

ENGLISH 5

UNIT 8



Making simple inquiries
Asking for clarification
Making / accepting / refusing / simple suggestions



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Grade	5
Function	Making simple inquiries. Asking for clarification.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Reading activities in Appendix B.
Aims	To understand texts about making simple inquiries. To understand the structures about asking for clarification.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the question and talk about the importance of doing exercise as in the examples as a lead in activity in Appendix A. 2. The teacher asks the students to read the text and answer the comprehension questions in Appendix B. 3. The teacher asks the students to read and mark the statements as TRUE or FALSE. 4. The teacher asks the students to match the words with their definitions. 5. The teacher asks the students to put a tick for the sports/ exercises that you read in the the text. 6. The teacher asks the students to make a similar dialogue with their deskmates as in the example.



Appendix A

Lead in

Answer the question as in the examples.



It makes me feel
fit and healthy.

I sleep better.

WHY SHOULD I DO EXERCISE?

My muscles get
stronger.

It gives me more
energy.





Appendix B

1. Read the dialogue and answer the questions.

Ann: You look **fit** all the time. How often do you do exercise?

Christina: Well, three times a week. I usually start a day at 6 o'clock. I go jogging after breakfast and do some exercise in the National Park.

Ann: Oh, Great! Do you do other sports?

Christina: I like swimming. I have a swimming club on Monday. I really enjoy it.

Ann: Amazing! How about the other days?

Christina: Well, I go cycling in the Central Park with my friends. It is the best place for cycling. On Wednesday I go trekking with my cousin. I am fond of trekking in the wild.

Ann: Sorry, Could you **repeat** that, please?

Christina: I like trekking in the wild.

Ann: Perfect, you are really interested in sports. And I think you love running.

Christina: Yes, it keeps me **healthy**. What about you Ann?

Ann: Oh, yes I love doing sports, too. I like playing tennis. I go to the **court** near the National Park with my friends. I sometimes play volleyball in the afternoons. And I like dancing. I go to Salsa course every night.

Christina: Dancing? Really interesting! What do you think about climbing mountains?

Ann: Well, I'm afraid of doing it. I think it is **risky**. But I am interested in trekking, too. So I can come with you on Wednesdays.

Christina: That sounds good. See you on Wednesday, then!



1. How often does Christina do exercise?

2. Where does Christina go on Mondays?

3. Who goes Salsa lesson?

4. Where does Christina go for cycling?

5. When do they go trekking?



2. Read and mark the statements as True or False.

a) Christina goes jogging after her breakfast. _____

b) Christina goes swimming at weekends. _____

c) Ann doesn't like dancing. _____

d) Ann is interested in sports. _____

e) They will go trekking on Wednesdays. _____

3. Match the words with their definitions.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> 1. court: | a) healthy and strong, especially as a result of exercise. |
| <input type="checkbox"/> 2. fit: | b) strong and well. |
| <input type="checkbox"/> 3. healthy: | c) involving the possibility of something bad happening. |
| <input type="checkbox"/> 4. risky: | d) to say or tell people something more than once. |
| <input type="checkbox"/> 5. repeat: | e) an area drawn out on the ground that is used for playing sports . |

READING



4. Put a tick for the sports/exercises that you read in the the text.



5. Make a similar dialogue with your deskmate about given pictures.

E.g.

Student A: Which exercise /sports do you like?

Student B: Cycling.

Student A: Sorry, Can/ Could you repeat that, please?

Student B: I like cycling.



hiking



camping



jogging



fishing

LISTENING



Grade	5
Function	Making simple inquiries. Asking for clarification
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Track 31 for listening activities in Appendix B. Track 32 for pronunciation.
Aims	To understand oral texts about making simple inquiries. To understand structures about asking for clarification.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to find sports/exercises from the puzzle as a lead in activity in Appendix A. 2. The teacher asks the students to listen to the text and complete the dialogue using the questions in the box. 3. The teacher asks the students to listen to the text and mark the statements as TRUE or FALSE. 4. The teacher asks the students to listen and repeat the words in Track 32 for pronunciation. 5. The teacher asks the students to ask given questions to their friends and to fill the chart as in the example. 6. The teacher asks the students to look at the chart and to talk about their friends as in the example.

LISTENING



Appendix A

Lead in

Find sports/exercises from the puzzle.

