

Favorite places

1 Vocabulary

A These are three students' favorite places. Match the photos to the correct texts. Then listen and practice.



This place is in Singapore. It's **interesting**. It's not **boring**. There are animals from around the world here. There are kangaroos from Australia in this place.

This place is in Los Angeles. It's **fun**, but it's always **crowded**. There are wax models of famous actors. There's even a model of Harrison Ford as Indiana Jones.

This place is in Mazatlán, Mexico. It's **beautiful**. It's really **exciting**, too. It's my favorite place for a vacation.

B Read the words. What places do you think of? Complete the chart and then tell your classmates.

Word	Place	Word	Place
beautiful	<i>Ipanema Beach</i>	interesting	_____
boring	_____	crowded	_____
exciting	_____	fun	_____

Ipanema Beach is beautiful.

2 Language focus

- A** Tyler and Yoshi talk about their favorite places. Listen and practice.

Tyler What's your favorite place in Tokyo, Yoshi?

Yoshi It's Odaiba.

Tyler What's it like?

Yoshi It's fun. There are a lot of things there. There are beaches, parks, stores, and museums. Joypolis Park is also there.

Tyler What's it like?

Yoshi It's great. It has a lot of video games.

- B** Complete the conversation. Listen and check. Then practice.

Tyler I like New York a lot.

Yoshi _____

Tyler It's big and exciting. I like the Empire State Building, too.

Yoshi _____

Tyler It's really beautiful. And there's an observatory on the 102nd floor.

- C** Ask a classmate about a favorite place in your town or city.

A What's your favorite place in ?

B It's

A What's it like?

B It's

What's it like?

What's it like?
It's fun.



3 Listening

- Jenny, Paulo, and Sandra talk to Tyler about a museum. What's it like? Listen and check (✓) the correct words.**

	Beautiful	Interesting	Exciting	Fun	Crowded	Boring
Jenny	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paulo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 Vocabulary

A There is a talent show at Kent International School. Look at the bulletin board. Label the photos with the words in the box. Then listen and practice.

- dance play Ping-Pong sing
 draw play the guitar skateboard

Enter the Talent Show! ★

1 ★



play Ping-Pong

2 ★



3 ★



4 ★



5 ★



6 ★



B Who in your class can enter the talent show? Write one name for each category.

Category	Name	Category	Name
dance	_____	sing	_____
play the guitar	_____	play Ping-Pong	_____
draw	_____	skateboard	_____

2 Language focus

A Paulo and Sandra talk about the talent show. Listen and practice.

Paulo Look! There's a talent show on Sunday. Let's enter.

Sandra Um . . . no, thanks.

Paulo Oh, come on. I can play the guitar. I can't sing. Can you sing?

Sandra No, I can't. I can't sing at all.

Paulo Can you dance?

Sandra Yes, I can. But . . .

Paulo So, let's enter the show.

Sandra You and me? You're kidding! I'm too shy.

can / can't

I **can** dance. She **can't** sing.

Can you dance? Can she sing?

Yes, I **can**. No, she **can't**.

Use *can* for all subjects:

I, you, he, she, we, they

B Write two things Paulo and Sandra can and can't do. Then listen and check.

1. Paulo _____ .
2. Paulo _____ .
3. Sandra _____ .
4. Sandra _____ .



3 Speaking

Read the survey. Write questions 4 and 5. Complete the survey for yourself. Then ask a classmate the questions.

What can you do?	You		Your classmate	
	Yes	No	Yes	No
1. Can you skateboard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can you draw?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can you play Ping-Pong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Can you skateboard?

Yes, I can.

No, I can't.

4 Pronunciation *can* and *can't*

A Listen to the pronunciation of *can* and *can't*.

He **can** sing.

He **can't** dance.

B Listen and check (✓) *can* or *can't*. Then listen again and practice.

- | | | | | |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1. <input type="checkbox"/> can | 2. <input type="checkbox"/> can | 3. <input type="checkbox"/> can | 4. <input type="checkbox"/> can | 5. <input type="checkbox"/> can |
| <input type="checkbox"/> can't | <input type="checkbox"/> can't | <input type="checkbox"/> can't | <input type="checkbox"/> can't | <input type="checkbox"/> can't |

1 Language check

A Write a question and answer for each picture.



1. *Can she sing?*
No, she can't.



2. _____



3. _____



4. _____

B Match the questions to the answers.

