

5

Inside or outside?

GOALS

- Get ready to read an article
- Talk about activities people like doing
- Talk about the months and seasons
- Know what information to listen for
- Invite people to do things
- Write a bucket list

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. Is the person inside or outside?
- 2 What are some things you do inside?
- 3 What are some things you do outside?

WATCH

2 5.1 Watch the video. Answer the questions.

NATIONAL GEOGRAPHIC EXPLORERS



JEFF KERBY

ABBEY ENGLEMAN

- 1 Do Jeff and Abbey like being indoors or outdoors?
- 2 What are some things they like doing?

3 Make connections. Do you prefer being indoors or outdoors? Why?

*I prefer being outdoors. I like trees and long walks.
I like indoor things like TV and books.*

A person staying in a 'bubble dome' in Northern Ireland.

5A Indoor activities

LESSON GOALS

- Get ready to read an article
- Understand an article about indoor activities
- Learn activity collocations

READING

- 1 Look at the four photos on page 61. What are the people doing? Do you do these things?
- 2 Look at the Reading skill box. Then work in pairs. Answer the questions below.

READING SKILL Getting ready to read

Before you read, look at the title, headings and pictures. Ask yourself:

- What is the topic?
- What do I know about the topic?
- What words do I know about the topic?



- 1 Look at the photos and the title of the article. What is the article about?
- 2 Look at the four headings in the article (A–D). Think of two activities for each heading.
- 3 What words about the topics in the article do you not know in English? Look for the words in a dictionary or online.
I see people at home doing different things, and the title of the article is ...
Running and swimming are types of exercises ...
I know the word 'music', but I don't know what that thing in his hands is ...

- 3 Read the article. Then match the four headings (A–D) with the photos.

- 4 Read the article again. Work in pairs and answer the questions.

- 1 Why do people sometimes prefer to stay indoors?
- 2 What are some ways to exercise at home?
- 3 How many musical instruments can you name in English?
- 4 What is *upcycling*? Do you have something old you can upcycle?
- 5 What are some activities you can do in an online party?

EXPLORE MORE!

What are some other fun things you can do inside? Search online for 'fun indoor activities'.

VOCABULARY

- 5 5.1 Match the words to make activities. Listen to check.

- | | |
|----------|---------------|
| 1 read | a to music |
| 2 watch | b a book |
| 3 listen | c online |
| 4 chat | d TV |
| 5 draw | e a song |
| 6 sing | f a picture |
| 7 play | g a friend |
| 8 call | h video games |

- 6 Match the activities in Exercise 5 to the pictures.

- | | |
|---|---|
| a | e |
| b | f |
| c | g |
| d | h |

Go to page 162 for the Vocabulary reference.

SPEAKING

- 7 Work in pairs. Discuss the questions.

- 1 Are you at home a lot? When are you at home?
- 2 What do you do when you are at home?
I'm at home a lot. I don't go out much.
I like to read and watch TV when I'm at home.

- 8 Discuss in groups. Which activities in the article are fun or interesting? Which activities aren't fun or interesting? Why?

I think an online party is fun! Exercising at home isn't fun. I like exercising outdoors.

Fun things to do at home

Sometimes, the weather outside isn't good, or you're tired. You don't go out and you stay inside. Usually, you just watch TV, play video games or look at photos online. But what else can you do at home?



A Exercise

You don't need to go outside to exercise. Watch exercise videos on the internet, play exercise video games or join an online exercise class with your friends.

B Play music

It's nice to listen to music, but it's great to make your own music. Learn a musical instrument online, or write a song with friends or people from around the world.

C Make something

Draw a picture, bake a cake or make a hat. Or try upcycling. Do you have old tables and chairs at home? Find something old and make it look new and beautiful.

D Video call your friends

Alone at home? Video call your friends and have an online party! You can talk, dance, play games, have dinner and enjoy an evening together online.