-swimming
~~-cycling~~
-running
-camping

-fishing
-weight-lifting
-gymnastics
-trekking

-jogging
-hiking
-skiing
-surfing



q	g	y	m	n	a	s	t	i	c	l	m	s	v	x	o	g	a	t	w
i	r	u	n	n	i	n	g	y	c	d	h	j	f	w	b	p	v	r	x
w	a	z	m	k	c	y	c	l	i	n	g	t	i	f	v	i	s	e	x
p	r	u	b	c	d	w	v	i	n	z	q	r	v	m	k	l	u	k	i
a	e	d	w	b	g	j	y	v	z	z	w	e	r	k	l	t	r	k	e
q	k	y	v	d	x	x	s	f	y	c	a	m	p	i	n	g	f	i	y
l	k	a	r	f	h	r	s	v	c	c	n	w	e	t	u	o	i	n	l
w	e	i	g	h	t	l	i	f	t	i	n	g	a	z	b	m	n	g	y
q	m	w	o	c	a	s	q	g	e	e	j	l	a	q	a	b	g	m	s
r	t	n	x	q	h	m	n	r	m	w	e	m	r	v	x	s	h	j	k
w	l	r	x	z	m	i	o	n	q	b	x	x	w	k	p	z	r	t	i
m	s	w	x	m	m	k	i	g	f	s	c	w	l	e	q	h	m	l	i
q	t	k	d	m	w	r	m	k	c	x	e	h	k	l	u	i	b	x	n
a	f	s	i	w	n	t	b	j	o	g	g	i	n	g	l	k	m	m	g
z	a	w	s	e	w	h	n	g	a	k	n	c	s	e	k	n	y	c	m
a	s	w	y	n	c	a	s	c	k	w	t	c	f	z	l	i	o	c	w
w	h	p	w	v	n	m	a	f	r	f	i	s	h	i	n	g	o	q	x



LISTENING



Appendix B Track 31

1. Listen to the text and complete the dialogue using the questions in the box.

- a) Could you repeat that please?
c) Do you have a special diet?

- b) What do you do to keep fit?
d) Where do you go for cycling?

Peter: Good morning to everybody. We are so lucky to have Jim Bradlin with us on the show "Sport Stars". He is a popular cyclist. Today we will interview with him.

Hi, Jim! We are happy to hear you. You look so healthy and fit.

(1).....

Jim: Good morning everyone. Thanks for inviting me to the show. Thank you Dave. You are so nice. I'm training a cycling competition. So, I go cycling regularly.

Peter: Pardon me! (2).....

Jim: I am going to join a competition so I go cycling.

Peter: Wow! It's amazing. (3).....

Jim: I usually go Hyde Park near the city centre. There is a good cycle path.

Peter: How often do you go cycling?

Jim: I go cycling everyday. I want to win a cup. It is my dream.

Peter: (4).....

Jim: Yes. I shouldn't eat so much. I can only eat chicken and vegetables.

Peter: What will your message be to teenagers?

Jim: They should train regularly. It is very important. And, never give up.

Peter: Thank you Jim, Good luck!



2. Listen to the text and mark the statements as True or False.

- a) Jim attends a TV show. T/F
b) Mr. Bradlin is a successful football player. T/F
c) He trains regularly. T/F
d) Jim is healthy and fit. T/F
e) He doesn't have a special diet. T/F

Track 32

Pronunciation

Listen and repeat.

surfing: / 'sɜː.fɪŋ/

skating: / 'skeɪ.tɪŋ/

cycling: / 'saɪ.klɪŋ/

swimming: / 'swɪm.ɪŋ/

camping: / 'kæm.pɪŋ/

hiking: / 'haɪ.kɪŋ/

jogging: / 'dʒɒg.ɪŋ/

fishing: / 'fɪʃ.ɪŋ/

trekking: / 'trek.ɪŋ/

running: / 'rʌn.ɪŋ/

LISTENING



3. Ask your friends! Then complete the chart as in the example.

ASK YOUR FRIENDS	 Name:	 Name:	 Name:	 Name:
What is your favourite sport?	E.g. swimming.			
Which exercise do you like?				
How often do you practice?				
Who is your favourite sportsman or woman?				
What do you think about cycling?				

LISTENING



4. Look at the chart above and talk about one of your friends as in the example.



E.g.

Hi, I am Abbey. I want to talk about my best friend Bertha. She is my deskmate. Her favourite sport is swimming. She is good at swimming. She admires Sümeyye Boyacı.

