

Scope and Sequence

Themes	Listening & Speaking	Reading & Writing	Grammar	Pronunciation
1 FREE TIME pages 4–13	<ul style="list-style-type: none"> Asking about hobbies Inviting friends to do activities Discussing extreme sports Conversation Skill Starting a friendly conversation	<ul style="list-style-type: none"> Reading a social media post Reading an email Writing an invitation email to a friend Writing Skill Writing invitation emails	<ul style="list-style-type: none"> Present Simple for habits Present Continuous for future plans 	<ul style="list-style-type: none"> Sounds /ei/ and /e/ Intonation Yes/No questions
2 MUSIC pages 14–23	<ul style="list-style-type: none"> Asking about music Discussing shows Discussing famous singers Conversation Skill Inviting someone to speak	<ul style="list-style-type: none"> Reading students' social media posts Reading a singer profile Writing about a singer for a teen magazine Writing Skill Writing singer profiles	<ul style="list-style-type: none"> Present Simple for facts and opinions Prepositions of time (<i>in, on, at</i>) and possessive adjectives 	<ul style="list-style-type: none"> Sounds /s/ and /z/ Intonation Statements
REVIEW 1: Language and Skills Review of Themes 1–2 (pages 24–25)				
3 HELPING YOUR COMMUNITY pages 26–35	<ul style="list-style-type: none"> Discussing helping the community Discussing a charity plan Discussing volunteer work in cities Conversation Skill Introducing a topic	<ul style="list-style-type: none"> Reading a charity club notice Reading a letter to volunteers Writing a thank-you letter to volunteers about an environmental clean-up Writing Skill Writing thank-you letters to volunteers	<ul style="list-style-type: none"> Past Simple with regular verbs First conditional with <i>can</i> 	<ul style="list-style-type: none"> Sounds /d/, /t/, /id/ Word Stress Compound nouns
4 FOOD AND DRINKS pages 36–45	<ul style="list-style-type: none"> Asking about ingredients for recipes Asking about items in kitchens Discussing unusual foods Conversation Skill Asking for repetition	<ul style="list-style-type: none"> Reading a diary Reading a school magazine article Writing an article about food for a school magazine Writing Skill Writing articles about food	<ul style="list-style-type: none"> <i>How much</i> and <i>How many</i> Indefinite and definite articles 	<ul style="list-style-type: none"> Sounds /sp/ Sound Changes "... bunch of ...", "... bag of ..."
REVIEW 2: Language and Skills Review of Themes 3–4 (pages 46–47)				
5 HEALTH pages 48–57	<ul style="list-style-type: none"> Asking about health habits Giving health advice Talking about healthy habits Conversation Skill Asking how you can help	<ul style="list-style-type: none"> Reading a school newspaper article Reading a reflective paragraph Writing a reflective paragraph about a health survey Writing Skill Writing reflective paragraphs	<ul style="list-style-type: none"> Indefinite quantifiers: <i>lots of/a lot of, some, much/many, any</i> Modal verb <i>should</i> 	<ul style="list-style-type: none"> Intonation <i>Wh</i>-questions Sound Changes "Do you ...?"

Scope and Sequence

Themes	Listening & Speaking	Reading & Writing	Grammar	Pronunciation
6 EDUCATION pages 58–67	<ul style="list-style-type: none"> ● Making plans ● Asking about daily events at school ● Discussing study tips ► Conversation Skill Declining an invitation	<ul style="list-style-type: none"> ● Reading a letter ● Reading a guide to study tips ● Writing a guide to study tips ► Writing Skill Writing guides	<ul style="list-style-type: none"> ● Present Simple with <i>have to</i> ● Conjunction <i>because</i> and intensifiers <i>so</i> and <i>really</i> 	<ul style="list-style-type: none"> ● Sound Changes "... have to ..." ● Sentence Stress Stress intensifiers for emphasis
REVIEW 3: Language and Skills Review of Themes 5–6 (pages 68–69)				
7 TRANSPORTATION pages 70–79	<ul style="list-style-type: none"> ● Describing and identifying luggage ● Comparing ways to travel ● Discussing types of transportation ► Conversation Skill Correcting your own mistakes	<ul style="list-style-type: none"> ● Reading a travel guide ● Reading an advertisement ● Writing an advertisement for a type of transportation ► Writing Skill Writing simple advertisements	<ul style="list-style-type: none"> ● Order of adjectives and possessive pronouns ● Comparisons with <i>(not) as ... as</i> 	<ul style="list-style-type: none"> ● Word Stress Two-syllable nouns ● Sounds /st/
8 HOLIDAYS AND FESTIVALS pages 80–89	<ul style="list-style-type: none"> ● Discussing ideas for festivals ● Comparing different traditions ● Discussing festivals ► Conversation Skill Showing interest	<ul style="list-style-type: none"> ● Reading an article about festivals ● Reading a leaflet about a festival ● Writing a leaflet about a festival ► Writing Skill Writing leaflets about festivals	<ul style="list-style-type: none"> ● <i>Will</i> for certainty ● Comparing: <i>the same as</i> and <i>different from</i> 	<ul style="list-style-type: none"> ● Sound Changes Contraction of "... will ..." ● Sounds /ɪ/
REVIEW 4: Language and Skills Review of Themes 7–8 (pages 90–91)				
9 TRAVEL pages 92–101	<ul style="list-style-type: none"> ● Talking about a vacation in an English-speaking country ● Asking about your last vacation ● Discussing vacations ► Conversation Skill Ending a conversation politely	<ul style="list-style-type: none"> ● Reading an email ● Reading a postcard ● Writing a postcard to a friend ► Writing Skill Writing postcards	<ul style="list-style-type: none"> ● Zero article and definite article ● Past Simple with irregular verbs 	<ul style="list-style-type: none"> ● Sounds /ð/ and /θ/ ● Sounds /ə/
10 ENERGY SOURCES pages 102–111	<ul style="list-style-type: none"> ● Discussing energy sources in towns and cities ● Comparing the use of energy sources ● Discussing how energy sources changed in a city ► Conversation Skill Asking for clarification	<ul style="list-style-type: none"> ● Reading a passage about energy sources ● Reading a report about energy sources ● Writing a report about energy sources ► Writing Skill Writing reports on charts	<ul style="list-style-type: none"> ● Comparing: <i>more/less/fewer ... (than)</i> ● Conjunctions: <i>and</i>, <i>but</i> 	<ul style="list-style-type: none"> ● Word Stress First syllable for numbers which are multiples of ten ● Sound Changes "... and ..."
REVIEW 5: Language and Skills Review of Themes 9–10 (pages 112–113)				

