		
1) Use emojis to to be unkind to classmates.		
2) Share personal photos of others after asking permission.		
3) Use a false name on social media.		
4) Write positive comments.	en esté	
5) Share funny videos with your friends.		
6) Say false things about other people.		
7) Click 'Report this Post' on Facebook and say that it hurts someone.	a garden	

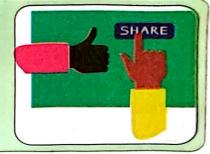
## Fun Review

# A. Game: Say it now!

#### Rules

- Play in a pair. To begin, set a timer for one minute.
- Player 1, look at the Player 1 list. Act, draw or say how you use the devices in the list. Try to finish all the devices in a minute.
- Player 2, guess the devices. At the end of one minute, count the number of devices you named.
- Take turns.







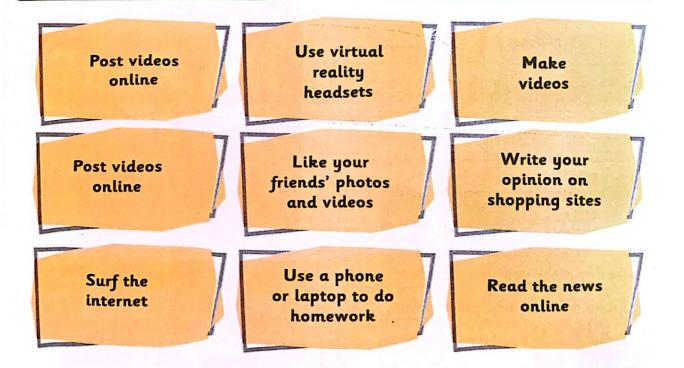


Player 1 List			Player 2 List		
	smartwatch	earbuds	game console	laptop	
	camera	keyboard	speaker	charger	
	flash drive	smartwatch	microphone	smartphone	
	virtual reality headset	monitor	mouse	microphone	

# B. Game: Tic Tac Toe

Rules

- Student A. Ask a question about how often your partner does the activity. Mark X on the Tic Tac Toe board.
- Student B. Ask a question and mark O on the Tic Tac Toe board.
- Take turns.
- To win: Get three in a row.





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Lesson

#### In this lesson, I will:

- Scan a technology advertisement for specific information, ask for and give prices.
- Identify and explain the meaning of online icons.



# A. Read

**1.** Look at the sales advert. Circle the items you want to buy. Tell a classmate.

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2. Complete the chart.

	Items	Price
Α.	laptop	\$299
B.		<mark>\$</mark> 9
C.	game console	
D.		\$18
E.	VR headset	
F.	smartphone	
G.		\$35
H.		\$29
I.	smartwatch	



3. Listen to check your answers. Then match the prices in Exercise 2 to their written forms.

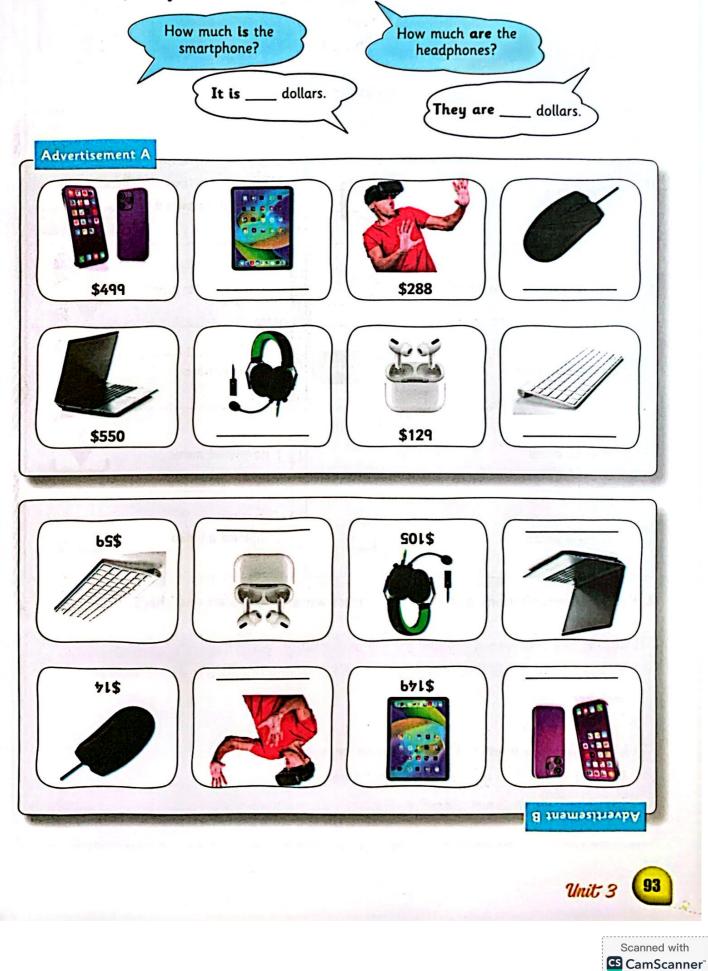
- 1) two hundred ninety-nine dollars <u>A</u>
- one hundred dollars \_\_\_\_\_
- three hundred twenty dollars \_\_\_\_\_
- two hundred sixty-nine dollars \_\_\_\_\_
- 5) one hundred twenty-five dollars \_\_\_\_\_





# 🌈 🎲 B. Speak

Work in pairs. Student A, look at Advertisement A. Student B, look at Advertisement B. Ask about the price of items in the advertisement. Take turns.





**1.** Tick ( $\checkmark$ ) the online actions you often do. Then listen and repeat.

			J. A. Frank
click on a link	II Gik	log in	
edit a text/post/photo	T	log out	O LOG OUT
record an audio	<b>1</b>	type my password	
turn on / turn off the computer	Ċ	tag a friend in a post	
post a comment	f share	share a photo	
send an email	To         1           Cc         1           Add 5 selfyed         1	download music	•
delete a photo	回	upload a video	<b>1</b>

2. Read the conversations and circle the correct word. Then listen and check.

 Salek: Did you record a video for the presentation yesterday? Zakaria: Yes, I did. I'm going to [upload / download] it to the school website. Salek: Great!
 Liz: I saw the pictures of your vacation on social media. Karim: Great. Did you [post / delete] a comment? Liz: No, I didn't. I just "liked" it.



3) Brahim: I need to [post / reply] to my teacher's email.
Meriem: Ok. [type / click] the little pen icon.
Brahim: What's next?
Meriem: When you finish writing your email, click on [type / send].

- 4) Zineb: Did you [share / send] the pictures from our party on Instagram?
   Tunaruz: I have to [edit / record] the pictures first.
   Zineb: OK. Can you [share / tag] me when you post them?
   Tunaruz: Sure!
- 3. Practice the conversations with a partner.

# )) D. Speak

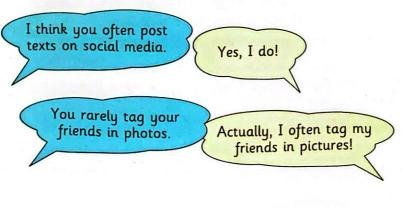
- 1. In the box below, draw the following icons in any order:
  - 1 icon of an online action you rarely do
  - 2 icons of online actions you often do

#### 2. Work in pairs.

Student A, show your drawings to your partner.

Student B, guess which actions your partner often and rarely does.

Take turns.



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#### In this lesson, I will:

- Talk and write about the future of technology.
- Read an interview for the main ideas.

# A. Listen

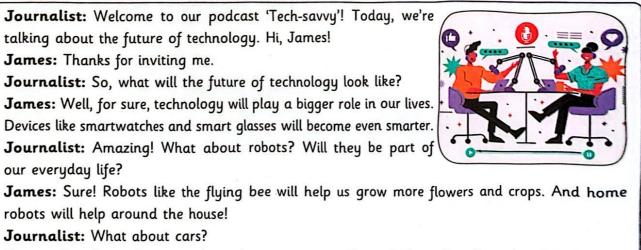
1. Work with a partner to match the phrases to the pictures.

<b>a.</b> pet robot <b>b.</b> driverless car	<b>c.</b> flying car <b>d.</b> flying robotic bee	e. smart house f. home robot
	2	3
		A
4		6

Now listen to check your answers. Then repeat.

# B. Listen and Read

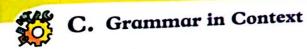
Listen to and read the interview. What technology does James think will change in the future?



James: People won't use traditional cars anymore. They will have driverless, electric cars.

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1. Read the chart.

...

	<b>t future predictions</b> ll + verb					
	In the future					
<ul> <li>Cars will fly.</li> <li>There will be robots to help grow more crops.</li> </ul>	<ul> <li>We will not use traditional cars.</li> <li>There won't be flying taxis.</li> <li>will not = won't</li> </ul>					
<ul> <li>Will phones be different in the future?</li> <li>Yes, they will.</li> <li>No, they won't.</li> </ul>						
	ssions for the Future In 20 years Someday Next year					
. Read the interview in Exercise B again ar	nd underline the future verbs.					
. Complete the sentences using the verb in						
1. In the future, the internet						
<ol> <li>In 20 years, robots</li> </ol>						
3. Someday, all cars						
	(cook) people's meals in the future					
5. City buses (not/						
	(buy) a new smartwatch someday?					
7. In ten years, virtual reality	(make) gaming more fun.					
D. Write and Share						
hat do you think will happen in the future	? Complete the					
ntences. Then, share with your partner. Ta	ke turns.					
1. In 50 years, schools						
2. Someday, houses						
3. In the future, social media	n der Brief die Krau					
4. In 10 years, smartphones						
5. Someday, my town	the last second s					

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Unit 3



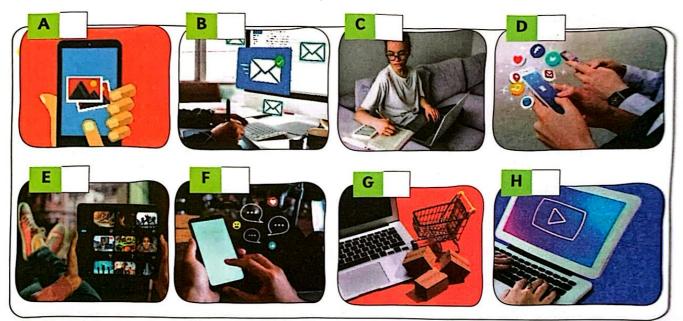
# Unit Test, Task & Self Assessment

# Unit 3 Test

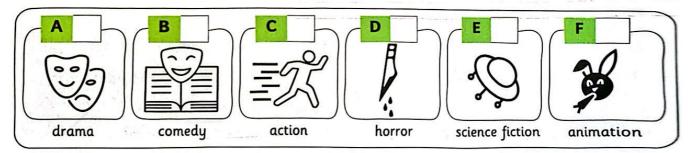


# LISTENING

**A.** Listen to the conversation about online activities. Tick ( $\checkmark$ ) the online activities you hear in the conversation.



**B.** Listen to the conversation about types of movies. Draw a heart ( $\heartsuit$ ) on the ones the **person** likes. Draw a cross (X) on the ones she doesn't like.