- | | |
|---|---|
| 1. What's your home like? <u>b</u> | a. She's fun and really friendly. |
| 2. Can you swim? _____ | b. It's nice. It has four bedrooms. |
| 3. What's your best friend like? _____ | c. Yes, I can. It's really fun! |
| 4. Is your English class interesting? _____ | d. Yes, it is. And my teacher is nice, too. |
| 5. What's your country like? _____ | e. No, she can't. But she can play tennis. |
| 6. Can your teacher play soccer? _____ | f. It's beautiful. But some places are crowded. |

C Now ask and answer the questions in Part B. Give your own information.

What's your home like?

It's.....

D What's each place like? Write sentences about the places.

<input type="checkbox"/> beautiful	<input type="checkbox"/> crowded	<input checked="" type="checkbox"/> fun
<input type="checkbox"/> boring	<input type="checkbox"/> exciting	<input type="checkbox"/> interesting



Ipanema Beach

Q: What's it like?

A: *It's fun.*



Paris, France

Q: What's it like?

A: _____



New York City

Q: What's it like?

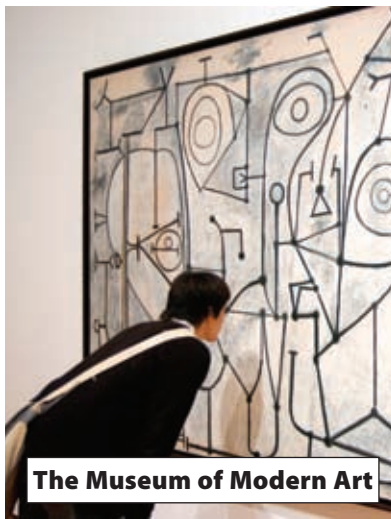
A: _____



Disney World

Q: _____

A: _____



The Museum of Modern Art

Q: _____

A: _____



the bus stop

Q: _____

A: _____

2 Listening

Listen to the conversations. Circle the correct answers.

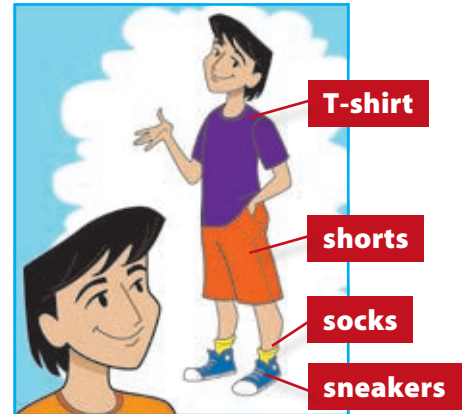
1. He (can / can't) sing.
2. She (can / can't) dance.
3. He (can / can't) play Ping-Pong.
4. They (can / can't) draw.
5. She (can / can't) play the guitar.
6. They (can / can't) skateboard.

Go to page 121 for the Game.

1 Vocabulary

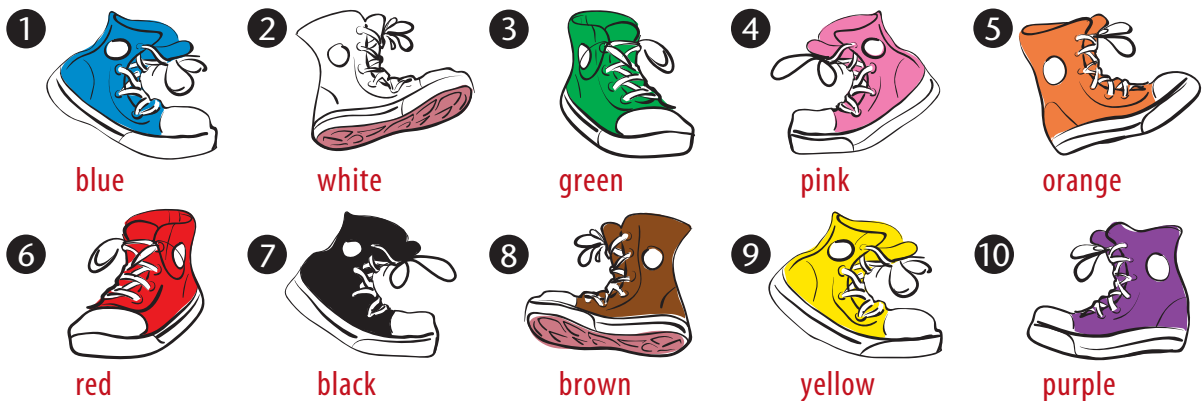
A These three students want new school uniforms. Listen and write their names under the correct pictures.

Mateo Min George



B Listen and practice.