She practices three times a week. On the other hand she likes cycling and she thinks that it is exciting.



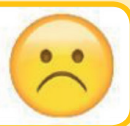
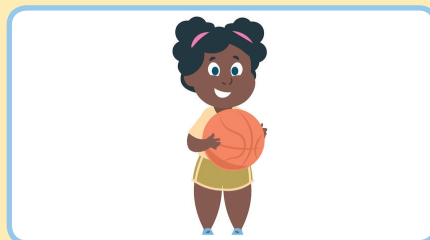
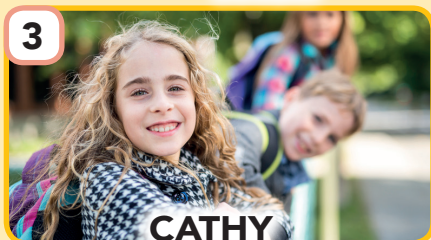
Grade	5
Function	Making simple inquiries. Asking for clarification.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Speaking activity in Appendix B.
Aims	To make simple inquiries. To ask for clarification.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match them and complete the statements as in the example as a lead in activity in Appendix A. 2. The teacher asks the students to ask their classmates as in the example and complete chart in Appendix B. 3. The teacher asks the students to share their answers with the whole class. 4. The teacher encourages the students who do not want to talk about.



Appendix A

Lead in

Match them and complete the statements as in the example.



E.g. Mary can't play football.



Appendix B

Useful Language





DO	GO	PLAY
<ul style="list-style-type: none"> - aerobics - exercise - push-ups - sit-ups - yoga - a warm -up 	<ul style="list-style-type: none"> - camping - cycling - fishing - hiking - ice- skating - running - scuba diving - surfing - snow boarding -swimming 	<ul style="list-style-type: none"> - baseball - basketball - football - tennis - volleyball -badminton - soccer - squash - hockey



SPEAKING



1. Ask your classmates as in the example and complete chart.

What can/can't they do?			
			
Name			
Name			
Name			
Name			

E.g.

Student A: Can you swim?

Student B: Sorry, Can you repeat that please?

Student A: Can you swim?

Student B: Yes, I can swim very well.

Tongue Twister

How can a clam cram in a clean cream can?





Grade	5
Function	Making / accepting / refusing / simple suggestions.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	45 mins.
Materials Required	A worksheet for lead in activity in Appendix A. Reading activities in Appendix B.
Aims	To understand simple texts about making suggestions. To understand texts about accepting and refusing simple suggestions.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to solve the problems and to find the secret activity as a lead in exercise in Appendix A. 2. The teacher asks the students to share their answers with the whole class. 3. The teacher asks the students to read the dialogue and to circle the correct phrase in the statements in Appendix B. 4. The teacher asks the students to read the text again and to categorize the statements in the given columns. 5. The teacher asks the students to match the statements to make suggestions. 6. The teacher asks the students to match the words with their definitions. 7. The teacher asks the students to talk about the given situations as in the example.



Appendix A

Lead in

Eddie and his friends are bored. Give them some suggestions.
Solve the problems and find the secret activity.



B	F	G	H	I	K	L	N	O	S	W
60	27	90	24	15	12	73	45	25	30	55

Let's go

--	--	--	--	--	--

1. Add 4 to each of the numbers: 20-11-8-11-41-86

How about going

--	--	--	--	--	--

2. Subtract 10 from each of these numbers: 70-35-65-83-25-55-100

Why don't we go

--	--	--	--	--	--

3. Multiply these numbers by 3: 9-5-10-8-5-15-30



Appendix B

1. Read the dialogue and circle the correct phrase.

Ashley: Hi, Clare! It's Fred's birthday next week and we're going to have a **surprise** this weekend. Do you want to join us?

Clare: Of course, that would be great. What shall we do?

Ashley: I don't know. Do you have any ideas?

Clare: Why don't we go to cinema?

Ashley: Yeah, maybe. Which film shall we see?

Clare: Let's see "JOKER" .

Ashley: I'd rather not. A violent movie is not a good **choice**. How about doing an outdoor activity. I think it can be more **enjoyable**.

Clare: Ok. What can we do?

Ashley: How about going ice-skating?

Clare: Sure. That sounds great. But Fred doesn't like ice-skating.

Ashley: Well...what does he like?

Clare: Well... He likes bowling. What about going to bowling?

Ashley: Yeah! That's a great **idea**.