# **GRAMMAR & VOCABULARY**

- A. Complete the sentences with a possessive adjective (my, your, his/her, its, our, their).
  - 12. My brothers love \_\_\_\_\_ new game console. They bought it last week.
  - 13. Amira brings \_\_\_\_\_\_ earbuds to to the gym. She likes to listen to music when she is exercising.

28.

- 14. My friends and I post \_\_\_\_\_ dancing videos on social media.
- 15. Tomas likes to run with \_\_\_\_\_\_ smartwatch. It tells him how far he runs.



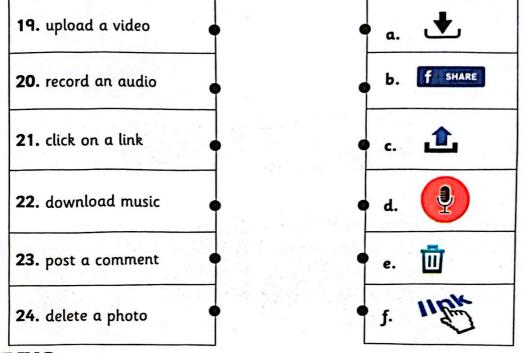
B. Complete the sentences about the future using the verb in parentheses.

**16.** In the future, the internet \_\_\_\_\_\_ (be) very fast.

17. Someday, robots \_\_\_\_\_ (cook) for us.

18. We \_\_\_\_\_\_ (not, have) flying trains in the future.

# C. Match the online activities to the icons.



## READING

Read the text and the statements. Then circle) true or false.

Andrew and Arina are brother and sister. They have very different personalities. Andrew loves technology but Arina doesn't. Andrew often goes online. Arina goes online once a day. Andrew loves to make videos and take photos. He posts them to his social media twice a week. Arina takes photos but she rarely posts them. Andrew likes to shop online. He shops online about four times a month. He rarely



goes into a store. He buys all of his electronic devices online. Arina likes to go shopping in person. She hardly ever shops online. Andrew often plays video games on his game console. He has lots of friends online. They play three times a week. Arina likes to hang out with her friends at the park or in coffee shops. She hangs out with them twice a week.

<b>25.</b> Andrew is crazy about technology.	True	False
<b>26.</b> Andrew posts videos and photos to his social media twice a month.	True	False
27. Andrew hardly ever shops online, but Arina often shops online.	True	False
<b>28.</b> Andrew plays video games three times a week. Arina hangs out with her friends twice a week.	True	False
My Score:/ 28 =%		



#### Unit 3 Task – Choose One!

# Option 1: My Favorite Game / App / Social Media Site

#### Follow these steps:

- Choose your favorite game / app / social media site.
- Make a short presentation about it. The following questions can help you:
- What is the name of the game/app/social site?
- What do use it for? How often?
- How do you use it?
- Why do you love it?
- Give your presentation to your classmates.

#### **Option 2: Online Product Review**

Follow these steps:

- Choose a device. It can be something you have, or something you want (e.g., a phone, an app, a computer,...)
- Make an online review (post or video) for the device and share on a social media site. The following questions will help you create your review:
- What is the device?
- When and where did you buy it?
- How much does it cost?
- What do you use it for? How do you use it?
- Do you like it or not? Why? Why not?
- Share your review with your classmates.



VouTube

#### Option 3: Design a Tech Device, App, Machine, or Robot for the Future!

Follow these steps:

- Ready to be creative? Think of an idea for a cool future technology: a flying car, an app, a social media site, etc.
- Make a poster, a slide presentation, or a video to tell the class about it. The following questions will help you in the presentation:
- What is your design? Who is it for?
- What does it have? What does it do?
- How can people use it?
- What is special or interesting about it?
- Why do you think your idea is important?
- Present your poster, slide presentation, or video to your classmates.







# Unit 3 Self Assessment

Think about your English. What can you do well? What do you need to practice more? Complete the chart.

Unit 3: What can I do well?	I'm great at this.	I want to practice more.
I can identify technology devices and what they are used for.		
I use a computer to do homework. He sends texts on his smartphone. We often use my tablet to shop online.		
I can understand and use words and phrases of		
I use social media every day. He watches videos twice a week. She hardly ever downloads videos. We never upload photos. They play games online once a week.		
I can understand, write and talk about types of movies.		
I love comedy. I don't like science fiction films. I can't stand horror movies.	1. A. A.	
I can understand and use possessive adjectives. I have a computer. This is my computer. We have a TV set. This is our TV set.		
I can understand, write, and talk about the future with will.		
Phones will do a lot more in the future. Someday, robot bees will help us grow crops.		
I use English when I work in a pair or a small group.		-
Drop Everything and Read (DEAR) I can set a goal. I can make a plan. I can read a book on my own. I can track my progress in my notebook.		т. Т
I can be a good online citizen and be safe when I go online.		

Unit 3 🔟

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# How do you feel?

#### SPOTLIGHT:

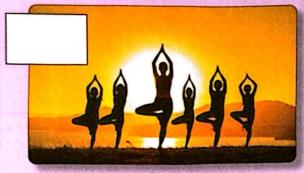
 Listen to teens talk about how they stay healthy. Match what they do to the pictures. Write "A" for Aiko, "S" for Sophie, and "D" for Diego.
 How about you? What do you do to stay healthy?



Unit 4







1. yoga



2. martial arts

Unit 4

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#### By the end of this unit, I will be able to:

- 1. Identify body parts and say which of them hurt.
- 2. Understand, ask, and answer questions about what is wrong when I am hurt or don't feel well.
- 3. Show sympathy when someone is hurt or doesn't feel well.
- 4. Understand, ask for and give advice about health.
- 5. Understand, ask, and answer questions about feelings.
- 6. Understand, write, and talk about future plans using be going to + verb.
- 7. Plan and write a friendly letter to give advice.
- 8. Read a story for pleasure and respond to it.
- 9. Manage my time by setting goals, making a weekly plan, and tracking my progress.
- 10. Read independently at home and track my progress.

What's the matter?

In this lesson, I will:

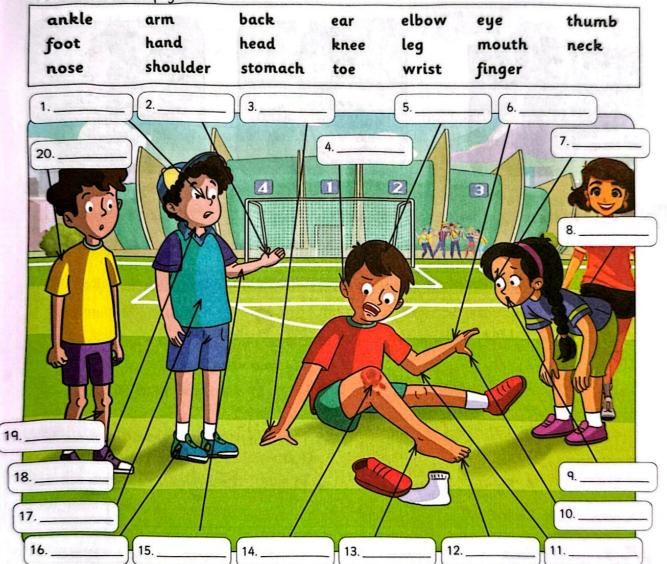
Lesson

• Identify body parts that hurt.

· Ask and answer questions about what is wrong and show sympathy.

# A. Vocabulary: Body Parts

1. Look at the picture. Work with a partner to label the body parts you know. Use the word bank to help you.



- 2. Listen to check your answers. Then listen and repeat.
- **3.** Work with a partner. Point to a body part. Ask your partner to say the word. Take turns.

What's this? That's your leg.



# B. Game: Do as I Say, Not as I Do

Follow the rules to play the game.

#### Rules

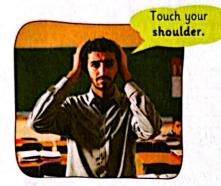
- · Look at and listen carefully to your teacher.
- Do only what your teacher says, not what he or she does.
- If you make a mistake, you are out.
- When time is up, the remaining students are the winners!

Your teacher ...

You ...

1

× You don't ...



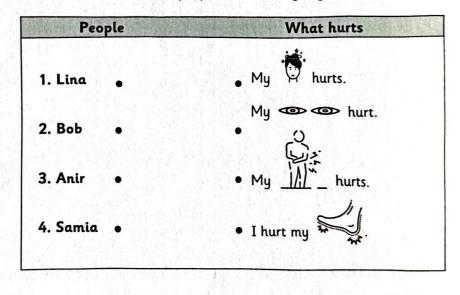




# C. Listen

Unit 4

1. Listen to the conversations. Match the people to what they say hurts.



2. Listen again. Number the questions as you hear them.

\_\_\_\_ What's the problem? \_\_\_\_ What's wrong? \_\_\_\_ Are you OK? \_\_\_\_ What's the matter?



# D. Grammar in Context

Read the language box. Then complete the conversations with only ONE word in each gap.

? How to ask about what's wrong	How to say what's wrong	
<ul><li>What's wrong?</li><li>What's the matter?</li></ul>	• My arm hurts.	• My eyes hurt.
<ul><li>What's the problem?</li><li>Are you OK?</li></ul>	• I hurt my leg.	• I hurt my fingers.

 Zaina: What's the \_\_\_\_\_? Salah: My legs \_\_\_\_\_. I was on my feet all day yesterday. Zaina: Oh no! Put them in hot water and salt.

- Mother: \_\_\_\_\_ you OK, Jo? Jo: My back \_\_\_\_\_. I worked at my desk for too long. Mother: Poor thing! You need to rest.
- Hans: Hey Lara. What's \_\_\_\_\_?
   Lara: My eyes \_\_\_\_\_. I used my computer a lot yesterday.
   Hans: Oh, I hope you get better soon!
- Kamal: What's \_\_\_\_\_ problem, Antonio?
   Antonio: My shoulder \_\_\_\_\_. I did a lot of exercise yesterday.
   Kamal: That's too bad. You ought to put some ice on it.

# E. Write and Speak

 Work with a partner. Write two conversations like the ones in Exercise D. Use the pictures to help you or think of your own ideas.

### **Real World English**

Things to say when someone is hurt

- (I'm) sorry to hear that!
- · Oh no!
- (That's) too bad.
- (D) hope you get better soon!



