

Scope & Sequence

Unit	Vocabulary	Grammar	Reading	Social-Emotional Learning (SEL)	CLIL and Literacy	Education for Sustainable Development and Citizenship (ESDC)	Communication Skills
Welcome pages 5-8	Free-Time Activities, Adjectives for Places, Nature and City Features	Review: Present Perfect, Future Tense with <i>will / going to</i>	<i>The Amazing Exchange Club</i>				
Unit 1 Travel Time pages 9-22	Travel: arrivals, check-in desk, departures, ferry, journey, line, luggage cart, passenger, platform, ticket collector, ticket machine, waiting room Airplane Travel: be delayed, check-in your luggage, land, miss a plane, show your passport, take off	Present Perfect and Simple Past She's lived in a lot of different countries. She lived in Mexico for five years. Questions: Present Perfect and Simple Past Have you ever been to China? When did you go there?	Short Story <i>The Last Night at Camp</i> Reading Skill: Read for general understanding	Self-Management Think positively about challenges	Social Studies: <i>See the World on a Screen</i> virtual, spectacular, greet, local, ingredients, vegetation Information Literacy: Use context to understand new words	Global Citizenship The value of virtual tourism in learning about different countries Research Project Take a Tour	Listening: Listen for main ideas Speaking: Show interest when talking to a friend Writing: Reply to an email from a friend
Unit 2 Put on a Show pages 23-36	Entertainment: audience, backstage, conductor, costume, dance company, make-up, musician, orchestra, perform, rehearse, set, stage Live Music: atmosphere, band, crowd, entertainment, tour, venue	<i>used to / didn't use to</i> People used to wear different clothes. Theaters didn't use to have electric lights. Questions with <i>used to</i> Where did they use to perform? Did she use to sing in a band?	First-Person Narrative <i>How I Learned the Hard Way</i> Reading Skill: Understand the characters in a story	Relationship Skills Accept and learn from criticism	Social Studies: <i>Telling Tale Tales</i> exaggerated, unbelievable, lumberjack, passed down, generation, folklore Critical Literacy: Give a personal response to a text	Global Citizenship The importance of storytelling in different cultures Performance Project Sharing Stories	Listening: Use pictures and text to make predictions Speaking: Think about the audience when giving a presentation Writing: Use the features of a diary
Unit 3 Amazing Senses pages 37-50	Senses: bang, bright, burning, pale, rotten, rough, savory, sharp, shiny, smooth, whisper, whistle Feelings: anxious, calm, cheerful, confused, disappointed, impressed	<i>must / may (not) / might (not) / could / can't be</i> That noise might be a cat. It can't be a tiger! Present Progressive for Future What are you doing on Saturday? I'm going to a class this afternoon.	Adventure Story <i>Look, But Don't Touch</i> Reading Skill: Skim and scan texts	Responsible Decision-Making Reflect and learn from others' experiences	Social Studies: <i>Nunchi: How to Read a Room</i> Immediately, attitudes, mood, presence, silence, body language Critical Literacy: Identify an author's intended purpose	Global Citizenship The value of learning to 'read the room' Creative Project All About Our Class	Listening: Listen for more information Speaking: Ask questions to include the listener Writing: Use paragraph structures
Unit 4 Video Stars pages 51-64	Movies: animator, camera operator, composer, costume designer, director, film, make-up artist, present, record, scriptwriter, sell, sound engineer Media: credit someone, go behind the scenes, go on social media, interview someone, post a video, tag someone	Past Passive The costumes were made by my friends. The music wasn't recorded in Brazil. Questions: Past Passive Who was the movie written by? Were the actors interviewed?	Movie Script <i>A Wildcat in the City</i> Reading Skill: Identify the features of a movie script	Self-Management Think about how your words affect others	History: <i>History on Screen</i> series, historical, realistic, dialogue, believable, fictional, reflect, reality Critical Literacy: Identify the intended audience	Global Citizenship The value of historical TV shows and movies in learning about the past Performance Project Making a Movie	Listening: Activate your existing knowledge Speaking: Help the listener make a decision Writing: Write natural dialogue