Everyone likes bowling. When shall we go?

Clare: How about Sunday afternoon?

Ashley: All right. Where shall we meet ?

Clare: Let's meet at the shopping mall in front of the bowling centre.

Ashley: When shall we meet?

Clare: Erm... 3 o'clock?

Ashley: Ok, then. Sunday afternoon, at 3 o'clock, and in front of the bowling place. Great plan! I will tell the others.

Clare: Cool!



1. It's **Fred's / Claire's / Ashley's** birthday next week and they are planning a surprise celebration.

2. They decide to **go to the cinema / ice skating / bowling**.

3. They are going on **Friday afternoon / Saturday afternoon / Sunday afternoon**.

4. They are going to meet in front of the **bowling place / cinema / ice rink**.

5. They are going to meet **3/4/5** o'clock.

6. Ashley **isn't going to tell anyone / is going to tell Fred / is going to tell their friends**.



2. Read the dialogue again and categorise the statements.

Making Suggestions	Accepting	Refusing
E.g. What shall we do?		

3. Match the words with their definitions.

- | | | |
|-----------------|--------------------------|--|
| 1. surprise: | <input type="checkbox"/> | a) a suggestion or plan for doing something. |
| 2. choice: | <input type="checkbox"/> | b) an unexpected event. |
| 3. enjoyable: | <input type="checkbox"/> | c) an idea, plan, or action that is suggested or the act of suggesting it. |
| 4. idea: | <input type="checkbox"/> | d) an act or the possibility of choosing. |
| 5. suggestion : | <input type="checkbox"/> | e) An enjoyable event or experience gives you pleasure. |



4. Match the statements to make suggestion.

☐

1. There is an important competition this night.

a) Let's study.

☐

2. The weather is sunny today.

b) Why don't we go and watch it.

☐

3. I'm very hungry.

c) Shall we stay at home and help her.

☐

4. Our mother is ill.

d) How about eating pizza?

☐

5. I have a difficult exam.

e) What about going to a picnic.

5. Make suggestions for the given situations as in the example.



TIM

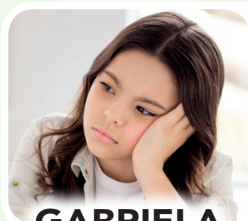
My parents are away on a holiday. I am hungry and I can't cook anything.

E.g: Why don't you order a pizza?



JUSTIN

I always miss the school bus.



GABRIELA

I'm bored.



ERIC

I want to lose weight.

LISTENING



Grade	5
Function	Making, accepting, refusing simple suggestions.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	45 mins.
Materials Required	Lead in activity in Appendix A. Track 33 for listening activities in Appendix B. Track 34 for pronunciation.
Aims	To make simple suggestions. To accept and refuse simple suggestions.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match the statements with the pictures as a lead in activity in Appendix A. 2. The teacher asks the students to listen the text and put the dialogue in the correct order in Appendix B. The teacher asks the students to share their answers with the whole class. 3. The teacher asks the students to read the statements and circle the correct phrase. 4. The teacher asks the students to read the situations and fill in the blanks with "Let's...! / Why don't...?/ What about...?/Shall..?" to make suggestions. 5. The teacher asks the students to listen and repeat the words in Track 34 for pronunciation. 6. The teacher asks the students to read the situations and make a similar dialogue with their classmates as in the example.



Appendix A

Lead in

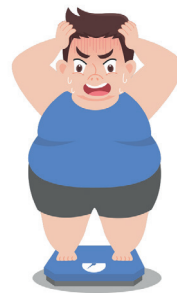
Match the statements with the pictures.

1. Why don't you rest for a while.
2. Let's do some exercise.
3. What about going to the cinema?
4. Why don't you order a pizza?
5. Let's go to the beach.

a



b



c



d



e





Appendix B

Track 33

1. Listen to the text and number the dialogue in the correct order.



- ☐ **Matt:** I don't think so. It's too hot to go running.
- ☐ **Linda:** Ok. How about going to cycling instead?
- ☒ **Linda:** Perfect! Let's go and get our bike.
- ☐ **Matt:** That's sounds great. The park has an excellent cycle track.
- ☐ **Linda:** Why don't we go running?
- ☐ **Matt:** That's a good idea. Where shall we go?
- ☐ **Matt:** I'm not sure about that. The weather is wonderful. Let's do something outside.
- ☐ **Linda:** How about going to the park?
- ☐ **Linda:** What about playing computer game? There are new games on my P.C.
- ☒ **Matt:** I'm bored. What shall we do today?