2. Perform your conversations for your classmates. Be dramatic!





Lesson 2 I have a sore throat. In this lesson, I will: · Listen for details about people's health problems. Write and talk about what is wrong when I don't feel well. A. Sing Listen while you read. Then listen, sing along, and act out. Oh, what's the matter? You look so terrible. I have a fever. I have a runny nose. Oh, what's the matter? You look so terrible. I have a headache. I have a cold. Oh, what's wrong with you? You look so terrible. I have a fever. I have a runny nose. Oh, what's wrong with you? You look so terrible. I have a stomachache. I have a cold. Aaaahchoo! B. Vocabulary: Health Problems 1. Listen and point. Then listen and repeat. 3 2



a headache



a cough







a sore throat







a stomachache





a toothache



- 2. Work in pairs or small groups. Student A, act out a health problem from Exercise B. Student B, guess what it is. Take turns.
- 106 Unit 4



nplete the sentences. Use words 1. Andrew's ear hurts. He has	English a	around the Wo	rld
	American English	Britis	h English
got <u>an earache</u> .	I have a headache.	I have got I've got	a headache
2. Gina's head hurts. She has		He has got	
a 3. The kids ate too much junk f		He's got	1
3. The kids ate too much junk f	ood. Now, they have a _	He's got	
3. The kids ate too much junk f 4. Aylan feels hot. He's got a _	ood. Now, they have a _	He's got	
3. The kids ate too much junk f 4. Aylan feels hot. He's got a _ 5. Silin's throat hurts	ood. Now, they have a _	He's got	
	ood. Now, they have a _	He's got	

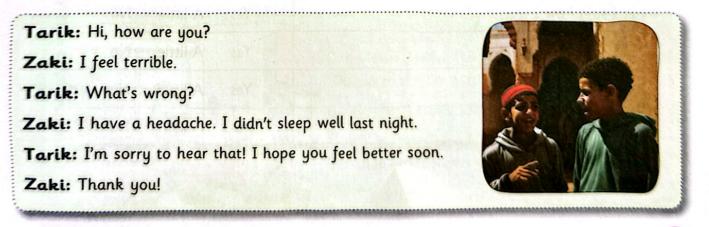
# D. Listen

Listen to the conversations. Tick ( $\checkmark$ ) the health problems people have.

1. 🗌 headache	🗌 backache	🔲 stomachache	🗌 toothache
2. 🗌 headache	🗌 backache	sprained ankle	🗌 runny nose
3. 🗌 toothache	🗌 earache	neckache	🗌 a cold
4. 🗌 a fever	🗌 a cough	🔲 a runny nose	a sore throat

# )) E. Speak

1. Practice the conversation with your partner.



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 Work with a partner. Prepare a conversation about one of the pictures. Use the conversation in Exercise 1 as an example.

	WILLS.		
		M	
T		with,	
(			19

Real World English				
I feel	I don't feel			
awful	well			
terrible	so great			
ill / sick				







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- 3. Act out the conversations. Switch roles.
- 4. Assess yourself.

My Speaking Skills	Did I do it? Circle one answer.		
1. I asked a question to find out what is wrong.	Yes	A little	No
2. I said how I feel.	Yes	A little	No
3. I said what hurts.	Yes	A little	No
4. I showed sympathy.	Yes	A little	No
5. I used eye contact.	Yes	A little	No



# DEAR: Drop Everything and Read

## In this lesson, I will:

- · Read for pleasure and respond.
- Connect lessons from a story to my life.

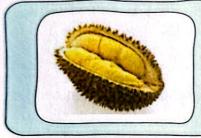
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Lesson

# A. Preview

- 1. Discuss the questions with a partner:
  - Do you like fruit?
  - What's your favorite fruit?
  - Have you eaten durian before?
- 2. Read about durian. Discuss the questions in pairs.



Durian is a large, yellow fruit. It is from Southeast Asia. It has a very bad smell but a sweet taste. Some people love durian and some people really hate it. Very few people are in the middle!

- How does durian smell?
- How does it taste?
- Do you want to try durian? Why or why not?



# **B.** Listen

Listen to Darla's story. Choose the correct option.



a happy ending.

an unhappy ending.

# C. Read and Listen



## Dots!

Darla loves durian. Her brothers laugh and tell her, "Durian stinks! Go outside to eat!"

Darla just laughs. She doesn't care what her brothers say.

But that all changed on her first day of middle school.









Darla didn't know anyone at her new middle school.

The night before the first day of school, Darla told her mom, "Please don't pack durian in my lunch."

Her mom was confused because it's Darla's favorite fruit. But Darla's mother did what Darla asked.

On Monday morning, Darla woke up with big colorful dots on her feet. She screamed, "Mom! Look! I have dots all over my feet!"

Her parents called the doctor. After the doctor checked Darla, he said, "You don't have a fever or a cough. You'll be fine."

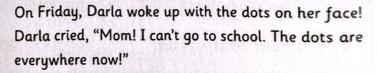
So, Darla put on some long socks and went to school without durian in her lunch.

On Tuesday, Darla woke up with dots on her feet and her legs!

On Wednesday, they were on her neck and shoulders.

On Thursday, they spread to her arms!

But Darla did not feel sick, so each day she covered the dots with clothes and went to school.



Luckily, Darla's grandmother was visiting. Grandmother said, "You're not sick! You just have the Dots."

Everyone looked at grandma and asked, "What are 'the Dots'?"

Her grandmother explained, "People get the Dots when they are afraid to be themselves."





Unit 4





Grandmother asked Darla, "Are you being yourself this week?"

Darla said, "Well, I'm not bringing durian in mu lunch. I don't want my classmates to laugh at me."

Her grandmother said, "That's it! You should be yourself. Don't worry about other people!"

Darla's mom packed Darla's lunch, filled with durian. Suddenly, Darla's dots disappeared.



At school lunch time, Darla bravely took out the durian. She ate it proudly. Another girl also had durian in her lunch. The two sat and happily ate together. Some kids made fun of them, but they didn't care.

After that, Darla was always true to herself. And the Dots never came back.

#### D. Read one part of the story in a small group. Be dramatic!

- E. Think about the story. Complete the tasks.
- 1. How did you like the story? Color the stars to rate it.  $\mathcal{K} \mathcal{K} \mathcal{K} \mathcal{K}$
- 2. While reading this story, I... (tick all that are true):
  - 🗌 laughed 🗌 was confused

felt curious

felt sorry for Darla

Other: \_\_\_\_

**3.** What lessons did you learn from Darla's story? Tick ( $\checkmark$ ) the possible options.

Don't change what you love just because others may laugh at you.

- Hang out with people who make you feel good.
- Change your manners to please others.

Believe in yourself.

Don't make fun of others for what they like.

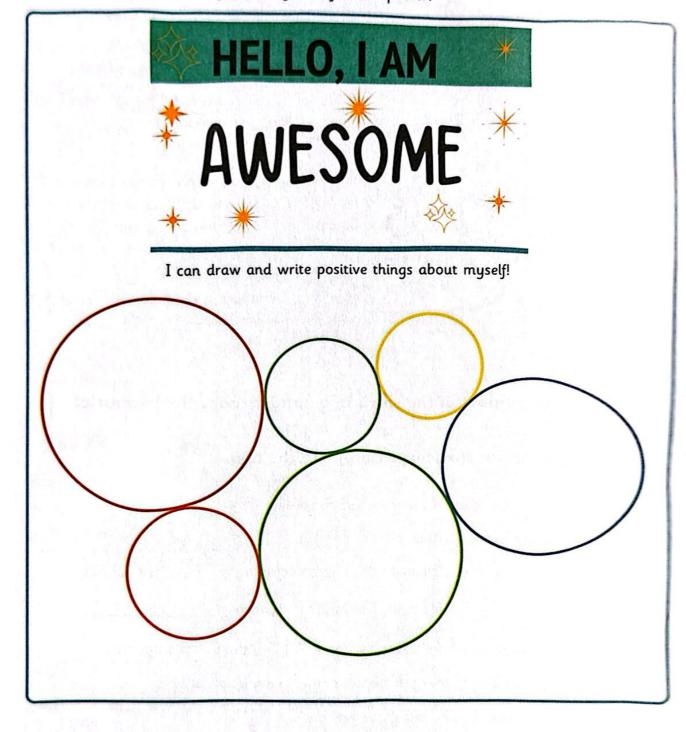
Other: \_\_\_\_



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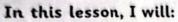


Draw and write positive things about yourself in the poster.





# You should see a doctor.



- · Read a cartoon for the main ideas.
- · Give health advice to friends who are not feeling well.

#### A. Vocabulary: Health Advice

1. Match the pictures to the appropriate advice A-J.

- A. Drink lemon and honey.
- B. Check your temperature.
- C. Rest.

Lesson

F. Stay home.

E. Lie down.

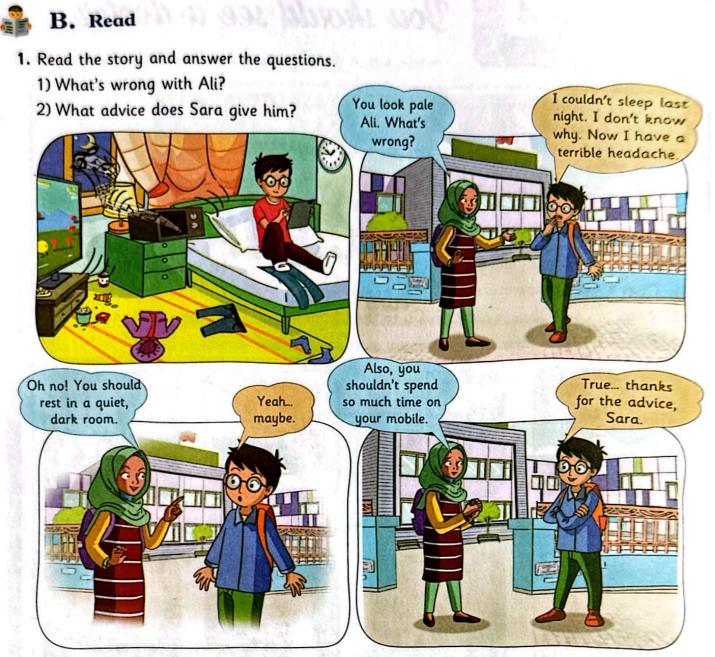
- G. Go to the doctor.
- H. Put a bandage on it.
- I. Go to the dentist.
- J. Take medicine.

D. Put ice on it.



2. Listen and check your answers. Then listen and repeat.





3. Talk with a partner. Do you think Sara gave Ali good advice? Why or why not? What other advice would you give Ali?

### C. Grammar in Context

1. Read the language box. Then, in Exercise B, underline the expressions Sara used to give advice.

	Giving Advice	
I You	should ought to	eat healthy meals
We He / She / It They	should not / shouldn't	stay up too late.

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2. Put the word blocks in the right order to make correct sentences. Number the blocks.

		A State of the sta	A R ALL VALUE		ices. manue	the blocks.
A	should	drink	you _1_	lemon juice	honey	with
в	put	ought	she	aloe vera gel	to	on it
с	shouldn't	earbuds	use	you	your	for so long
D	too	stay up	should	late	not	they
E	see	you	dentist	really	ought to	a 
F	should	put	it	a bandage	she	on

#### D. Write

Complete the conversations by writing the correct advice from Exercise C2.

1. Problem: Salma has a minor burn on her hand.

#### Solution:

- 2. Problem: My tooth hurts.
  - Solution: \_\_\_\_\_
- 3. Problem: I have a sore throat.
  - Solution:
- 4. Problem: My ears hurt.
- Solution:
- 5. Problem: My brothers find it difficult to wake up in the morning.
  Solution:
- 6. Problem: Samira cut her finger when she was cooking.
  - Solution:

#### (1)

- E. Speak
- 1. Work in pairs. You will do a role play. Student A, use card A. Student B, use card B.

Role	Play Cards
A manufacture of the second second	B
<ul> <li>Your friend doesn't feel well.</li> <li>Ask him/her what her/his problem is.</li> <li>Show sympathy.</li> <li>Give advice.</li> </ul>	<ul> <li>You had an accident when you were playing a sport you like.</li> <li>Tell your friend what is hurt.</li> <li>Listen and thank your friend for the advice.</li> </ul>

2. Share your role play with your classmates.

Unit 4





# Global Citizenship & Fun Review

#### In this lesson, I will:

- $rac{M}{2}$  · Create a weekly planner to manage time effectively and avoid stress.
  - Use language from previous lessons to complete review activities.