Unit 5 Find Your Voice pages 65-78	Leadership: annoyed, citizen, collaborate, confident, curious, embarrassed, inspired, jealous, leadership, opportunity, resources, responsibility Positive Action: achieve, encourage, propose, rely on, take part, volunteer	Second Conditional If I had a problem, I'd ask for help. If you paid attention, you'd learn a lot. Questions: Second Conditional What would you do if you were a class leader? If you were famous, where would you live?	Realistic Fiction Story <i>Bread for Bullies</i> Reading Skill: Recognize similes	Relationship Skills Identify bullying	Social Studies: <i>Be a Local Leader</i> community, programs, experience, skills, proposal, implement, approach, submit Critical Literacy: Identify an author's opinion	Global Citizenship The importance of being a leader in your community Service Project Change Your Community	Listening: Listen for contrasting ideas Speaking: Ask others for advice Writing: Engage your readers in a blog post
Unit 6 Our Wellbeing pages 79-92	Health and Illness: ask the pharmacist, be painful, break a bone, call an ambulance, cut your finger, get a cast, have a fever, have an accident, lie down, put a bandage on, take medicine, twist your ankle Activities: do cartwheels, eat a varied diet, help around the house, limit screen time, take the stairs, take up a new sport	Reported Speech He said that it was painful. She told me she had a sore throat. Reported Speech (<i>could, would</i>) He said that he couldn't stand up. She said she would go to the doctor.	Graphic Novel <i>A Day in the Life of Mike the Microbe</i> Reading Skill: Identify metaphors	Self-Awareness Understand the causes of stress	Health: <i>Not Your Ordinary Ways to Reduce Stress</i> relieve, scenery, impact, promote, mental health, benefit, releases Critical Literacy: Evaluate a text for reliability	Global Citizenship The role of nature in improving physical and mental health Creative Project Ways to Relax	Listening: Recognize when speakers agree or disagree Speaking: Find a compromise when making group plans Writing: Use persuasive language when writing
Unit 7 Great Inventions pages 93-106	Inventing: develop, discover, efficient, estimate, energy-saving, improve, money-saving, realize, repair, research, time-saving, user-friendly Solutions: go for Plan A, break down a problem, carry out an experiment, come to a conclusion, figure out a solution, look ahead to the next steps	Past Perfect We had already studied design when we started the project. Narrative Tenses I'd learned about inventions at school. I was writing an email when I had an idea.	Short Story <i>The Electric Shopping Bicycle</i> Reading Skill: Make inferences	Self-Management Evaluate your successes	Science: <i>Young Inventors</i> cane, sensors, obstacles, portable, discarded, gear, afford, solar panels Information Literacy: Use note-taking strategies	Global Citizenship The role of young inventors in making a difference in the world Creative Project Incredible Inventions	Listening: Infer the speaker's feelings Speaking: Use body language when giving a presentation Writing: Use time expressions when writing a story
Unit 8 Useful Nature pages 107-120	Helpful Animals: bacteria, beaver, deer, leopard, mosquito, predator, prey, vulture, wasp, wild boar, wolf, worms Natural Processes: balance, decompose, digest, reduce, run out of, take over	Present Perfect Progressive I've been learning about nature for two weeks. Questions: Present Perfect Progressive What has she been doing? Have you been reading about animals?	Fable <i>Your Turn Will Come!</i> Reading Skill: Understand different points of view	Relationship Skills Recognize individual roles in a group	Science: <i>Let's Help Each Other</i> species, symbiotic, warn, prevent, fluid, substance, bodyguards, swarm Critical Literacy: Summarize a text	Global Citizenship The importance of helping others with their needs Research Project Animals Helping Animals	Listening: Identify the type of text, speaker, and language Speaking: Disagree in polite ways Writing: Write a balanced argument
Unit 9 Big Design pages 121-134	Design: accessible, construct, decorate, functional, illustration, innovative, measure, model, reliable, structure, stylish, sustainable Technology: click on a link, create a password, delete a file, download a file, go online, install a program	Reported Commands She told me to make a model. They told us not to forget about benches. Reported Questions I asked her what she needed to install. He asked me if I could help.	Realistic Fiction Story <i>Confusion at the Museum</i> Reading Skill: Write a summary of a story	Self-Awareness Identify the signs of stress	History: <i>Hanging on to History</i> no longer, repurpose, arena, brand new, turned into, preserve, discarded, scale Critical Literacy: Identify experts in texts	Global Citizenship The role of repurposed designs in helping communities and the planet Creative Project Making Something New	Listening: Listen for specific information Speaking: Suggest ideas politely Writing: Make suggestions in writing