5B I love swimming

LESSON GOALS

- Understand people talking about outdoor activities
- Use *like*, *love* or *don't like* with the *-ing* form of verbs
- Say the /ŋ/ sound at the end of words
- Talk about activities people like and don't like

LISTENING AND GRAMMAR

1 Match the emojis to the words.

- 1 like a 😍
 2 love b 😊
 3 don't like c 😞

2 Work in pairs. What are some things you like, love and don't like? Think about:

- food
- books
- TV shows
- places
- films
- songs

3 Work in pairs. Match the photos below with the activities. Write 1–10 on the photos.

- 1 camping 6 playing basketball
 2 climbing 7 playing football
 3 cycling 8 playing tennis
 4 doing yoga 9 running
 5 horse-riding 10 swimming

NATIONAL GEOGRAPHIC EXPLORER

4 5.2 Listen to Jeff Kerby talking about activities he likes. Circle the activities in Exercise 3 he talks about.

5 5.2 Listen again. How does Jeff feel about the activities in Exercise 3 he talks about? Write L (like), DL (don't like) or LL (love).

6 Read the Grammar box. How do *like*, *love* and *don't like* change after *he*, *she* or *it*?

GRAMMAR Like, love and don't like + -ing form

Many activities use the *-ing* form:
camping / running

Making -ing forms:

Add *-ing*.

walk → *walking*

Remove the *e*. Add *-ing*.

cycle → *cycling*

Repeat the consonant. Add *-ing*.

swim → *swimming*

Using the -ing form:

Use the *-ing* form after *like*, *love* or *don't like*:

I love playing football. I don't like doing yoga.

Use *do* or *does* to ask questions:

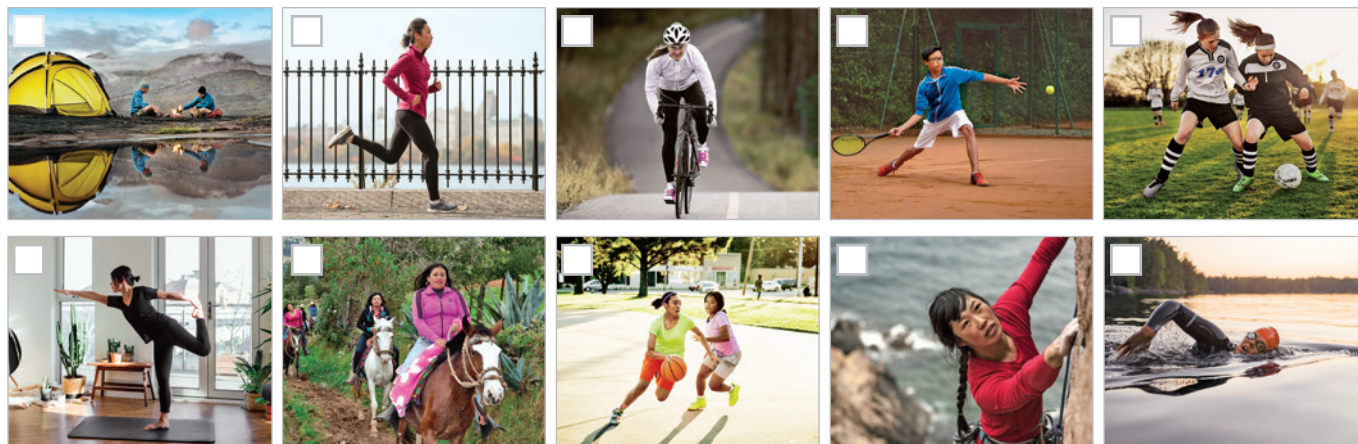
Do you like playing football? Yes, I do.

Does he like doing yoga? No, he doesn't.

Go to page 170 for the Grammar reference.

7 Complete the sentences. Use the *-ing* form of the words in brackets.

- 1 I like _____ (play) tennis with my friends.
 2 He loves horse-_____ (ride) in the hills.
 3 She doesn't like _____ (climb).
 4 Do you like _____ (do) yoga?
 5 Does she like _____ (camp)?
 6 Why do you love _____ (cycle)?



8 Complete the sentences. Circle the correct answers.

- 1 I don't *like* / *likes* camping.
 2 He *love* / *loves* playing volleyball.
 3 Does she *like* / *likes* reading?
 4 He *don't* / *doesn't* like doing homework.
 5 *Do* / *Does* they like going to other countries?
 6 We don't *like* / *likes* watching TV all day.