### **Global Citizenship: Managing your Time**

# )) A. Preview

1. Work in pairs. Look at the pictures and guess the famous saying.



	What's the saying?	
	Carl Carl Carl Carl Carl Carl Carl Carl	
No de la		

- 2. Circle the meaning of the saying.
  - A. Time is fast and we cannot control it.
  - B. Time goes fast, but we can manage it well.

### **B.** Read

- 1. Read Salim's post on the "Healthy Life Advice Forum." Answer the questions below.
  - 1) Circle how Salim feels. happy relaxed stressed
  - 2) What are his two main goals?

#### Global Friends: Healthy Life Advice Forum

I'm Salim, a middle school student and a booktuber. I have a lot of things to do. I've got assignments to complete for different subjects, videos to record for my book channel, and other extracurricular activities. Exams are close, and a video competition is in three weeks. My goals are to get good marks in school and to win the video competition. They are important for my future. I don't know how to start. It's stressing me out. Sometimes I spend hours sitting on my sofa, scrolling on my tablet or playing games. I don't hang out with my friends or practice my favorite sport, basketball. This stress is making me feel really bad. Can you help me? I need advice! Thank you.

3) Do you think Salim is good at managing his time? Why or why not?





Work with a partner. Think about Salim's goals and how he can reduce his stress. Then fill in the chart to help him manage his time.

Most Important Tasks things to do first	Less Important Tasks things to do later or for less time
	a straight the states the states
	and the product of the second of
	CONTRACTOR AND A PARTY
	a strate in the set of the state
and a standard and the standard and the standard	Server A particle server a straight

#### C. Think, Plan & Take Action

**1. Think:** Tick ( $\checkmark$ ) the activities you do each week. Add any other things you do.

	My Weekly Activities	
Do Homework	Go to extra English (or other)	🗆 View social media
Do Chores	classes	□ Volunteer in my community
Do club activities/ play	□ Hang out with friends	□ Work part time (for a company
sports	🗆 Play video games	or my own business)
Exercise	□ Pray/go to the mosque	□ <u></u>
🗆 Eat meals	Prepare for exams	□ <u>·····</u> <sup>2</sup> ······ <sup>2</sup> ······· <sup>2</sup> ······· <sup>2</sup> ······· <sup>2</sup> ········ <sup>2</sup> ········ <sup>2</sup> ········· <sup>2</sup> ··········
Go to school	🗆 Sleep	□ <u></u>
Visit family	□ Surf the net	

2. Think some more: Read "Good Time Management Habits". Then in the list in Exercise 1:

- Write "F" next to important activities you need to do first each day or week.
- Write "L" next to the less important activities you can do later or for less time.
- Good Time Management Habits
- ✓ Think about my goals every day.
   ✓ Plan when to do activities that will help me achieve my goals.
   ✓ Take a little time for relaxing and relaxing activities too!





**3. Plan:** In your notebook, create a weekly planner for next week. Use the example to help you. Then share your plan with a partner.

	My Weekly Planner						
Time	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
7 AM	Dress & eat	Dress & eat	Dress & eat	Dress & eat	Dress 5 eat	Dress & eat	sleep
8 AM	School	School	School	School	School	School	Dress & eat
9 AM	School	School	School	School	School	School	Chores
10 AM	School	School	School	School	School	School	Chores
11 AM	School	School	School	School	School	School	Tennis
12 PM	School	School	Lunch	School	School	Lunch	Tennis
1 PM	Lunch	Lunch	English	Lunch	Lunch 5 Prayer	English	Socíal medía
2 PM	School	School	English	School	Lunch & Prayer	English	Yoga
3 PM	School	School	Work (dog walking)	School	School	work	Class project
4 PM	Social media	Friends	Work	Social media	Class project	Work	Class project
5 PM	Tennis	Friends	Yoga	Tennis	Class project	Volunteer	Free!!
6 PM	Tennis	HW	Freell	Tennís	Chores	Volunteer	Free!!
7 PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
8 PM	Homework (HW)	HW	HW	HW	HW	Social media	HW
9 РМ	Prep for speech contest	Prep for speech contest	HW	Prep for speech contest	Prep for speech contest	Social media	HW
10 PM	Sleep	Sleep	sleep	sleep	sleep	Sleep	Sleep

4. Take action! Next week, follow the plan you created. Read and remember these tips.

Good luck!

#### Tips to Track your Time Management Progress

- · Check your plan daily.
- Tick (1) the tasks you complete it will help you feel successful!
- Put a cross (X) next to tasks you did not do.
- Make changes to your weekly plan when necessary.
- Remember your goals! It will motivate you to manage your time.



# Fun Review



# Game: Taboo Word

Follow the rules to play the game.

#### Rules

Play in groups of four. Make two teams (each team has Student A and Student B).

Team 1 will start. Team 2, set a timer for 1 minute.

- Team 1, Student A: Look at the health problems card. Choose one problem. Tell Team 2 but don't tell your partner. Describe, act out, and/or draw the health problem. But don't say the word.
- Team 1, Student B: Pay attention to your partner. Guess the health ailment before time is up.

Guess the problem - get 1 point.

Give advice about the problem - get 1 more point.

Now, Team 2 plays. Team 1, remember to set the timer for 1 minute.

Continue taking turns until the teacher calls, "Time's Up!"

To win: When time is up, the team with the most points wins!

#### **Heath Problems Card**

a headache	an earache	a fever	a runny nose
a cough	a sore throat	a stomachache	a toothache
a backache	a sprained ankle	a neckache / neck pain	a cold

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# You should eat more vegetables!

#### In this lesson, I will:

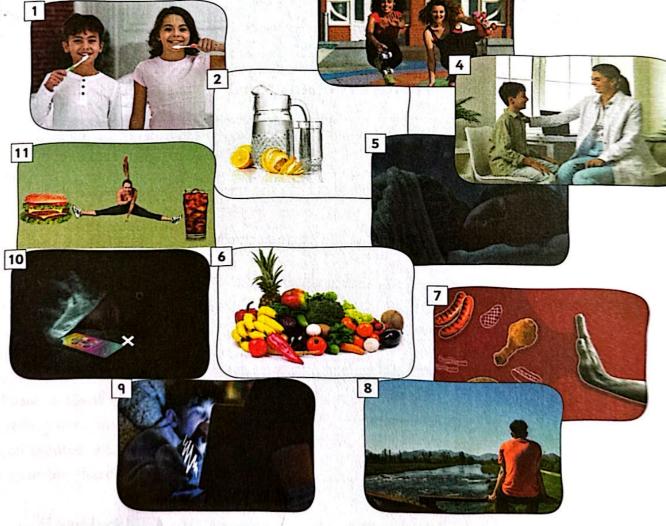
- Read subtitles and highlighted sentences to get the main ideas in a text.
- Plan and write a letter to give advice about healthy habits.



### A. Read

- You are going to read an article from a magazine. Look at the pictures and guess what the article is about. Choose the best title for the article:
  - A. Get Happy with Healthy Food
  - B. Healthy Routines for Happiness
  - **C.** Visit the Doctor for a Happy Life

Help Prevent Climate Change! Eating less meat is healthy and also prevents climate change. 25% of greenhouse gasses (CO<sub>2</sub>) come from farm animals. So, when you eat less meat, you also help prevent global warming.



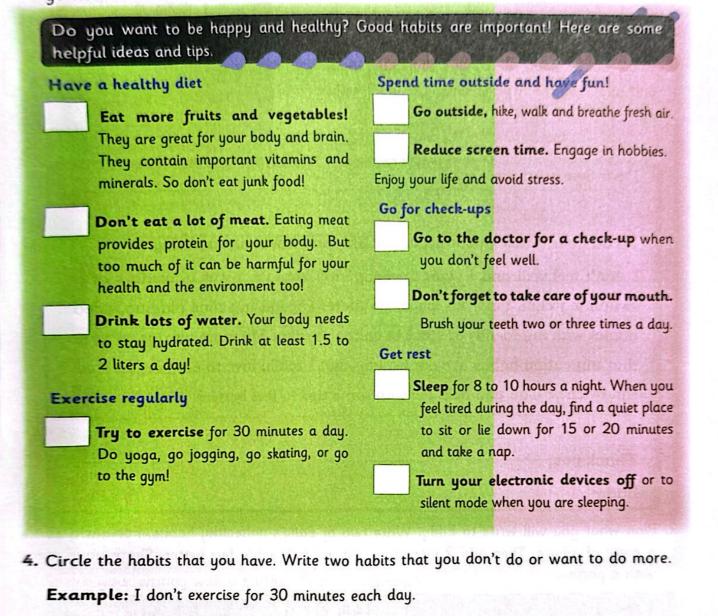
3

2. Share your answers with a partner. Then read the colored and bold subtitles in the article to check your guesses.





3. You are a magazine editor! Read the article again. Decide which pictures from Exercise A go next to the black bold sentences. Write the number of the picture next to the sentence.

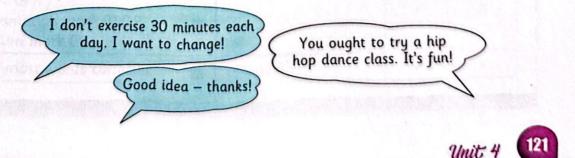


1.

# )) B. Speak

2.

Work with a partner. Tell your partner two habits you have and two things you want to change. Listen to your partner's advice. Take turns.



# C. Write

You are a writer on the "Teen Advice Team" at E-zine.

 Read about Eddy. Circle his unhealthy habits and underline the healthy ones. Compare with a partner.



Dear Sweet Advice Team,

I read your article about healthy habits, and it was just amazing.

I don't feel well and I want to change my lifestyle. I was a member of a swimming club, but I no longer go there. I spend my time playing video games with my friends at home or online. It's fun. My mom always tells me that my eating habits are not healthy, but I really love to eat burgers and sandwiches! Can you help me with some tips to feel better?

Thank you,

Eddy

2. Plan what you will write to Eddy. Write two of Eddy's unhealthy habits. For each, write a piece of advice. Then add 2 more tips that will help Eddy feel better. Share your ideas with a partner.

	Eddy
Unhealthy habits	Advice
i there apply a second s	Two other tips
THE OWNER OF COMPANY AND AND ADDRESS OF THE OWNER	THE OWNER AND





3. Now write your own response to Ed	aau	o Ea	to	esponse	own	your	write	Now	з.
--------------------------------------	-----	------	----	---------	-----	------	-------	-----	----

Dear Eddy,	Remember! Useful Expressions for Giving Advice
Thank you for writing to the Sweet Advice Team. We are happy to help you!	• You should • You ought to
	• You should not • You shouldn't
Substand . Come towns to move has but product	to be and the second
THE REAL PROPERTY OF THE	And and a second se
Restriction of the second state of the	
	Piness (2) an actual the
Good luck,	
The second se	

4. Share your writing with a partner. Revise it together.

Check your Writing!	Circle	one.
1. I gave Eddy at least two pieces of advice.	~	x
2. I used should, ought to, and should not/shouldn't to give Eddy advice.	~	×
<ul> <li><b>3.</b> I used a capital letter:</li> <li>• At the start of each sentence</li> <li>• For names</li> </ul>	*	x
<ul> <li>4. I ended each sentence with:</li> <li>• a period (.)</li> <li>• an exclamation mark (!) OR</li> <li>• a question mark (?)</li> </ul>	~	x
5. I spelled most words correctly.	~	×

5. Share your writing with your classmates.



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# I'm happy! I'm going to hang out with friends next week.