Grammar Booster pages 135-143

The Amazing Exchange Club

1 Travel Time

- Talk about traveling
- Talk about experiences
- Read about virtual tourism
- Read and write an email

2 Put on a Show

- Talk about performances
- Talk about past habits
- Read about tall tales
- Read and write a diary entry

3 Amazing Senses

- Talk about senses and feelings
- Talk about future plans
- Read about *nunchi*
- Read and write an online article

4 Video Stars

- Talk about movies and videos
- Talk about how things were done
- Read about historical TV shows
- Read and write a movie script

5 Find Your Voice

- Talk about leadership
- Talk about improbable events
- Read about local leaders
- Read and write a blog post

6 Our Wellbeing

- Talk about health and illness
- Talk about what other people said
- Read about forest bathing
- Read and write a persuasive essay

7 Great Inventions

- Talk about inventions
- Talk about a sequence of events
- Read about young inventors
- Read and write a short story

8 Useful Nature


- Talk about animals and the environment
- Talk about things that have been happening
- Read about animal relationships
- Read and write a *for and against* essay

9 Big Design

- Talk about the design process
- Talk about commands and questions
- Read about repurposed buildings
- Read and write an article with suggestions

- 1 Read the profiles of The Amazing Exchange Club team. Whose hobby and favorite place are most similar to yours?

ABOUT PHOTOS MESSAGE




Name: Mason
Age: 11 **Birthday:** June 24
Nationality: Canadian
Hometown: Vancouver, Canada

I love doing track and field in my free time. My favorite place is the sandy beach and ocean near where I live.

I like talking with kids from different countries around the world in The Amazing Exchange Club.

ABOUT PHOTOS MESSAGE




Name: Elena
Age: 12 **Birthday:** October 12
Nationality: Argentinian
Hometown: Buenos Aires, Argentina

I love dance and pop music. I also enjoy shopping and eating in all of the different neighborhoods in my city.

I really enjoy learning about different cultures in The Amazing Exchange Club.

ABOUT PHOTOS MESSAGE



Name: Bruno
Age: 12 **Birthday:** August 30
Nationality: Brazilian
Hometown: São Paulo, Brazil

My favorite hobby is yoga. I really love going to quiet places with a lot of green space.

I enjoy video calls. It's a fun way to communicate with the The Amazing Exchange Club team.

ABOUT PHOTOS MESSAGE



Name: Ling
Age: 11 **Birthday:** February 28
Nationality: Chinese
Hometown: Beijing, China

My favorite hobby is photography. I love going to the volcano and grasslands near my grandparents' house.

I like sharing my photos. I show them to all of my friends in The Amazing Exchange Club.

1 Look back at page 5. Ask and answer about The Amazing Exchange Club team.

Where is Mason from?

He's from Vancouver in Canada.

What's his hobby?

He likes track and field.

What's his favorite place?

The sandy beach and ocean near where he lives.

What does he enjoy most about the Amazing Exchange Club?

Talking to other kids from different countries around the world.

2 Listen and choose.

- Mason has run in a lot of races and wants to try martial arts / gymnastics.
- Elena started dance classes five years ago / when she was five.
- Bruno does yoga with his friends and would like to be / has trained as a yoga teacher.
- Ling would like to take photos of the coral reef in China / Australia.
- The team members talked about school / their hobbies.