C Look at the colors. Listen and practice.



D Look at Part A. Complete the descriptions of the school uniforms.

- Min's school uniform is a pink blouse, a blue skirt, black shoes, and a blue sweater.
- George's school uniform is a _____ shirt, a green _____, a _____ tie, and _____ pants.
- Mateo's school uniform is a _____ T-shirt, _____ shorts, yellow _____, and _____ sneakers.

adjective + noun

white blouse
black shoes

2 Language focus

A Charlie and Lucas talk about their new school uniform. Listen and practice.

Charlie Oh, wow! There's a new school uniform for next year.

Lucas Really? What's it like?

Charlie It's OK. There's a shirt, a jacket, and pants.

Lucas What color is the shirt?

Charlie It's white.

Lucas That's nice. What color are the pants?

Charlie They're blue.

Lucas And what color is the jacket?

Charlie It's purple.

Lucas Purple? Oh, no!

Charlie Lucas, I'm kidding. The jacket is blue, too.

What color is / are ... ?

What color is the shirt?

It's white.

What color are the pants?

They're blue.



B What is your dream uniform like? Complete the questions with *is* or *are*. Then answer the questions. Tell your classmates.

1. What color is the shirt? It's orange.
2. What color _____ the pants? _____
3. What color _____ the socks? _____
4. What color _____ the sweater? _____
5. What color _____ the shoes? _____

The shirt is orange. The pants are ...

3 Listening

Four students talk on the radio about school fashion. Listen and number the pictures.



1 Vocabulary

 **A** Read about students' favorite things. Match the photos to the correct sentences. Then listen and practice.

- | | |
|---|---|
| <input type="checkbox"/> My favorite music is rap . | <input type="checkbox"/> My favorite music is rock . |
| <input type="checkbox"/> My favorite school subject is biology . | <input type="checkbox"/> My favorite music is classical . |
| <input checked="" type="checkbox"/> My favorite food is pizza . | <input type="checkbox"/> My favorite school subject is Italian . |
| <input type="checkbox"/> My favorite food is hot dogs . | <input type="checkbox"/> My favorite food is hamburgers . |



B Complete these statements. Then tell your classmates.

My favorite music is _____ .

My favorite school subject is _____ .

My favorite food is _____ .

My favorite music is . . .

2 Language focus

love / like / don't like

-  **A** What do Yoshi and Jenny like?
Listen and practice.

I **love** rock music.
I **like** rap music.
I **don't like** classical music.



I'm a big music fan. I love rock music, and I like rap music. I can play the electric guitar. I don't like classical music. I think it's boring. My friends and I have a rock band. It's really cool.

Yoshi

I love school! I really like all of my classes, and I like my teachers and my friends. The food in the cafeteria is great. There are hot dogs and hamburgers. There's one thing I don't like about school – the homework!



Jenny

- B** What about you? Complete the statements with *love*, *like*, or *don't like*.
Then compare with a classmate.

1. I _____ rap music.
2. I _____ math.
3. I _____ soccer.
4. I _____ pizza.
5. I _____ English.
6. I _____ the beach.
7. I _____ the first day of school.
8. I _____ classical music.
9. I _____ hot dogs.
10. I _____ my first name.
11. I _____ my city / town.
12. I _____ my school.

I love rap music. I think it's cool.

I don't like rap music. I think it's boring.

3 Listening

-  Nicole talks about her favorite things. Listen and check (✓) the correct things.

Sport

- volleyball
 tennis

Music

- rap
 rock

School subject

- art
 science

Food

- hamburgers
 pizza

Clothing

- jacket
 sneakers

Get Connected

UNIT 8

Read



A Read the article quickly. Write three things you can do at a New York City street fair.

1. _____
2. _____
3. _____

New York City Street Fairs

What are New York City street **fairs** like? Well, they're really fun. Some fairs are small **block** or neighborhood parties. But some fairs are really big – 30 city blocks long! There's great food, good music, and a lot of **shopping**.

So, is the shopping good? Yes! The shopping is awesome – and **cheap**. And there are some really nice things. You can **buy** bags, T-shirts, sneakers, CDs, toys – everything!

Are you a big music fan? At some street fairs, you can walk around and listen to music. There's rock, rap, and **jazz**, too!

And, there's a lot of good food, too – pizza, hot dogs, and ice cream. There's food from all around the world. You can eat Italian, Thai, Mexican, Chinese food, and more.

So, go to a street fair for an exciting time! It's crowded, but it's fun!