Lesson

#### In this lesson, I will:

- · Listen and identify people's feelings.
- Talk and write about feelings and future plans.

#### A. Vocabulary: Feelings

1. Work with a partner. Label the pictures with the words you know.

angry	confused	happy	nervous	surprised	thirsty
bored	embarrassed	hungry	sad	tired	worried

2. Listen to check your answers. Then listen and repeat.



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1	Ferhana: What's the matter, Rachid? Rachid: Oh, my cat went outside yesterday, and she didn't come home. I'm very angry confused worried
3	Rajaa: Hi, Leyna. What are you doing?         Leyna: I'm doing my math homework. But I don't understand.         Can you help me? I'm so       sad         embarrassed       confused
	Majd: What's wrong, Limam? Limam: I saw my English teacher, Mr. Baqqali, at the supermarket. Majd: And? What happened? Limam: I called him the wrong name. I said "Mrs. Baqqali." Ugh. I'm really happy excited embarrassed
	Younes: Are you ok, Maya? Maya: I lost my cell phone! Younes: Oh, no. Your new cell phone? Maya: Yes. I'm so bored sad tired
	Lunes: Hi, Juan Carlos. How's it going? Juan: Great! I had a test in my science class today. Lunes: Oh! Did you do well? Juan: Yes! I didn't study, but I got an A. I am very vorried angry surprised
6	Mery: Are you ready for your job interview? Ron: I think so. I'm just a little nervous happy confused
No S	C. Game: Vocabulary Pictionary Mes rk in a group of three to four. Student 1, draw a feelings vocabulary word from Exercise A. The first person to guess gets a point. Take turns. When time is up, the person with the most points wins!

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## D. Grammar in Context

1. Read the conversation. What is Rajaa going to do tomorrow?

#### Rajaa: Hi, Leyna. What's up?

Leyna: I need to do my math homework. But I don't understand. Can you help me? I'm so confused.

Rajaa: I have an idea! Tomorrow, I am going to prepare for the test. My cousin is going to help me. You can join if you like.

Leyna: That would be great! I'm going to bring my textbook. Thank you!

<b>Future Plans</b> be going to + verb					
I	going	bring	my textbook.		
He She It	to	help	Rajaa.		
We You They	are	prepare	for a math test		

2. Look at the sentences in bold above and complete the chart.

3. Complete the following sentences. The first is done for you.

1) I \_\_\_\_\_ am going to visit\_\_\_\_ (visit) my grandparents this weekend.

- 2) My parents \_\_\_\_\_\_ (buy) a new car next month.
- 3) Sifaw \_\_\_\_\_\_ (start) a new job in a few days.
- 4) We \_\_\_\_\_\_ (have) a party for my birthday next week.
- 5) My sister \_\_\_\_\_\_ (study) abroad next year.
- 6) My brother \_\_\_\_\_\_ (teach) me how to surf tomorrow.

# E. Write: Feelings Journal

How do you feel in these situations and what are you going to do? 1. Complete the chart. The first is done for you.



2. Share your feelings and plans with a partner or with your classmates.





# Unit Test, Task & Self Assessment

Unit 4 Test



A. Listen and choose the correct picture. Circle the letter.

1. What hurts?





В

В

B

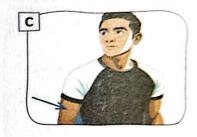
2. What advice does the boy give?

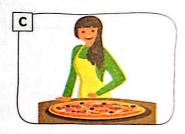


3. What is the girl going to do next?











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- B. Listen to a talk about staying healthy. Circle the correct answers.
  - 4. The speaker says you will have more energy if you ....
    - A. never eat junk food
    - B. eat three times a day
    - C. eat different kinds of healthy food
  - 5. The speaker says that exercise makes you ....
    - A. feel happy
    - B. get more energy
    - C. become sick
  - 6. The speaker says that talking with a friend can ....
    - A. help your mind relax
    - B. make you sad
    - C. reduce your energy



Unit 4

# GRAMMAR & VOCABULARY

Complete the conversations with words from the word bank.

bandage headache hope great hurt ill	
Mary: What's the (7)	Leah: Oh no! What happened?
Mohamed?	Mustafa: I (11) my ankle in
Mohamed: I don't feel so (8)	a football match.
Mary: What's wrong?	Leah: I'm so (12) Did you go
Mohamed: I have a sore throat and	to the doctor?
(9)	Mustafa: Yes, she put a (13)
Mary: Here's some tissue. You really	on it and told me to rest.
(10) You go to the	octor! Leah: I (14) you get better
Mohamed: Yes, thanks. I am going	go soon.
after school.	Mustafa: Thanks.

B. Circle the best word to complete each sentence.

15. I can't find my math homework. I'm really [worried / confused].

16. Our grandparents came a week early. We were [surprised / nervous].

17. I often feel [nervous / angry] before I give a presentation.

We feel excited because we [are / is] going to eat ice cream at the party tomorrow.

**19.** They are confused so my sister [are / is] going to help them.

#### READING

Read the advice column. Then read the statements and write TRUE or FALSE.

Dear Tenn Advice Team,

My parents are always angry with me because I do not get good grades. They want me to stay home and study all the time. They say that I can relax in the summer. I like to have fun with friends, get exercise, and enjoy my life. What can I do to get good grades without having a boring life?

Thank you, Rasha



#### Dear Rasha,

We agree with your parents that getting good grades is important. And we agree with you that having fun is also important. Both are necessary for a happy and healthy life. To achieve this goal, you should manage your time carefully. Create a plan for the days and times you will do homework and study for tests each week. But don't avoid your friends! You should ask them to study with you. It's fun and you can learn more together. Also make plans to have fun. Pick something you enjoy doing like surfing the net or doing crafts. Write down the start and finish time. But remember to stop on time! With balance, you can get good grades and have a very fun life!

#### Good luck,

- The Teen Advice Team
- 20. Rasha wants advice about how to get good grades.
- The Teen Advice Team agrees that having fun is important.
- 22. The Teen Advice Team advises Rasha to do homework every day of the week. \_
- 23. The Teen Advice Team thinks that teens learn more when they study together.
- 24. The Teen Advice Team says that you should only study during the school week.

My Score: \_\_\_\_ / 24 = \_\_\_%

#### Unit 4 Task – Choose One!

#### **Option 1:** Weekly Health Goals

Follow these steps:

- Choose two new healthy habits you want to start.
- Write two goals to try next week.
- For each goal, write two or three next steps. For example:
   Goal 1: I am going to sleep 8 hours a night.

Next step 1: Do homework after school.

Next step 2: Go to bed before 10:00.

- Put your plan into action. Track your progress.
- Give a short talk to your classmates. Share your goals and how well you achieved them.





# **Option 2:** Feelings Journal

Follow these steps:

- Keep a record of your strong feelings for one week.
- Make a poster, a collage, or a picture story about the week. Include:
  - o Strong feelings you had
  - o When you had them
  - o Why you had them
  - o What you did
- Present your product to your classmates. Say what you learned about yourself.

#### **Option 3:** Healthy Habits Poster

Follow these steps:

- Work with another student or in a small group.
- Together, choose a specific healthy habit (e.g., eating fruits and vegetables, exercising regularly, getting enough sleep, etc.).
- Create a poster promoting the healthy habit. The poster may include:
- o Benefits of the healthy habit
- o Common health problems the healthy habit helps prevent (stop)
- o How it can make you feel
- o Pictures of body parts and feelings connected to the habit (e.g., a heart, muscles, feelings, etc.)
- Display the poster in the classroom or in the school to raise awareness about the importance of healthy habits.

#### Unit 4 Self Assessment

Think about your English. What can you do well? What do you need to practice more? Complete the chart.

Unit 4: What can I do well?	I'm great at this.	I want to practice more.
I can identify parts of the body and say what hurts.	a cos Deministrativa da la Deministrativa da la	
What's the matter? / My ankle hurts. What's wrong? / I hurt my knee.		
I can understand and talk about common illnesses, and show sympathy.	antari Alarati	
I have a headache / fever / earache / stomachache. She has a sore throat. I'm sorry to hear that. / That's too bad. / I hope you feel better.		







DEAR: Drop Everything and Read	사람님께서 말 것
I can read, understand, and respond to a story about someone who gets sick. I can link ideas from a story to my own life. I can plan when to read at home and track my progress.	
I can name different ways people take care of themselves when they are sick. lie down, check my temperature, drink tea, take medicine	
I can use 'be going to' to talk about future plans. I have a headache. I'm going to lie down. I feel sad. I am going to watch a funny movie.	
I can manage my time and lower my stress. I can write my goals. I can prioritize my tasks and activities. I can make a schedule.	
I can understand, write, and talk about healthy habits. Eat fruits and vegetables. Drink lots of water. Brush and floss your teeth. Eat less meat.	
I can understand, write, and talk about feelings. I am happy / sad / tired. I feel bored / angry.	
I use English when I work in a pair or a small group.	

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# Those are cool shoes!

SPOTLIGHT:

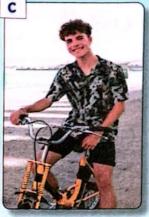
Read the introductions and match them to the people.
 Guess the missing words. Then listen to check your

answers.



Unit 5







Unit 5

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1	2	
Hi. I'm Piretta. I'm Gambian. I live in a suburb	Hello. I'm Jai. I'm from Colorado in the US. I	
of Banjul City. I love In the future,	live near the and I often go	
I'm going to be a fashion My	snowboarding. I always wear a warm coat and	
grandmother taught me how to make my own	gloves. I have special pants to stay	
clothes. I made this last week. What	dry and nice wool socks to keep my feet warm.	
do you think of my style?		
3	4	
Hi. I'm Lily. I'm Malaysian but I live in the center	Hi. My name's Salim. I'm I'm	
of Paris. I enjoy I usually	into bike riding around Ain Diab Beach near	
wear a cap, sweatshirt, and comfortable pants. I	Casablanca. It's hot so I usually wear a short-	
bought these cool black yesterday.	sleeved shirt and My brother	
Do you like them?	gave me this awesome shirt for my birthday. I	
	love it!	

#### By the end of this unit, I will be able to:

1. Listen, read, write, and speak about the clothes and accessories people wear.

- 2. Describe clothes and accessories.
- 3. Ask and answer questions when shopping for clothes and accessories.

4. Describe and compare two or more items when shopping.

5. Read a story for pleasure and link ideas from the story to my life.

6. Read independently at home and track my progress.

7. Help protect the environment by creating new ways to use old things.



I'm going to buy baggy jeans!

#### In this lesson, I will:

• Read and talk about what people wear.

1

• Write about clothes I plan to wear.

#### A. Vocabulary: Clothing

- 1. Work with a partner. Match the words you know to the pictures. Write the number.
- 2. Listen to check your answers. Then listen and repeat.