3 Talk about activities you have done and activities you would like to do.



I've played the piano for three years. I love music, and I'd like to see more musicals.



I've done gymnastics since I was nine. I'd like to try martial arts.

1 Listen and read. Which topics did Ling and Bruno enjoy learning about the most?

THE AMAZING EXCHANGE CLUB

We asked two members of The Amazing Exchange Club to tell us about the most interesting things they learned last year.



LING FROM CHINA, AGE 11

I really enjoyed the topics about the environment. I learned about some cool ways that products are made. One of my teammates shared

a class project about unique materials that are good for our planet. For example, clothes made of bamboo are better for the environment than cotton, because bamboo uses less water than cotton. Also, I didn't believe it at first, but some bags and shoes are made of mushrooms! It's called mushroom leather. I thought it was so interesting that I decided to read more about it. I did a lot of research online. Then my teammates and I made a video. We each showed it to our class at school. It was really fun!



BRUNO FROM BRAZIL, AGE 12

I also loved learning about the environment. I think it's important to help protect our planet. If we don't change the way we live, climate

change will continue and the global crisis will become worse. My teammates and I were all worried about deforestation and seeing animal habitats destroyed. On our video calls, we shared a lot of ideas about what we can do to help. One of my teammates visited a wildflower garden. She learned all about how to help wildflowers grow. She shared the information with us, and I made a wildflower area in my garden. I like watching the bees go from flower to flower to collect pollen.



What did you learn last year? What did you do? Did something inspire you?

Email us your thoughts [here](#). We'll post some of them in next week's blog.

LIKE SHARE

2 Read again. Write *T* (True) or *F* (False). Correct the false sentences.

- Ling learned that cotton is better for the environment than bamboo. _____
- Ling learned about a new leather made of mushrooms. _____
- Bruno thinks it's important to protect the planet. _____
- Bruno grew wildflowers in the garden at school. _____

3 Think about what you learned in school last year. Discuss the questions.

- What was your favorite topic? Why?
- What do you think the four club members will learn about this year?



0.03 Listen and read. Where is the Amazing Exchange Club's trip going to be?

Mason: Hi, Elena. It's nice to see you again!

Elena: Hi, Mason. It's nice to see you, too! I'm looking forward to making new friends this year!

Mason: Me, too!

Elena: And I'm excited to find out what we'll learn.

Mason: Well, our first group topic is about traveling and exploring different places.

Elena: I love traveling! On my next vacation, I'm going to visit my cousins in Ushuaia. It's a beautiful city in the most southern part of Argentina. I can't wait to visit. Do you have any plans for your next vacation?

Mason: Yes. I live in Vancouver. It's on the west coast of Canada, and it has amazing beaches. I'll stay here over my summer break. In the winter, I might go to a town named Whistler to ski with my parents.

Elena: That sounds fun. We're going to Vancouver for our exchange trip at the end of the year, aren't we?

Mason: Yes, that's right. So, we'll have the chance to meet in person!

Elena: That's so exciting! It will be cool to see everyone.



2 Answer the questions. Write E (Elena), M (Mason), or B (both). Who ...

- is excited to make new friends? _____
- loves traveling? _____
- is going to stay in her or his hometown this summer? _____
- might go skiing? _____
- is going to visit family on her or his next vacation? _____

3 Discuss the questions.

- Is your country more like Mason's or Elena's? In what ways?
- What are you going to do for your next vacation?
If you don't have any plans yet, what do you think you'll do?
- Which team member from Lessons 1 and 2 would you like to visit most? Why?





1 1.01 Listen and look.

- 1 What do you hear?
- 2 What do you see?
- 3 What's happening?
- 4 What makes you say that?

2 What do you know?

- 1 How do you usually travel to go on vacation?
- 2 What do you like to do during a plane, train, bus, or car trip? Why?