Go to page 125 for the Vocabulary Practice.

B  Read the article slowly. Check your answers in Part A.

C Are these statements true or false? Write *True* or *False*. Then correct the false statements.

1. All New York City street fairs are really big.
False. Some New York City street fairs are small.
2. You can buy a lot of really cool things there.

3. You can't listen to music at a street fair.


4. There's only American food at street fairs.

5. A street fair is exciting, fun, and crowded.

What's it like?

Listen



A  Jessica and Ruben are talking about the school fair. Listen and answer the questions.

1. Is the school fair on Friday? *No, it's on Saturday.*
2. What's the school fair like? _____
3. Can Jessica juggle? _____
4. What colors are the school colors? _____
5. Can Ruben sing? _____

B What do you think? Write *I agree* or *I disagree* (don't agree).

1. School fairs are fun. _____
2. Talent shows are exciting. _____
3. Pizza, hot dogs, and hamburgers are healthy. _____
4. Races are cool. _____



Your turn

Write



A Answer the questions about a fair (or event) at your school, or in your neighborhood or city.

1. What's the name of the fair / event? _____
2. When is it? _____
3. Where is it? _____
4. What can you do there? _____
5. What's it like? _____

B Write about the fair or event. Use the answers in Part A to help you.

I really like the _____

Language chart review

<i>What's ... like?</i>	<i>love / like / don't like</i>	<i>can / can't</i>
What's New York like? It's fun.	I love this town. I like the mall. I don't like my room.	I can sing. He can't sing. Can you sing? Yes, I can. / No, I can't. Can they play soccer? Yes, they can. / No, they can't.
<i>What color is / are ... ?</i>		
What color is Kate's sweater? It's blue.		
What color are Kate's shoes? They're black.		<i>can't = cannot</i>

A Amy meets Ivan. Complete the conversation with the sentences in the box. Write the letters in the boxes.

- | | |
|--|---|
| <input type="checkbox"/> a. I can play the guitar. I'm pretty good. | <input type="checkbox"/> d. No, I can't. I don't like baseball. Can you play? |
| <input type="checkbox"/> b. Well, I love soccer, but there are no soccer fields near here. | <input type="checkbox"/> e. It's great! The people are friendly, and there are a lot of beautiful places. |
| <input checked="" type="checkbox"/> c. Yes, I am. I'm Ivan. | <input type="checkbox"/> f. Yeah, it's interesting. But this town is boring. |

Amy Excuse me. Are you Jon's cousin from Mexico?

Ivan c

Amy Hi, I'm Amy. So, what's Mexico like?

Ivan

Amy Wow, that's cool! Do you like the U.S.?

Ivan

Amy Really? Why is it boring? I love our town.

Ivan

Amy Yeah, you're right. But there's a baseball field. Can you play baseball?

Ivan

Amy Yes, I can. I love baseball. So, what other things can you do?

Ivan

Amy Really? I can play the guitar, too.



B What do you think Ivan and Amy say? Circle the correct words.

Ivan

- I (like / don't like) the U.S.
- I (like / don't like) this town.
- I (can / can't) play baseball.

Amy

- I (can / can't) play baseball.
- I (like / don't like) this town.
- I (like / don't like) music.

C Look at the picture on page 112. What are Amy's clothes like? What are Ivan's clothes like? Circle the false sentences.

- 1. Ivan's pants are brown.
- 2. Amy's T-shirt is red.
- 3. Ivan's shirt is white.
- 4. Amy's skirt is blue.
- 5. Amy's shoes are green.
- 6. Ivan's sneakers are purple.
- 7. Amy's hat is blue.
- 8. Ivan's jacket is black.

D Now correct the false sentences in Part C.

- 1. *Ivan's pants are black.*
- 2. _____
- 3. _____
- 4. _____

E Write the questions or the answers about Andrea.

- 1. Q: *What color is Andrea's blouse?*
- A: It's white.
- 2. Q: What color are Andrea's pants?
- A: _____
- 3. Q: _____
- A: It's green.
- 4. Q: What color is Andrea's sweater?
- A: _____
- 5. Q: _____
- A: They're pink.
- 6. Q: What color is Andrea's hat?
- A: _____



F Write questions beginning with *Can you*. Then answer the questions with your own information.

- 1. (sing) Q: *Can you sing?*
- A: _____
- 2. (skateboard) Q: _____
- A: _____
- 3. (draw people) Q: _____
- A: _____
- 4. (play tennis) Q: _____
- A: _____

Go to page 133 for the Theme Project.