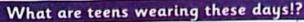
 Tik (✓) the clothes you are wearing today. Tell your classmates. I am wearing a blue T-shirt, white jeans, a green sweater, and a white smock.





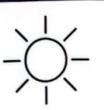
# <table-of-contents> B. Read

1. Read the descriptions and write the name beside each picture.



a sweater to school every day.

She also sometimes wears her



It's hot today and Imane is playing outside.

She's wearing a pair of jean

T-shirt. She has on a pair of

shorts and a light green



favorite red boots.

Merta loves fashion. She wears a skirt and



Lhoussaine is hanging out in the city center today. It's

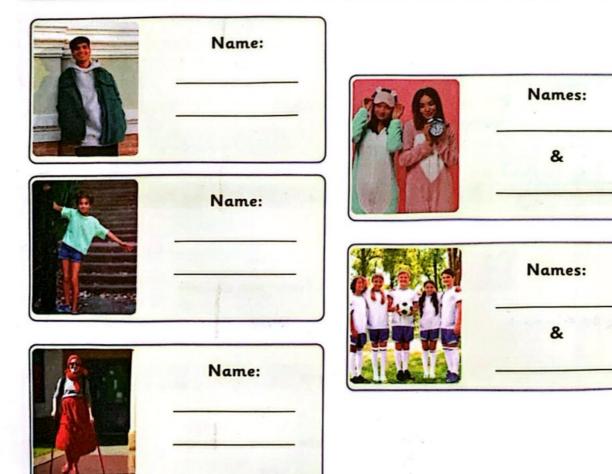
cold so he's wearing a sweatshirt, a jacket, and dark trousers. He also has on a cap.



blue sneakers.

Alia and Christelle are getting ready for bed. Alia is wearing pink pajamas and Christelle has on blue pajamas.

Hakim and his friends love sports. When they play soccer, they usually wear shorts, a T-shirt, long socks and comfortable sneakers.



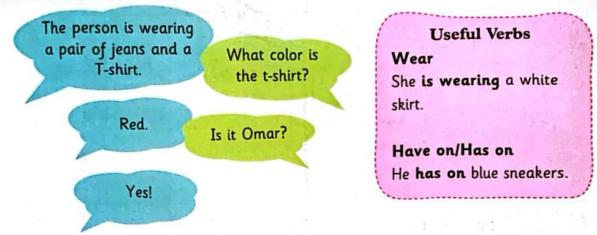
2. Talk with a partner. What do you usually wear when it's hot outside? When it's cold outside?





# C. Game: Guess who?

Work in pairs. Student 1, say what clothes someone in the class is wearing. Student 2, guess who it is. Take turns.





#### **D.** Grammar in Context

- 1. Underline the sentences in Exercise B that talk about people's clothes.
- 2. Complete the grammar chart. Use the sentences you underlined to help you.

Present	Simple for F	Routines/Habits			
I	1 1 1	wear			
He She It	usually often sometimes		sneakers.		
You rarely We never They					
Present	t Continuous	for Right Now a	nd Future Events Already Pl	anned	
I	am			now. right now.	
He She It	1. 	wearing	a T-shirt and trousers	today. tonight.	
You We They	-			tomorrow. this weekend.	
	ar Verb: Hav	e on/Has on for F	Right Now		
I	have on				
He She It	on	pajamas	now. right now.		
You We They	on		at the moment.		

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3. (Circle) the correct phrase to complete the conversations.



 Fathia: What
 [do you wear/ are you wearing] to the class party tomorrow?

**Widad:** I [have on / am wearing] my new jean jacket. How about you?



3. Maria: [Is he wearing / Does he wear] jeans and brown shoes in the picture?

**Walid:** No, he [wears / is wearing] black shoes.



2. Fashion journalist: What [are / do] teens usually [wear / wearing] to school when it is cool outside?

**Said:** My friends and I often [wear / have on / are wearing] a sweatshirt and a jacket on cool days.



4. Mariam: Do you see Riham and Olivia?

> **Salim:** Yes, they are over there. Riham [wears /

> > Unit 5

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is wearing] a white T-shirt and Olivia [wears / has on] a yellow T-shirt.

Mariam: Oh, I see them now. Thanks!

4. Listen to check your answers. Then practice the conversations with a partner.

#### E. Write

- Read the texts between you and your friend.
- 2. Write a text back to your friend.
- **3.** Then draw a picture of what you're wearing to the party.

Hi there! Are class party to	you going to morrow?	o the
Yes, I'm excit	ed about it.	a alt
Cool! What a	are going to v	wear?
And and a		
	Here's a	picture.
B (STAT		7



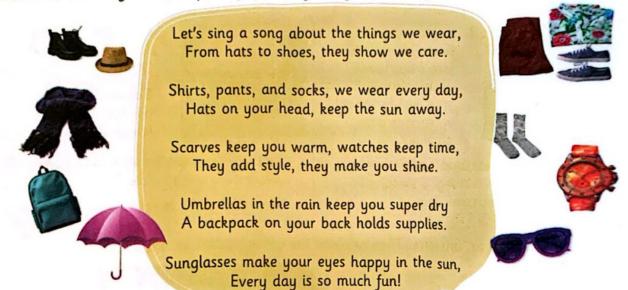
She has on sunglasses.

#### In this lesson, I will:

- Describe the use of different accessories.
- Listen for details about clothing items people will buy.
- Write and speak about clothing items I wear in different situations.

#### A. Sign along!

Listen to the song. Then, clap, snap, and sing along.



#### **B.** Vocabulary: Accessories

- 1. Look at the pictures. Listen and point.
- 2. Listen again and repeat.





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**3.** Tick ( $\checkmark$ ) the accessories you have on or have with you today. Tell a partner.

#### C. Guess

Work in a small group of 2-4 students. One person says a clue for a word in Exercise B. The group guesses the word. Take turns.



### D. Listen

Listen to the conversations. (Circle) the things the speakers will buy.

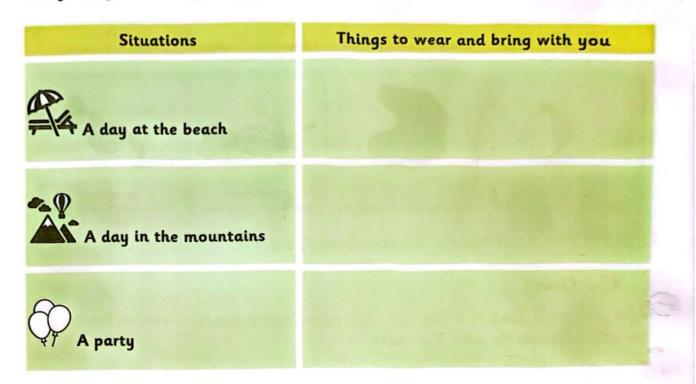
1.	r	and a star		۶
2.	٩	00	Ø	
3.	Q		) je s	Ŷ
4.	5		*	
5.		<b>A</b>	2	B



Unit 5

# E. Write and Discuss

1. Work individually. Draw and write the names of clothes and accessories you wear and bring with you in the different situations.



2. Work in pairs. Ask and answer questions about the situations in Exercise 1.







DEAR: Drop Everything and Read



- Read and respond to a story.
- · Plan ways to use my old clothes and help protect the environment.

#### A. Preview

Look at the pictures. What do you think the story is about? What do you think will happen in the story?





#### **B.** Listen

Listen to the story. Were your guesses correct?



#### C. Read

Read the story while you listen.



#### Omar's Lesson

Omar LOVED his blue sweatshirt. His Aunt Hassna gave it to him when he was 10 years old and Omar wore it EVERYWHERE!

He wore it to school. He wore it to the park. He wore it to volleyball practice. He even wore it to bed! He and his favorite blue sweatshirt went everywhere together! He loved it!

But as Omar grew, his blue sweatshirt got too small for him!

One day, Omar couldn't find his favorite blue sweatshirt. He looked under the bed. He looked in his closet. He looked and looked but he couldn't find it.













Then, as he passed by his little sister's bedroom, Omar saw Kawtar wearing it. Omar shouted, "Mom! Kawtar is wearing my favorite blue sweatshirt!"

His mother rushed in. "Omar, I know you love your blue sweatshirt, but it's too small for you. It's time to hand it down to Kawtar."

Omar looked from his sister to his mother. "But it's my FAVORITE!" He ran back to his room and cried and cried.

A little while later, Aunt Hassna came into Omar's room. She sat on his bed. Omar looked up at his aunt and said, "Did you hear about my favorite blue sweatshirt? Mom gave it to Kawtar! It's not fair," he cried.

Aunt Hassna said, "I know it's hard to give up things we love. But, just like Said gave it to you, now it is time for you to give it to Kawtar." Omar looked up. Said was his favorite cousin, Aunt Hassna's son.

Omar looked surprised. Aunt Hassna said, "Your favorite blue sweatshirt was Said's favorite blue sweatshirt first! Now it's time for Kawtar to love it." Omar smiled. He finally understood that his favorite blue sweatshirt was a hand-me-down.

When Omar joined his family for dinner, Kawtar was sitting at the table wearing the blue sweatshirt. Omar kissed Kawtar on the head and sat down next to her. He was wearing a bright yellow sweatshirt. Then Omar made an announcement, "My new favorite color is yellow!"



-	D. Work in a small group. Choose part of the story to read aloud. Be dramatic!
00	E. Think about the story. Complete the tasks.
-	1. How did you like the story? Color the stars to rate it. ななななな
	2. Tick people and things the story made you remember:
	a piece of clothing an accessory a family member
	Other: Vocabulary Reminder!
	3. Think about hand-me-downs. Tick (✓) the statements you agree with. Then discuss your ideas with a partner. sibling = brother or sister rug = carpet
	My family saves money when I get my siblings' clothes.
	When I use my siblings' clothes, I help save the environment.
	<ul> <li>I try to take good care of my clothes because I want to hand them down to others.</li> <li>I don't hand-down clothes to people. I prefer to make things like rugs with old</li> </ul>
	clothes.
CL.	F. Extension
1.	Match the sentences with the pictures.
	A. Donate used clothes. It can help people in your community.
	<b>B.</b> Recycle old stuffed animals. They can be used for car-seat stuffing! <b>C.</b> Use torn clothes to clean your house!
	D. Never throw clothes away.
	E. Give clothes that are too small to a sibling or a friend.
ſ	Q Thrue Real
	B B Store
	Donation
	JUIT ME JEE
	12
ſ	
	AT IN Z AND
	NER (MARY
8	With Bass Hill
Ç	
2	Take action! Next time I have old clothes, I will
2.	

3. Share your action plan with your classmates.

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Unit 5



Unit 5

# I'm wearing a long, red dress to the party.

#### In this lesson, I will:

- Describe clothing and accessories.
- Read a fashion magazine for details.

#### A. Vocabulary: Adjectives

1. Look at the pictures. Listen and point. Then listen and repeat.



- 2. Tick adjectives in Exercise 1 that match what you are wearing today. Tell a classmate.
- 3. Listen and Stand! Listen to what your teacher says. If your clothes match the description, stand up.



She will stand up!