PRONUNCIATION AND SPEAKING

9 5.3 Look at the Clear voice box. Listen and repeat.

CLEAR VOICE

Saying /ŋ/

Verbs that end with *ing* have the /ŋ/ sound at the end.

camping *hiking* *swimming*
doing *running* *singing*



10 Work in groups. Ask and answer questions. Find out who likes, loves or doesn't like the activities. Write their names in the table.

A: *Do you like camping?*

B: *Yes. I love it!*

ACTIVITY	😊	😍	😞
camping			
climbing			
cycling			
doing yoga			
horse-riding			
playing basketball			
playing football			
playing tennis			
running			
swimming			

EXPLORE MORE!

What are some popular outdoor activities people enjoy? Search online for 'popular outdoor activities'.

50 The seasons

LESSON GOALS

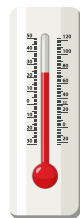
- Learn about the months and seasons
- Understand people talking about the seasons
- Talk about when things happen

VOCABULARY

1 5.4 Listen to and repeat the months.

January	May	September
February	June	October
March	July	November
April	August	December

2 Look at the picture. Does your country have hot, warm, cool or cold months?



- hot
- warm
- cool
- cold

3 Look at the infographic on page 65. Answer the questions.

- 1 What are the four seasons?
- 2 When are the days long?
- 3 When are the nights long?

4 Work in pairs. Answer the questions.

- 1 Do all countries have four seasons?
- 2 When does winter start in Winterberg, Germany?
- 3 When does winter start in Santiago, Chile?

Go to page 162 for the Vocabulary reference.

LISTENING

5 5.5 Listen to three people talking about the seasons. Match the people with the places.

- | | |
|-----------|-----------------------|
| 1 Alain | a Winterberg, Germany |
| 2 Hannah | b Santiago, Chile |
| 3 Isidora | c Libreville, Gabon |

6 Look at the Listening skill box. Then read the questions in Exercise 7. What type of information does each question ask for?

LISTENING SKILL

Knowing what to listen for



Before you listen, look at the questions. Read the question words. What do they ask for? When you listen, pay attention to key words.

where: a place (listen for towns, cities, etc.)

when: a time (listen for a time, days, months, etc.)

who: a person (listen for the names of people)

why: a reason (listen for words like *because* or *so*)

7 5.5 Listen and answer the questions.

- 1 **Where** is it hot all year? (*Libreville / Santiago*).
- 2 **When** does Alain like playing football? (*afternoon / evening*)
- 3 **Why** does Hannah like December? (*the sun / the snow*)
- 4 **Who** does Hannah make snowmen with? (*her sister / her brother*)
- 5 **When** does Isidora go dancing? (*morning / evening*)

GRAMMAR

8 Read the Grammar box. Do you say *on Sunday* or *in Sunday*?

GRAMMAR Prepositions of time

Use *at*, *in* or *on* to say when things happen.

At:

- at the weekend
- at 3 a.m.
- at night

In:

- in January / February / March ...
- in 2023 / in the year 2023
- in the morning / afternoon / evening
- in spring / summer / autumn / winter

On:

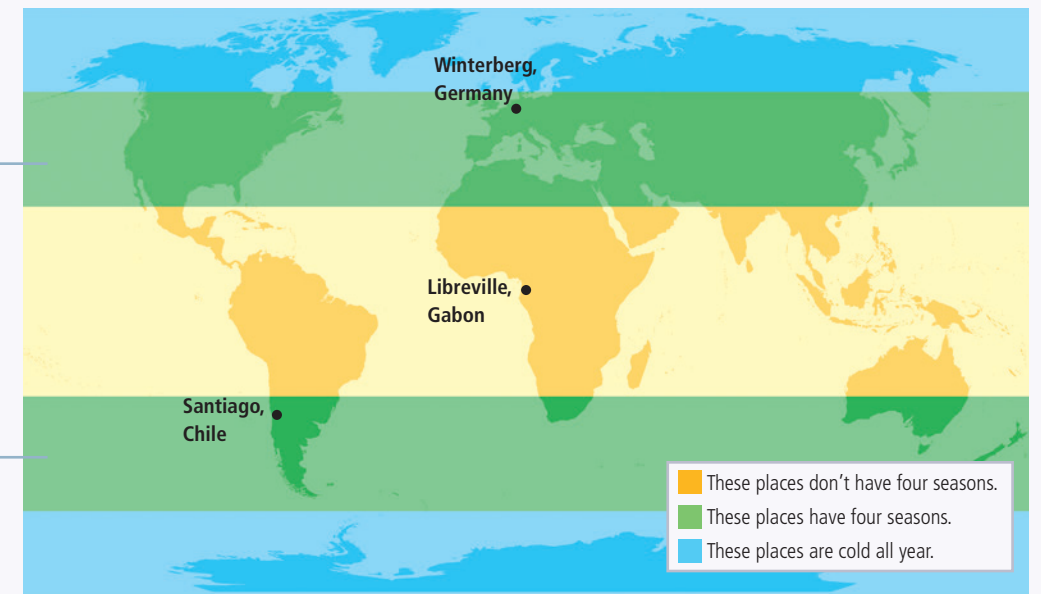
- on Monday / Mondays ...

Go to page 170 for the Grammar reference.

THE FOUR SEASONS

Summer starts in June.
Winter starts in December.

Summer starts in December.
Winter starts in June.



Spring: It's cool, then warm. Flowers grow.



Summer: It's hot. Days are long.



Autumn: It's warm, then cool. Leaves fall.



Winter: It's cold. Nights are long.

9 Complete the sentences with *at*, *in* or *on*.

- 1 I like snowboarding _____ the summer.
- 2 She has a dance class _____ the weekend.
- 3 He plays football _____ Saturdays.
- 4 The film starts _____ 7 p.m.
- 5 He usually does his homework _____ night.
- 6 He always goes skiing _____ June.
- 7 What do you do _____ Mondays?

10 Complete the text with *at*, *in* or *on*.

I love doing fun things ¹_____ the summer. I usually go camping ²_____ the weekend. And ³_____ Wednesdays, I meet my friends. I finish work ⁴_____ 3 o'clock, and we try new things like horse-riding or rock climbing. I also exercise a lot. ⁵_____ the morning, I go cycling. And ⁶_____ night, I go running.

SPEAKING

11 Work in pairs. Turn to page 180. Think of a country with four seasons you would like to visit and complete the table. Use the internet to help you.

A: *What country would you like to visit?*

B: *I want to go to Georgia. It's beautiful! Where would you like to visit?*

12 Work in new pairs. Tell your new partner about your place in Exercise 11.

Georgia is a beautiful country. Winter starts in December. It ends in February. In winter, people love ...

5D Inviting people to do things

LESSON GOALS

- Invite people to do things
- Decide on a time, place and activity
- Understand connected speech



SPEAKING

1 5.6 Listen to two people talking. Answer the questions.

- 1 Does Ling want to go to the cinema?
- 2 Does Ling want to have lunch?
- 3 What do they agree to do together?

2 Work in pairs. Discuss the questions.

- 1 What activities do you like doing with others?
- 2 Who do you do these activities with?
- 3 When do you say 'no' to invitations?

I like going to the cinema with others. I don't like watching films alone.

I like going to the cinema with my good friends.

I say no to invitations when I'm busy, or when I don't like the activity.

MY VOICE

3 5.2 Watch the video about inviting people to do things. Then work in pairs and discuss the questions.

- 1 Is it easy to invite good friends to do things with you? Why? / Why not?
- 2 Is it easy to invite people you don't know to do things with you? Why? / Why not?

4 Look at the Communication skill box. Then discuss in pairs. Which of the tips are easy to do in English? Which are not?

COMMUNICATION SKILL Inviting people to do things

When you invite someone to do something for the first time, choose ...

- an activity you both like.
- a good place for both of you.
- a time you are both free.



5 Look at the Useful language box. Then complete the conversation below. Use words from the box.

Useful language Inviting people

Inviting people:

Do you want to ... on Saturday?
Would you like to ... tomorrow?

If your friend says yes:

Great! Is 3 p.m. OK?
Fantastic! Let's meet at the park.