1 1.02 Match the words to the photos. Then listen, check, and repeat.

a ferry b ticket machine c platform d arrivals e departures f check-in desk
g luggage cart h line i journey j waiting room k passenger l ticket collector

2 Take turns describing a place from Activity 1 for your partner to guess.

I see a ticket collector,
passengers, and a bus.

You're at a bus station.

3 Think. Answer the questions.

- 1 Look at the place where each club member is. Which do you want to go to most? Why?
- 2 What are the advantages and disadvantages of traveling by ferry, train, bus, and plane?



1 1.03 Listen and read. How long is Mason's train trip?

Elena: Hi, Mason! Where are you? Are you on a train station platform?

Mason: Yes, I'm in line for the ticket machine. We're going to visit my grandparents in Toronto. I've lived in Vancouver for five years, but before that, we lived in Toronto.

Elena: Cool!

Mason: We've visited them every year since then. We usually travel by plane, but this time we're going by train. I haven't taken a long-distance train journey before.

Elena: How long is it by train?

Mason: Almost four days and four nights! I'm so excited!



2 1.04 Listen, read, and repeat. What verb form comes after *has(n't)* and *have(n't)*?

Present Perfect and Simple Past

We've **visited** every year since then.
I **haven't taken** a long-distance journey before.
We **went** on vacation in the spring.
I **didn't visit** my cousins last year.

Look

Use the present perfect for:

- a an action that started in the past and continues.
- b a life experience up to now.

Use the simple past for an action that happened in the past and is now finished.



3 Read and complete. Use the present perfect or the simple past.

- 1 I _____ (live) in this city for three years.
- 2 I _____ (not see) my cousins for two years.
- 3 We _____ (go) on vacation last year.
- 4 He _____ (not travel) by ferry before.
- 5 My family _____ last summer.
- 6 My best friend _____ for six months.

4 **Talk Partners** Compare your travel experiences. Use some of the words from Lesson 1 and your own ideas.

I haven't been on a ferry.


I have! I went on a ferry on my last vacation.

Grammar
Booster
page 135

Before You Read

1 Think and discuss.

- 1 Have you ever been on a journey at night? Did you like it?
- 2 How do you feel about being outside in the dark?

-  1.05 Look at the title and pictures. What do you think the characters are doing? Listen and read. Then check.

THE LAST NIGHT AT CAMP

It was Lucas's last night at his summer camp. "This week has been so good," Lucas said to his friends Jasmin and Noah. "We've done some amazing things! But I miss playing video games, and I haven't taken a shower for five days!"

Jasmin laughed. "Yes, but **the best** activity is tonight—the night walk!"

"The best? I don't think so!" said Lucas. "I don't like the dark! And it's so far to walk!"

"But everyone at summer camp takes part in the night walk. It's a tradition!" replied Jasmin. "We'll love it!"

Later that afternoon, Finn, the camp leader, gave instructions.

"At ten o'clock tonight, we'll drive each group to a different point in the forest and leave you there. Your task is to find your way back to the camp," said Finn. "All the adults will be around in case of an emergency, but you won't see us unless you need us."

Three hours later, the three friends were standing in the dark forest listening to Finn's car drive away. Lucas was feeling a little insecure.

"Let's walk really quickly and be the first ones back!" said Noah.

"Yes! This way!" said Jasmin. At first, it was easy to follow the path, and Lucas began to enjoy himself. But as it got darker and the path got narrower, the friends started to feel tired. Three hours later, they were still walking, and there was no sign of the camp.

"How much **farther**? My legs are tired," said Jasmin.

"Me, too!" said Noah. "I don't like walking. I prefer being a passenger in a car or a train."

"Yes, I love train trips!" said Jasmin. "With a luggage cart for your bags, a waiting room to sit in, and a café. I'm hungry!"

"Yeah, and Lucas doesn't like the dark," said Noah.

"Let's give up!"

"No!" said Lucas. "I'm fine. We've walked a long way, and I feel **better** about the dark now. We need to be positive. We can do this! In fact, let's walk faster! Remember, we want to be the first group back. Come on!"