# B. Read

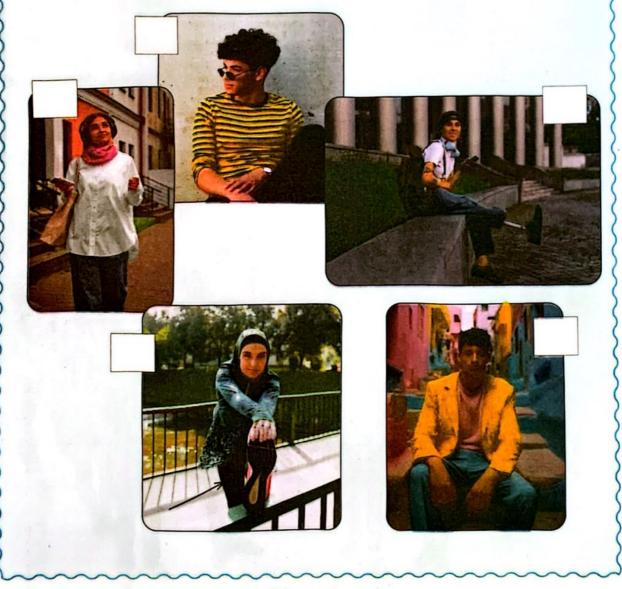
1. Read the descriptions in Real World Fashion magazine. Match them to the pictures.

No matter what you are doing around town, you can always do it with style!

1) Having fun in a pretty, floral scarf!

STREET STYLE!

- 2) Chilling out in a loose, yellow and black striped, long-sleeved T-shirt.
- 3) Taking a break in a white short-sleeved shirt, baggy jeans, and a casual cap.
- 4) Looking cool in a baggy, gold, long-sleeved jacket.
- 5) Keeping fit in a cute, short skirt and fitted black leggings.



2. What person's fashion do you like? Tell a partner.



### )) C. Speak

1. Work in pairs. Describe what someone in the class is wearing. Guess who it is. Take turns.



2. Work in groups of 3-4 students. Look closely at the picture below. Student 1, describe what someone is wearing. Everyone else, point to the person. Take turns.



# D. Write

1. Choose one of the events below.



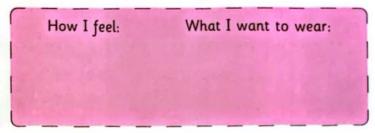
- a wedding party
- a birthday party

a school picnic

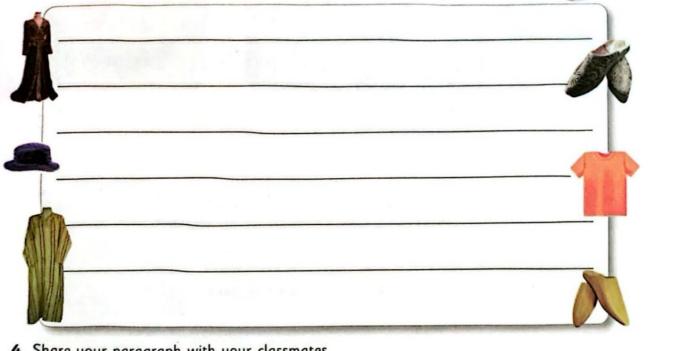
Unit 5

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2. Imagine you are going to the event you chose. Think about how you feel. Think about what you want to wear the party. Take notes below.



- 2. Write a paragraph. In your paragraph, write about:
  - What event you are going to
  - How you feel about it
  - · What you are going to wear



4. Share your paragraph with your classmates.



Global Citizenship & Fun Review



#### In this lesson, I will:

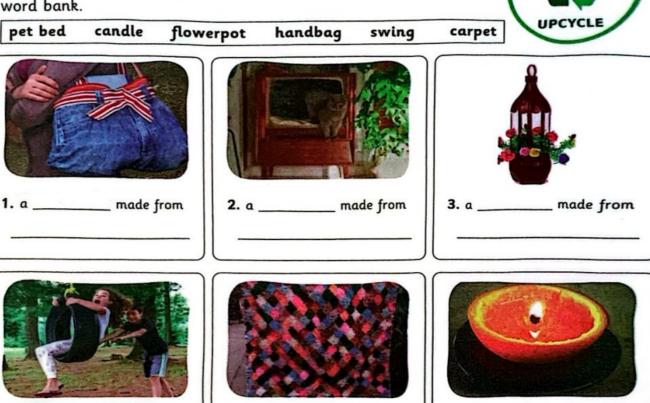
- Share ideas for upcycling old items.
- Use language from the unit to complete a review activity.

# **Global Citizenship: Upcycling**

# A. Preview

pet bed

1. Label the new items you see in each picture. Use words from the word bank.



5. a \_\_\_\_\_ made from

6. a \_\_\_\_\_ made from

2. What are each of the new items in Exercise 1 made from? Complete the phrases above. Use the phrase bank.

made from

an old TV	an old tire	a plastic soda bottle
old T-shirts	an orange peel	an old pair of jeans

Help Protect the Environment! When you upcycle, you save valuable resources. It also reduces air and water pollution, and greenhouse (CO) emissions!

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3. Which of the new items would you like to use? Why? Tell a partner.



4. a

## B. Read

Read about upcycling. Match the pictures to the passages.



#### Help Stop Climate Change & Have Fun with Upcycling!

- Turn Old T-shirts into Trendy Bags! Sarah is a creative girl with a passion for fashion. While looking at her old T-shirts, she had an amazing idea! Why not turn them into vibrant, eco-friendly bags? Each bag told a story, with memories of concerts, vacations, and school events. Word spread quickly and Sarah's trendy creations became famous among her friends.
- **B.** \_\_\_\_\_ From Trash To Planters! Hamza, a young boy from Chefchaoun, noticed that old tires were littering the streets. He started gathering them. With a paintbrush and some soil, he transformed the tires into charming planters. Each tire became a home for a bright flower or a beautiful plant. Now the new planters bring life to Chefchaoun's street corners.
- **C.** \_\_\_\_\_ Build a Birdhouse from a Milk Carton! Mia loved to watch the birds singing outside her window. One very cold day, she decided to help them find shelter. With a dozen empty milk cartons and a pair of scissors, she set to work. Carefully cutting, painting, and decorating each carton, she turned them into cozy birdhouses. Mia's act of kindness turned her garden into a haven for her feathered friends!

#### )) C. Discuss

Work in small groups of two to four. Answer the questions.

- 1. Which of the upcycling ideas do you like most?
- 2. Why is upcycling good for the environment?
- 3. Do you upcycle your old or used items? What do you create?
- 4. Look at the pictures of old items. What are your upcycling ideas?







empty cans

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Share one of your upcycling ideas with your classmates.

## Fun Review

# A. Find Someone Who

Walk around the classroom. Ask questions and write your classmates' names. When you get three in a row, you win!

Do you like striped shirts?	likes to wear a watch	went shopping last weekend	likes wearing baggy jeans or trousers	Did you go shopping last weekend? Yes, I did.
Yes, 1 do.	doesn't like to wear bracelets	wore a solid-colored shirt last week	likes striped shirts	
	wore casual clothes	likes to wear colorful socks	enjoys wearing sneakers	

# B. Write

- 1. Work in a small group of two or three.
- 2. Look at the pictures below for 2 minutes.
- 3. Turn the pictures over.
- 4. Write sentences about what people are wearing in the pictures. Use as many adjectives as you can! You have 4 minutes.





5. Read your sentences to the group. If your sentence correctly describes the picture, you get a point! The person in the group with the most points is the winner.







# Do you have these shoes in blue?

#### In this lesson, I will:

Ask for and suggest shops where you can buy things.

• Ask and answer questions when shopping for clothes.

#### A. Vocabulary: Types of Shops

1. Look at the pictures, listen, and point. Then listen and repeat.



- 2. Match the types of shops to their descriptions.
  - A. You can get different kinds of shoes here.
  - **B.** Here, you can buy special clothing, shoes and equipment for basketball, soccer, tennis, or any other sport.
  - C. You can get things like handbags, hats, gloves, and headbands here.
  - D. You can find computers, cameras, cell phones, headphones, and many other devices here.





- E. You can buy necklaces, bracelets, and earrings here.
- F. This shop has many sections, for example women's and men's clothing, shoes, and jewelry.
- **G.** You can shop outside to find art, clothing, accessories, local fruit and vegetables, and fish and meat for a good price!
- H. You can buy things like shirts, trousers, skirts, blouses and jeans here.
- I. In this large building, you can usually find department stores, sporting goods stores, electronics stores, restaurants, a game center, and a cinema.

## )) B. Speak

- 1. Make a list of five to six things you want to buy. Try to think of different kinds of clothing and accessories.
- 2. Work with a partner. Student A, ask about an item on your list. Student B, suggest a place to buy it. Use the phrases in the box. Take turns.

STREE LAND	
A ANTIN Y	
Jan .	

Useful Phrases	
Student A	2.1
Do you know where I can buy?	
I need to buy	
I want to buy	
Student B	
You ought to try	
You should go to	
You can try going to the	

# C. Listen

- 1. Listen to the conversation. Answer the questions.
  - 1) What does the woman want?
  - 2) What size is she? \_\_\_\_\_
  - 3) How does she pay? \_\_\_\_\_







2. Listen to the conversat	on again.	Write	one	word	in	each	gap.	
----------------------------	-----------	-------	-----	------	----	------	------	--

Salesperson: Can I help you?
Customer: Yes. (1) you (2) any long-sleeved blouses?
Salesperson: Yes, we do. What (3) are you?
Customer: A small.
Salesperson: Here are our new blouses for fall.
Customer: Oh, these are cute! Do you have this in (4)?
Salesperson: Yes, here you are.
Customer: Where can I (5) it on?
Salesperson: The (6) rooms are at the back of the store.
Customer: Ok, thanks.
Salesperson: Did you like the blouse?
Customer: Yes, it fit well. How (7) is it?
Salesperson: It's 150 dirhams.
Customer: Okay, I'll take it.
Salesperson: (8) would you like to (9)?
Customer: (10), please. Here you go.
Salesperson: Thank you.

3. Practice the conversation with a partner.

## **D.** Shopping for Clothes, Shoes & Accessories

- 1. Match the questions to the answers.
  - How would you like to pay? \_\_\_\_\_
  - 2) What size are you? \_\_\_\_\_
  - Do you have this in green? \_\_\_\_\_
  - Where can I try this on? \_\_\_\_\_
  - 5) How much is it? \_\_\_\_\_
  - 6) Would you like to try that on? \_\_\_\_\_
  - 7) Is this on sale? \_\_\_\_\_
- 2. Who says the phrases below? Write C for Customer, or S for Salesperson.
  - 1) Do you have this in a larger size? \_\_\_\_\_
  - 2) Does this come in blue? \_\_\_\_\_
  - 3) Yes, we have it in light blue.
  - 4) Yes, that's on sale. It's 20% off! \_\_\_\_\_

- A. It's 150 dirhams.
- B. Yes, it's 20% off.
- C. I usually wear a medium.
- D. By cash, please.
- E. The changing rooms are over there.
- F. Sorry, it comes in red or white.
- G. Yes, thank you.
  - 5) Where can I try this on? \_\_\_\_\_
  - 6) How did the jeans fit? \_\_\_\_\_
  - 7) How much is this? \_\_\_\_\_
  - 8) How would you like to pay? \_

# Unit 5

Scanned with CS CamScanner 3. Complete the dialog. Use the questions in the box.