LISTENING



2. Read the statements and circle the correct phrase.

- a) Linda suggests playing **soccer** / **computer game**.
- b) The weather is **wonderful** / **rainy**.
- c) Matt **refuses** / **accepts** going to the park.
- d) They prefer going to **cycling** / **running**.
- e) Matt is **excited** / **bored**.

3. Fill in the blanks with "Let's...! / Why don't...? / What about...? / Shall...?"

1



Karen: Tomorrow is my sister's birthday.
Sue: we bake a birthday cake for her?

2



Bred: I have a big tent.
John: we go camping?

3



Tim: I like sailing.
Jordan: going to fishing?

4



Mark: Oh my god. It's snowing.
Sarah: make a snowman!

5



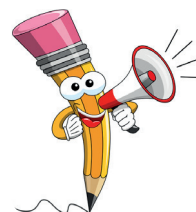
Jessica: Today is our school's sport day. We should join an activity.
Sarah: we play tennis? You know that we are good at tennis.

Track 34

Pronunciation

Listen and repeat.

- | | |
|---------------------------------|---------------------------------------|
| - close / clothes | - to / too / two |
| - eye / i | - we / wee |
| - for / four | - weather / whether |
| - great / grate | - your / you're |
| - in / inn | |
| - its / it's | |
| - meet / meat | |
| - new / knew | |



- Homophones are words that sound the same but have different meanings and usually have different spellings.

LISTENING



4. Read the situations and make a similar dialogue with your partner as in the example.



E.g.

You go to a swimming course every Sunday. It is enjoyable but a bit tiring. After the course you need something to eat. Make a suggestion for one of your friends to go somewhere to eat something because you are hungry.

You: What about going to Sam's Cafe to eat a sandwich?

Your friend: That's a good idea. I am hungry as a wolf!

1

You've been at home for hours. The rain has passed and the sun is coming out. Make a suggestion for your sister to play outside.

2

Tomorrow is your teacher's birthday. Your friend can not decide what to buy for her. Make a suggestion for your best friend to go shopping mall.

3

The weather is freezing, so you stay at home. But you are bored. Make a suggestion for your brother to do at home.



Grade	5
Function	Making, accepting, refusing simple suggestions.
Skills	Speaking for fluency. Speaking for accuracy.
Duration	40 mins.
Materials Required	Lead in activity in Appendix A. Speaking activities in Appendix B.
Aims	To make simple suggestions. To accept and refuse simple suggestions.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to find the words in the puzzle as a lead in activity in Appendix A. 2. The teacher asks the studentst to share their answers with the whole class. 3. The teacher asks the students to read and order the satatements to make a dialogue. 4. The teacher asks the students to play the game in Appendix B. The students roll the dice and move their counter forward the number of spaces shown on the dice. Then they make, accept or refuse the suggestions with their partners. 5. The teacher encourages the students who do not want to speak.



Appendix A

Lead in

Find the words in the puzzle.

CHALLENGE

How many words can you find?

sport / accept / favorite / running / make / let's / refuse / exercise
fitness / ride / shall / great / idea / swimming

S	P	O	R	T	V	F	G	A	E	Q	A
F	A	V	O	R	I	T	E	E	T	Y	C
S	H	A	L	L	G	R	E	A	T	S	C
S	W	I	M	M	I	N	G	U	O	W	E
T	A	H	A	K	I	W	N	R	C	S	P
E	W	Q	K	R	U	N	N	I	N	G	T
L	P	X	E	Z	A	D	S	D	D	P	M
R	E	F	U	S	E	W	Y	E	I	E	X
E	X	E	R	C	I	S	E	Z	P	R	A



Appendix B

Useful Language

MAKING SUGGESTIONS

- Why don't we...?
- Why don't we watch a movie?
- Let's!
- Let's watch a movie!
- How/What about going...?
- How about watching a movie?
- Shall we...?
- Shall we watch a movie?

ACCEPTING

- That's a great idea.
- That sounds good.
- All right.
- I'd love to.
- Ok, thanks a lot.

REFUSING

- That's not a good idea.
- I'm sorry, I can't.
- I'm afraid, I can't.
- I'd love to but,...
- Let's do something else.

1. Read and order the statements to make a dialogue.



MEGGY - LUCY

☐ I'm bored.