If you can't agree on the time or place:

How about Sunday?
When is a good time for you?
How about the park?

After you agree on the time and place:

Perfect! See you then / there.

Josef: Would you ¹_____ to go for a run tonight?

Yuki: Sorry. I have plans.

Josef: Oh. Is tomorrow ²_____?

Yuki: Sure. ³_____ meet at the river, at 6 p.m.

Josef: Hmm. The river's really far.

Yuki: ⁴_____ about the museum?

Josef: Perfect! See you ⁵_____!

PRONUNCIATION

6 5.7 Look at the Clear voice box and listen to the examples. Notice how people join *would* and *you* when they talk quickly.

CLEAR VOICE

Understanding connected speech:
would you

Many English speakers join *would* and *you* when they talk quickly.

Would you /'wʊdʒu:/ *like to watch a movie?*

Some also change the /u:/ sound in the word *you*:

Which movie would you /'wʊdʒə/ *like to watch?*



SPEAKING

7 **OWN IT!** Write down five interesting activities you would like to do.

8 Work in groups. Invite others to do the activities in your list from Exercise 7 with you.

- Use the phrases in the Useful language box.
- Agree on a time and place.
- Write the activities in the timetable below.

A: Do you want to go hiking on Saturday at 4 p.m.?

B: Sorry, I'm busy. Is Sunday OK?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10 a.m.							
12 p.m.							
2 p.m.							
4 p.m.						Running with Andrea in the park	

I'd like to see the world

LESSON GOALS

- Learn how to write and order lists
- Talk about things you want to do
- Write a bucket list

SPEAKING

- 1 A bucket list is a list of things you want to do in your life. Work in pairs. Discuss the questions.
 - 1 What new activities would you like to try?
 - 2 What places would you like to visit?
 - 3 What other things would you like to do?

READING FOR WRITING

NATIONAL GEOGRAPHIC EXPLORER

- 2 Read Abbey Engleman's bucket list. Match the bucket list items and the groups below. Write the numbers 1–10.

Places to visit: _____

Things to learn: _____

Things to do: _____

- 3 Work in pairs. Read the bucket list again. Answer the questions.
 - 1 Which items would you like to try? Why?
 - 2 Which items do you not want to try? Why?

I'd like to get a puppy. I don't want to learn to knit.
- 4 Look at the Writing skill box. List five things you want to do this week. Work in pairs. Check your partner's list.

WRITING SKILL

Writing lists

Lists are a great way to plan or remember things. To write a good list ...

- begin each item with a verb
- use a new line for each item
- keep each line short



Abbey Engleman loves travelling and would like to visit all seven continents.

- 5 Read the Useful language box. Work in pairs. Which verbs can you use for 1–4?

Useful language		activity verbs	
visit	help	try	learn
see	meet	drink	go
eat	buy	make	write

1 places 2 people 3 things 4 activities

- 6 Work in groups. Make phrases with six verbs from the Useful language box.

help people, visit my uncle, learn to drive ...
- 7 Look at the Critical thinking skill box. Then work in pairs. Choose a good option for each list below.

CRITICAL THINKING SKILL

Ordering information

We can order a list many ways. For example:

Option 1: by how important the items are

Option 2: alphabetically, from A–Z

Option 3: using numbers (e.g., dates/how many)

- | | |
|---------------------------|-------------------|
| 1 to-do list | 3 vocabulary list |
| 2 list of important dates | 4 shopping list |

EXPLORE MORE!

Search online. What are some popular bucket list items people around the world have? Are your bucket list items popular?

- 8 Look at the items from your list in Exercise 4. How important is each item? Change the order of your list.

WRITING TASK

- 9 **WRITE** Write your own bucket list. Include ten bucket list items. Use Abbey's bucket list as a model.
- 10 **CHECK** Use the checklist. My list ...
 - has ten things I want to do.
 - begins each line with a verb.
 - uses a new line for each item.
 - is in a useful order.
- 11 **REVIEW** Work in pairs. Read your partner's bucket list. Do they do the things in the checklist? Do you want to try the things on their bucket list?

Lucia's bucket list is interesting! She wants to paint, dance and act ...

Go to page 156 for the Reflect and review.