How would you like to pay? Do you have these in size 43?	How do they fit? Hi, can I help you?	Do you have them in blue? Are they on sale?
Salesperson: Customer: Yes, please Salesperson: Ah, great sneakers! Customer: Salesperson: I'm sorry, we only h Customer: Ok, I'll try the purple Salesperson:	Yes, here's your size. have black or purple. please.	
Customer: They fit well Salesperson: Let me see Yes, th Customer: So 400 dirham. That's Salesperson: Customer: I'll pay by card please	ey're 20% off! s great. I'll take them.	Useful Language How would you like to pay? cash (credit) card

### E. Speak: Shopping Role Play

- 1. Work in pairs. You are shopping today. Choose one of the roleplays below.
- 2. Student A, read role-play card A. Student B, read role-play card B.
- 3. Do the role play together.

Role Play 1: In a shoe store	and the second
Role Play Card A	Role Play Card B
You are a salesperson at a shoe store.	You are a customer in a shoe store. You want to
Offer your customer help.	get some new shoes to wear to your brother's
• You have the size your customer needs.	wedding.
• You do not have the color your customer wants.	<ul> <li>Ask the salesperson for your size.</li> </ul>
• The shoes cost 500 dirhams. They are not	<ul> <li>Ask the salesperson for the color you want.</li> </ul>
on sale.	<ul> <li>Ask for the price of the shoes.</li> </ul>
• Your store takes cash or credit cards.	<ul> <li>You want to pay by credit card.</li> </ul>

#### Role Play 2: In a clothing store

Role Play Card A	Role Play Card B		
You are a salesperson at a clothing store.	You are a customer in a clothing store. You want a		
• Offer your customer help.	warm sweater or sweatshirt for the cold weather.		
• You do not have the customer's size. Offer	<ul> <li>Ask the salesperson for your size.</li> </ul>		
another similar item.	<ul> <li>Ask the salesperson for the color you want.</li> </ul>		
• The item is 50% off. The total cost is 200	<ul> <li>Ask for the price of the item you choose. Ask</li> </ul>		
dirhams.	if it is on sale.		
• Your store takes cash or credit cards.	<ul> <li>You want to pay by cash.</li> </ul>		

4. Practice the role play. Remember to use eye contact! Be dramatic!

5. Perform your role play for your classmates.

·))



# The brown coat is warmer than the black one.



#### In this lesson, I will:

- Listen for details about items people buy when shopping.
- · Describe and compare items when shopping.



## A. Listen

1. Listen and fill in the chart with the information you hear.

Details	١	00	2	00	3	N	۲	5
Where?								
How much?								
Expensive or cheap?					1.0			

2. Talk with a partner. What would be a good price for the expensive items?



## **B.** Vocabulary: Adjectives

- 1. Match the words you know to the pictures. Then listen to check your answers.
- 2. Listen again and repeat.

cheap comfortable	cute expensive	large long	small tight	ugly uncomfortable	loose short
s1		\$150		- 1	-
31 1	2		3	4	
		P			R
5	6		7	8	
			No.		2 1 1 1 2 1 1 1
9	10		11	12	
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# C. Read

Read the conversations and answer the questions.

#### 1. At the clothes shop

Salesperson: May I help you?

Badr: Yes, I'm looking for a new coat.

Salesperson: Okay, here they are.

Badr: Hmmm... this brown one is nice, but the black

one is less expensive than the brown one. Salesperson: True. But I think the brown one

is warmer than the black one. And it looks more comfortable too.

**Badr:** I am always cold, so I think I will take the brown one. Overall, it's nicer than the black one. **Salesperson:** Okay, would you like to try it on? **Badr:** Yes, thanks.

1) What does Badr want to buy?
2) Does he choose the
black one or the brown
one?
3) Why?

#### 2. At the jewelry store

Majda: Which necklace should I get? Asmae: I love them both. But this one is prettier. It's longer and the color is nice.

**Majda:** I agree. I also want to get some earrings. Do you like these gold ones?

**Asmae:** Yes, but they're really expensive. These silver earrings are nice too. And they are less expensive than the gold ones.

Majda: You're right. Thanks. I'll get them.



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# 😳 D. Grammar in Context

1. Read the conversations again and complete the chart. Then answer the questions.

Adjectives with "more" or "less"
more expensive



1) Which adjectives take -er? Circle the correct answer.

a. long ones b. short ones

2) Which adjectives take more or less? Circle the correct answer.

a. long ones b. short ones

3) What word comes after the adjective when comparing two things? Circle the answer.

a. more / less b. than

2. Read and clap out (1) the examples in the grammar box.

Comparatives Comparing two or more things		
One-syllable adjectives	small - smaller long - longer cheap - cheaper	
Adjectives ending with -y	pretty - prettier ugly - uglier	
Three or more syllable adjectives	expensive - more expensive / less expensive comfortable - more comfortable / less comfortable fashionable - more fashionable / less fashionable	
Irregular adjectives	fun - more fun ( <del>funner</del> ) / less fun	

## 3. Complete the sentences.

The white T-shirt is (fun) than the black T-shirt looks (cool	200 MAD 275 MAD	The green pants are (cheap) than the dar pants. But the dark pants are (comfortable) than the green pants. I could walk all da in the dark ones!
		The white T-shirt is (fun) than the blac T-shirt. But the black T-shirt looks (coo the white T-shirt.
The red scarf is (warm) than blue scarf. But I like the blue scarf because it is (fashionable).		The red scarf is (warm) than blu scarf. But I like the blue scarf because it is

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## )) E. Speak

 Work in pairs. You are shopping for gifts. Talk about the items and decide what to buy. Use the adjective box to help you, as well as other words you know.

(	Vocabula	ary Reminder!	
big	healthy	fashionable	pretty /
small	useful	warm	tight
large	comfortable	long	loose / baggy
expensive	fun	short	bright
cheap	cool	ugly	dark )

What do you think of the blue sunglasses?

Which beach hat do you like better? The solid green one or the black and white one? I like them. They are less expensive than the green ones. Hmmm... the beach hat may be more useful than the sunglasses.

It is your friend's birthday soon. You want to get him or her a gift that he/she can use in the summer. Decide what you will buy.



B. It's the end of the school year. You want to buy a gift for your English teacher.



2. Share your decisions with your classmates.







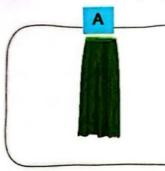
Unit Test, Task & Self Assessment

# Unit 5 Test

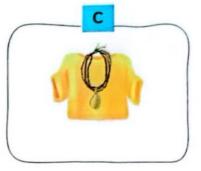


LISTENING

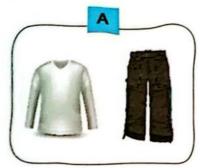
1. What is Yasmine going to wear to the party?







2. What do students need to wear on the school trip?



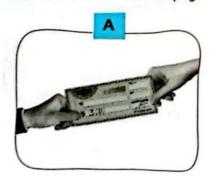




3. Where is the boy going to go to buy his mom's gift?

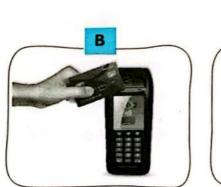


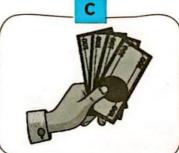
4. How will the woman pay?

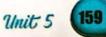










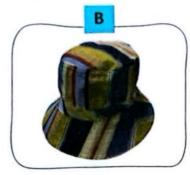




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5. Which hat will they buy for their father?







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# **GRAMMAR & VOCABULARY**

A. Complete the conversation. Use the words in the box.

smaller	medium	try	help	
bigger	fit	ask	thank	
Salesperson: Hello, c	an I (6)	you?		
Customer: Yes, do yo	ou have these trouse	rs in a (7)	_?	
Salesperson: Yes, he	e you are.			
Customer: Thank you	. Where can I (8)	these on?		
Salesperson: The cho	inging rooms are jus	t over there.		
Customer: Okay, (9)_	you.			
Salesperson: How do	the trousers (10)	?		
Customer: They're re	ally big. Do you hav	e a (11)	size?	
Salesperson: Sure. I'l	l get them and be rig	ght back.		

B. Complete the sentences with the comparative form of the adjective.

12. My sister is	(tall) than me.
13. The souk is usually great prices!	(expensive) than the mall. The souk always has
14. Let's buy the blue shirt. I like it	(good) than the black one.
15. These baggy jeans are them.	(comfortable) than the fitted jeans. I'll take

Unit 5

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#### READING

Read the advertisements and the sentences about what people want to buy. Write the letter of the shop that each person should go to.



16. Hamid wants to buy a new T-shirt to wear to the beach this summer. \_\_\_\_

17. Siham wants to to find hiking pants on sale.

18. Rajaa is going to go to the beach so she is looking for a sale on sunglasses.

- 19. Brahim wants to listen to music on the airplane.
- 20. Lhoussaine and Said want to find sneakers on sale. They plan to play sports all summer!

My score: \_\_\_\_\_ out of 20 = \_\_\_\_%

## Unit 5 Task - Choose One!

### Option 1: Design an Outfit to Wear

#### Follow these steps:

- Choose an event to go to (wedding, party, concert, sporting event).
- Design an outfit to wear to the event.
  - What does it look like? Draw a picture of it.
  - Write a paragraph to describe the outfit. Explain why it is a good outfit for the event.







#### **Option 2: Presentation about what to Bring on Vacation**

#### Follow these steps:

- Choose a vacation to go on (a trip to the beach, a weekend in the mountains or the city, etc.)
- What do you need to pack? Write a packing list.
- Give a reason why you need the clothing or accessory item.
   Example: I'm going to pack my sunglasses. It's going to be sunny.

#### **Option 3: Celebration Fashion**

- · Choose a celebration from Morocco or another country.
  - o Research the clothes and accessories people wear during the celebration.
  - o Create a poster or a PowerPoint to show the clothes. Write a short description under each picture.
- Hang the poster or PowerPoint slides on the wall in your classroom or school.

### Unit 5 Self Assessment

Think about your English. What can you do well? What do you need to practice more? Complete the chart.

Unit 5: Those are cool shoes!	I'm great at this.	I want to practice more.
Identify, talk, and write about the clothes and accessories people wear.		
She is wearing a white T-shirt, baggy jeans, and a floral scarf. He often wears casual clothes to school. They have on comfortable sneakers.		
Identify, talk, and write about shops where you can buy things.	1.1	
Did you get those gloves at the new accessories shop? For medicine, you can go to a pharmacy. The department store has clothes for the whole family. I got this necklace at the outdoor souk in Meknes.		





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Ask and answer questions when shopping for clothes and accessories.	
Do you have this jacket in a large?	
Where are the fitting rooms?	
Are these earrings on sale?	
How would you like to pay, cash or credit card?	
I'd like to pay by cash, please.	
Describe and compare two items when shopping.	
The blue long-sleeved shirt is more expensive than the red one.	
The green skirt is shorter than the striped one.	
I think the black sneakers are uglier than the pink ones.	 
I use English when I work in a pair or a small group.	
DEAR: Drop Everything and Read	
I can set a goal.	
I can make a plan.	
I can read a book on my own.	041
I can track my progress in my notebook.	
I can help protect the environment by finding new ways to use old things.	



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