☐ That's not a good idea.
The weather is rainy.

☐ Why don't we go jogging?

☐ Let's watch a movie then.

☐ I'd love to.

SPEAKING



2. Play the game.

Roll the dice and make, accept or refuse the suggestions with your partner.

	<p>Let's!</p> <p>why don't we?</p>			
			<p>Go back two spaces.</p>	
<p>Go ahead 2 spaces.</p>	<p>Shall we.....?</p> <p>what about going.....?</p>			
		<p>Miss a turn.</p>		
<p>That's a great idea.</p>				
<p>I'm sorry, I can't.</p>				<p>Go back two spaces.</p>



Idiom Time

Read the definition and put a tick for the correct photo.

Get in shape: Undertake a program of physical conditioning.





Project Time

- Prepare a poster about yourself.
- Write a short paragraph about what you can do or can't do.
- Express your likes and dislikes.
- You can use some photos or pictures to describe them.
- Share it with your classmates.



ANSWER KEY

ANSWER KEY

5.8

PAGE 3

EXERCISE 1

1. She does three times a week.
2. She goes swimming.
3. Ann goes "Salsa" .
4. She goes to Central park.
5. They go on Wednesday.

PAGE 4

EXERCISE 2

- a) T
- b) F
- c) F
- d) T
- e) T

EXERCISE 3

1. e
2. a
3. b
4. c
5. d

PAGE 5

EXERCISE 4

1 / 4 / 5 / 6 / 8 / 9

ANSWER KEY

LISTENING

PAGE 7

LEAD IN

q	g	y	m	n	a	s	t	i	c	l	m	s	v	x	o	g	a	t	w
i	r	u	n	n	i	n	g	y	c	d	h	j	f	w	b	p	v	r	x
w	a	z	m	k	e	y	e	l	i	n	g	t	i	f	v	i	s	e	x
p	r	u	b	c	d	w	v	i	n	z	q	r	v	m	k	l	u	k	i
a	e	d	w	b	g	j	y	v	z	z	w	e	r	k	l	t	r	k	e
q	k	y	v	d	x	x	s	f	y	c	a	m	p	i	n	g	f	i	y
l	k	a	r	f	h	r	s	v	c	c	n	w	e	t	u	o	i	n	l
w	e	i	g	h	t	l	i	f	t	i	n	g	a	z	b	m	n	g	y
q	m	w	o	c	a	s	q	g	e	e	j	l	a	q	a	b	g	m	s
r	t	n	x	q	h	m	n	r	m	w	e	m	r	v	x	s	h	j	k
w	l	r	x	z	m	i	o	n	q	b	x	x	w	k	p	z	r	t	i
m	s	w	x	m	m	k	i	g	f	s	c	w	l	e	q	h	m	l	i
q	t	k	d	m	w	r	m	k	c	x	e	h	k	l	u	i	b	x	n
a	f	s	i	w	n	t	b	j	o	g	g	i	n	g	l	k	m	m	g
z	a	w	s	e	w	h	n	g	a	k	n	c	s	e	k	n	y	c	m
a	s	w	y	n	c	a	s	c	k	w	t	c	f	z	l	i	o	c	w
w	h	p	w	v	n	m	a	f	r	f	i	s	h	i	n	g	o	q	x

PAGE 8

EXERCISE 1

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

EXERCISE 2

- a) T
- b) F
- c) T
- d) T
- e) F

EXERCISE 3

PAGE 9

What is your favourite sport? - It is cycling.
 Which exercise do you like? - I like swimming.
 Do you want to go fishing? - Yes, I do. / No I don't.
 Do you like roller-skating? - Yes, I do. / No I don't.
 What do you think about camping? - I think it is boring. / I think it is exciting.