Noah and Jasmin smiled, the energy seemed to return to their legs, and soon they were all walking and chatting happily again. They arrived back at the camp an hour later.

"Did we do it? Are we first?" asked Noah. They looked around. Three other groups were already there.

"It's OK," said Lucas. "That's **the farthest** I've ever walked, and we didn't give up. We're all winners!"


After You Read



Read for General Understanding

When you read for general understanding, look for:

- the setting and context:
It was Lucas's last night at his summer camp ...
- the characters and their purpose:
Your task is to find your way back to the camp ...
- the outcome:
We're all winners!

3  Read the story again quickly. Answer the questions.

- 1 Where and when does the story take place?
- 2 Who are the characters? What are they trying to do?
- 3 What happens at the end?

- 1 Read the story again. Write the names and check (✓) the correct feelings in the chart.

	Who said it?	Feels positive	Doesn't feel positive
1 The best activity is tonight—the night walk!			
2 I don't like the dark! And it's so far to walk!			
3 How much farther? My legs are tired.			
4 I don't like walking. I prefer being a passenger in a car or a train.			
5 Let's give up!			
6 I feel better about the dark now. We can do this!			

- 2 Find one more statement from a character that shows a positive feeling about a challenge. Then compare answers with a partner.

- 3 Discuss the questions.

- How did the characters' feelings change in the story?
- Whose attitude about the challenge changed the most? Why?

- 4 Work in small groups. At the end of the story, Lucas says, "We're all winners!" What does he mean? Do you agree?



- 5 Check (✓) the challenges you have had in the past. Add one of your own ideas for each category.

Physical challenges	1 I had to walk a very long distance. <input type="checkbox"/>
	2 _____
Mental challenges	3 I had to sleep in a dark place. <input type="checkbox"/>
	4 _____
Academic challenges	5 I had to give a class presentation. <input type="checkbox"/>
	6 _____

- 6 Choose one experience from Activity 5. Discuss the questions.

- How did you stay positive during this challenge?
- If you didn't stay positive, what could you have done differently to stay positive?

I stayed positive during a very important English class presentation by ...

That's a good idea! For our soccer game, I had to ...



- 7 Work in groups. Why is it important to think positively about challenges?



Go to Wellness Book pages 2-7

1 1.06 Match the words to the photos. Then listen, check, and repeat.

- a take off b land c check in your luggage d miss a plane e be delayed f show your passport



2 1.07 Look at the photos below and answer the questions. Then listen and check your ideas.

- 1 What do you think a "Travel Ambassador" does at school?
- 2 What do you think makes someone a good Travel Ambassador?
- 3 What do you think he is going to talk about?



Listen for Main Ideas

When you listen, pay attention to expressions that introduce the main ideas:
I'm going to talk about ...
The most important thing is ...

3 1.07 Listen again. Number the phrases (a-e) in the order you hear them.

a <input type="checkbox"/> The most important thing is ...	d <input type="checkbox"/> I'm going to talk about ...
b <input type="checkbox"/> What you really need to know is ...	e <input type="checkbox"/> The thing you have to
c <input type="checkbox"/> My advice is ...	remember is ...

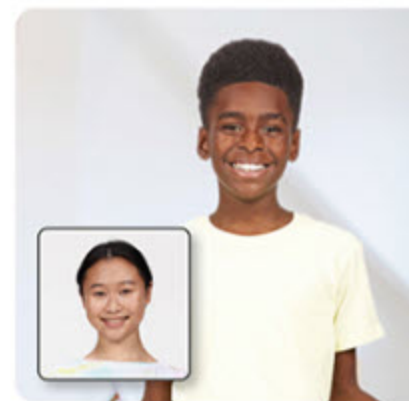
4 1.07 Listen again. Write T (True) or F (False).

- 1 The meeting is about traveling by plane. _____
- 2 Jake is a Travel Ambassador because he has experience with school trips. _____
- 3 Jake says he has never taken too much luggage on a trip. _____
- 4 Jake says you should put your passport at the bottom of your backpack. _____
- 5 Jake says you should bring candy in case you are delayed at the airport. _____

5 Would you like to be a Travel Ambassador at school? Why / Why not?

1 1.08 Listen and read. What happened to Ling at the airport?