ANSWER KEY

READING

PAGE 16

LEAD IN

1. hiking
2. bowling
3. fishing

PAGE 17

EXERCISE 1

1. Fred's
2. bowling
3. Sunday afternoon
4. bowling place
5. 3 o'clock
6. is going to tell their friends.

PAGE 18

EXERCISE 2

Making Suggestions	Accepting	Refusing
<ul style="list-style-type: none">- What shall we do?- Why don't we go to the cinema?- Let's see Joker.- How about doing an outdoor activity?- How about going ice-skating?- What about going to bowling?	<ul style="list-style-type: none">- Of course, that would be great.- Sure. That sounds great.- Yeah! That's a great idea.- All right.	<ul style="list-style-type: none">- I'd rather not.- Yeah, maybe.- I don't know

ANSWER KEY

EXERCISE 3

1. b
2. d
3. e
4. a
5. c

PAGE 19

EXERCISE 4

1. b
2. e
3. d
4. c
5. a

LISTENING

PAGE 21

LEAD IN

1. c
2. b
3. a
4. e
5. d

PAGE 22

EXERCISE 1

- (5) Matt: I don't think so. It's too hot to go running.
(6) Linda: Ok. How about going to cycling instead?
(10) Linda: Perfect! Let's go and get our bike.
(9) Matt: That's sounds great. The park has an excellent cycle track.
(4) Linda: Why don't we go running?
(7) Matt: That's a good idea. What shall we go there?
(3) Matt: I'm not sure about that. The weather is wonderful. Let's do something outside.
(8) Linda: How about going to the park?
(2) Linda: What about playing computer game? There are new games on my P.C.
(1) Matt: I'm bored. What shall we do today?

ANSWER KEY

PAGE 23

EXERCISE 2

- a) computer game
- b) wonderful
- c) accepts
- d) cycling
- e) bored

EXERCISE 3

1. Why don't we..... / Shall.....?
2. Why don' t we..... / Shall?
3. What about?
4. Let's.....!
5. Why don't we....? / Shall?

SPEAKING

PAGE 27

EXERCISE 1

- 1- I'm bored.
- 2- Why don't we go jogging?
- 3- That's not a good idea. The weather is rainy.
- 4- Let's watch a movie then.
- 5-I'd love to.

IDIOM TIME

- a)

ANSWER KEY

LISTENING TEXTS

PAGE 8

EXERCISE 1

TRACK 31

1. Listen to the text and complete the dialogue using the questions in the box.

Peter: Good morning to everybody. We are so lucky to have Jim Bradlin with us on the show " Sports Stars" . He is a popular cyclist. Today we will interview with him.

Hi, Jim! We are happy to hear you. You look so healthy and fit. What do you do to keep fit?

Jim: Good morning everyone. Thanks for inviting me to the show. Thank you Dave. You are so nice. I'm training a cycling competition. So I go cycling regularly.

Peter: Pardon me! Could you repeat that please?

Jim: I am going to join a competition so I go cycling.

Peter: Wow! It's amazing. Where do you go for cycling?

Jim: I usually go Hyde Park near the city centre. There is a good cycle path.

Peter: How often do you go cycling?

Jim: I go cycling everyday. I want to win a cup. It is my dream.

Peter: Do you have a special diet?

Jim: Yes. I shouldn't eat so much. I can only eat chicken and vegetables.

Peter: What will your message be to teenagers?

Jim: They should train regularly. It is very important. And, never give up.

Peter: Thank you Jim, Good luck!

TRACK 32

PRONUNCIATION

LISTEN AND REPEAT

surfing: / 'sɜː.fɪŋ/

skating: / 'skeɪ.tɪŋ/

cycling: / 'saɪ.klɪŋ/

swimming: / 'swɪm.ɪŋ/

camping: / 'kæm.pɪŋ/

hiking: / 'haɪ.kɪŋ/

jogging: / 'dʒɒg.ɪŋ/

fishing: / 'fɪʃ.ɪŋ/

trekking: / 'trek.ɪŋ/

running: / 'rʌn.ɪŋ/

ANSWER KEY

PAGE 21

EXERCISE 1

TRACK 33

Listen to the text and number the dialogue in the correct order.

- (1) Matt: I'm bored. What shall we do today?
- (2) Linda: What about playing computer game? There are new games on my P.C.
- (3) Matt: I'm not sure about that. The weather is wonderful. Let's do something outside.
- (4) Linda: Why don't we go running?
- (5) Matt: I don't think so. It's too hot to go running.
- (6) Linda: Ok. How about going to cycling instead?
- (7) Matt: That's a good idea. Where shall we go?
- (8) Linda: How about going to the park?
- (9) Matt: That's sounds great. The park has an excellent cycle track.
- (10) Linda: Perfect! Let's go and get our bike.

PAGE 22

PRONUNCIATION

TRACK 34

- close / clothes
- eye / i
- for / four
- great / grate
- in / inn
- its / it's
- meet / meat
- new / knew
- to / too / two
- we / wee
- weather / whether
- your / you're

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