Bruno: Hi, Ling. How was your trip?
 Ling: It was great. But we almost missed the plane!
 Bruno: Oh, no! Why? Did you forget your boarding pass?
 Ling: No, I didn't. But I lost my passport. It was really stressful! Have you ever missed a plane?
 Bruno: Yes, I have. We got stuck in traffic on the way to the airport. We were delayed for five hours!
 Ling: Wow! That's a really long time!



2 1.09 Listen, read, and repeat. Do we repeat the main verb in a short answer?

Questions: Present Perfect and Simple Past

Have you ever missed a plane?	Yes, I have .
Has he ever been on a ferry?	No, he hasn't .
Did you forget your boarding pass?	No, I didn't .
Did they lose their tickets?	Yes, they did .

Look

- Use the present perfect to ask about events in the past.
- Use the simple past to ask for details about the events.

3 Read and complete. Then add a question and answer of your own.


- 1 Andrea: Have you ever _____ (be) delayed while traveling?
- 2 Max: Yes, I _____. We were delayed at the station last year.
- 3 Andrea: What happened? _____ the train leave late?
- 4 Max: Yes, it _____. We lost a day of our vacation!
- 5 Andrea: _____
- 6 Max: _____

4 **Talk Partners** Ask about your partner's travel experiences.

Have you ever been on a long journey?
 Yes, I have.
 Where did you go?
 I went from Shanghai to Beijing.



1 Look at the title, subtitles, and photos. What do you think the text is about?

2  1.10 Listen and read. Which of these senses might you experience on each trip—sight, sound, smell, taste, or touch?

blog.travelzone.com

See the World on a Screen

Search... GO

Have you ever wanted to explore different countries without leaving your home? Maybe you can't travel, or you don't like flying? You can still explore the world from home with **virtual** tours. These tours offer travel around the world right on your computer screen! You can see cities, mountains, markets, and more. Here are just a few of the types of tours you can take.

Train Tour from Switzerland to Italy

You can be a passenger on a virtual train on the Bernina railway from Switzerland to Italy. On this tour, you will see **spectacular** views on a trip through the mountains. You won't hear a thing on this quiet ride as you pass different train stations. You can't get off the train, but you can finish the trip with a visit to a virtual museum to learn about the history of the area.



Food Tour to Mexico

You can even enjoy the tastes of other places through virtual tours. For example, you can take a virtual tour around a busy Mexican market to see popular **local** food. Then you can go to a store near you to buy the **ingredients** for the dishes you want to try. You can join a virtual cooking class and learn how to make delicious food, like tamales.



Music and Language Tour of Ethiopia

On another tour, you can take a virtual trip to a village in the Sidama region of Ethiopia. Have you ever spoken Sidama? People in the village will teach you a few words in their language. For example, you'll learn to say "keero" when you **greet** people. They'll also teach you local children's songs. You'll have the chance to hear pop music from Ethiopia, too.




Rainforest Hike in Thailand

You can explore a rainforest virtually, too! There are many to see, like the rainforest on Phuket Island in Thailand. You'll feel like you're walking on a jungle path through thick **vegetation**. You'll hear many insects in the leaves, but you probably won't see the tiny creatures. You'll also hear chirps, and you may even get to see some of the colorful birds that make these sounds.





3  Read the text again. Find each word (1–6) in the text and match the words with their meanings (a–f).

- | | |
|---------------|-------------------------------------|
| 1 virtual | a food used to make a meal |
| 2 spectacular | b to welcome someone with words |
| 3 greet | c plants found in an area in nature |
| 4 local | d very exciting to look at |
| 5 ingredients | e relating to a specific place |
| 6 vegetation | f happening online or on a computer |




Use Context to Understand New Words

Look at the other words in the sentence. What do they mean? Do they give you any clues about the meanings of the new words?




Where would you like to go on a virtual tour? Why?



4  1.11 Listen to Adriana from Brazil talk about tours. Check (✓) the things she has done on a virtual tour.

- | | |
|---------------------------|--------------------------|
| 1 toured a capital city | <input type="checkbox"/> |
| 2 learned Vietnamese | <input type="checkbox"/> |
| 3 seen a place in the USA | <input type="checkbox"/> |
| 4 learned Japanese | <input type="checkbox"/> |
| 5 seen a place in Brazil | <input type="checkbox"/> |
| 6 visited the rainforest | <input type="checkbox"/> |
| 7 toured a craft market | <input type="checkbox"/> |
| 8 visited the beach | <input type="checkbox"/> |



5  Do you think it's important to include the local language in virtual tours? Why / Why not?

What kind of virtual tour would you create for people to enjoy your country?

1 Look and think. What can you see? Which country do you think these things are from?



2 1.12 Watch the video of Fiona and Anton. Check your ideas from Activity 1.

3 1.12 Watch again. Match the sentence parts (1–4) to parts (a–d).

Meeting an Old Friend	
1	What have you ...
2	I haven't seen ...
3	Have you seen ...
4	Have you heard ...
a	(Joe) recently?
b	about (virtual travel)?
c	you for ages!
d	been up to?



Show Interest

When you have a conversation, show the other person that you're interested. Use phrases like:

Sounds great! *Really?*
That's awesome! *Yes, great idea!*

4 Plan your conversation in your Workbook on page 14.

5 **Talk Partners** Take turns practicing your conversations. Use phrases from Activity 3 and show interest when you listen.

Hi, Anna! I haven't seen you for ages. What have you been up to?

I've just been on a trip to an island. We went by ferry.

Sounds great!

6 Reflect. Discuss your conversation with your group.

1 1.13 Listen and read. Where did Alexa go? Did she like it?

To: marta2022@myemail.com
 Subject: My trip to Iceland

Hi Marta,
 Thanks for your email. Sorry I haven't written for ages. I've been on an exciting trip to Iceland for ten days with my family. I'm attaching some photos. First, we stayed in the capital city, Reykjavik. We walked around and had some delicious food. My favorite meal was a traditional dish called *plokkfiskur*, which is made of fish. Then we drove around the country. I loved the Dettifoss Waterfall. I've never seen anything like that before—it's huge! We also saw volcanoes. There are a lot of volcanic eruptions in Iceland. Did you know that in the summer in Iceland, it's dark for only three hours at night? On the way home, we were in the line for the ferry at 3:20 a.m. and the sun was coming up! Email me again soon. Did you go to Scotland? I've always wanted to go there.
 Bye for now, Alexa



2 Read the email again and answer the questions.

1 Why does Alexa say "sorry" in the first paragraph?

2 What does Alexa want Marta to tell her about in her next email?

3 In what order does Alexa write about these things?

- a sunrise
 b a waterfall and volcanoes
 c food

3 Find examples in the email of the features (a–d) from the box.


4 Plan and write a reply to an email in your Workbook on page 15.

Reply to an Email from a Friend

Follow this checklist to write your email.

- a Thank your friend for her/his email.
 b Say where you have been and/or what you have done recently.
 c Give your friend some details.
 d Say what you want your friend to tell you in her/his next email.



-  Plan a tour of your favorite city or town.
Personalize the tour for a friend.

1 Plan

Imagine a friend is visiting your favorite city or town. Think about the best places to visit.

- Where are some good places to shop?
- What sports activities can you do?
- What historical places can you visit?
- Where are some good places to eat?
- What things in nature can you see?

2 Prepare

Choose five places from Activity 1 to visit.

- Decide on an order for the tour.
- Think of a description for each place.
- Decide what you will see or do there.

3 Show and Tell

Share your tour itinerary with the class.

The tour starts in Old San Juan. We'll see a lot of traditional, colorful buildings. Then, we'll visit a museum to learn about Puerto Rican history ...



What do you know now?

-  Review Unit 1 in your Workbook.