1

Free Time

LESSON 1

Can you ... ?

- ask and answer questions about hobbies
- use the Present Simple for habits



Let's Talk!

In pairs: Look at the pictures. What are these people doing?
What do you like doing in your free time?



New Words

a. Match the words with the pictures. Listen and repeat.



collect

model

bake

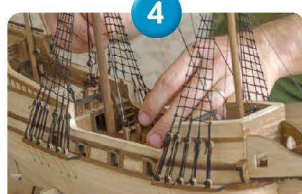
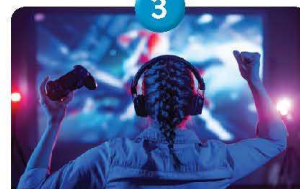
vlog

comic book

online game



collect



b. In pairs: Use the new words to ask and answer questions about hobbies you like doing.

Do you like building models?

Yes, I do. I also like collecting stamps.



Reading

a. Read Kate's social media post. What is it mainly about?

1. her model collection

2. how she builds models

3. her different hobbies



♥ Kate ♥

I love collecting and building models in my free time. I have 15 models in my room. Some of them were gifts from my friends and family, but I bought most of them. I usually build planes and cars, but I have a few model ships, too. My favorite model is an MGA car. The real MGA was a cool sports car from England. I think it's beautiful.

I often spend about one or two hours a day building my models. Sometimes my sister, Alice, does it with me and films us building models for her vlogs. She makes vlogs every week and shares them with her friends. We're thinking about starting a baking vlog soon.

What about you? What do you do in your free time? Leave a comment and tell me!

b. Now, read and circle A, B, or C.

- 1 How did Kate get most of her models?
A. They were gifts. ☒ B. She bought them. ☐ C. She found them.
- 2 What is her favorite model?
A. a car ☐ B. a ship ☐ C. a plane ☐
- 3 Who does Kate build her models with?
A. her friend ☐ B. her teacher ☐ C. her sister ☐
- 4 Why does Alice film them building models?
A. for school ☐ B. for her vlogs ☐ C. for her family ☐
- 5 What other hobby are they thinking about doing?
A. collecting comic books ☐ B. making baking vlogs ☐ C. making films ☐

c. In pairs: What cool and interesting things can you make?

I can make paper airplanes.



Grammar

a. Read about the Present Simple for habits, then fill in the blanks.

PRESENT SIMPLE FOR HABITS

We can use the **Present Simple** to talk about habits or things that happen regularly.

• **Positive:** Subject + verb (-s/-es) (+ object)

I usually **play** online games after school.
He **makes** vlogs on Sunday mornings.

• **Negative:** Subject + **don't/doesn't** + bare infinitive (+ object)

They **don't bake** cakes.
She **doesn't read** comic books.

• **Questions:** (Wh-question word +) **Do/Does** + subject + bare infinitive (+ object)?

A: Do you **play** soccer?
B: Yes, I **do**./No, I **don't**.
A: What **does** she **do** in her free time?
B: She **paints** in her free time.



b. Listen and check. Listen again and repeat.



SPELLING RULES – ADDING -S/-ES

- We add **-s** to most verbs:

like → likes

- For verbs that end in **-o**, **-s**, **-sh**, **-ch**, **-x**, or **-z**, add **-es**:

go → goes; pass → passes

- For verbs that end in **consonant + y**, change **-y** to **-ies**:

study → studies

c. Fill in the blanks with the correct form of the words in brackets.



1. I play (play) soccer in my free time.
2. My friends often (play) online games together on the weekends.
3. My brother (like) building models.
4. Lisa and Molly (read) comic books every night.
5. (do) you (bake) cakes on the weekends?
6. Lucas (not make) vlogs about his garden.
7. What (do) she (do) in her free time?

d. Write sentences using the pictures and the prompts.



1  

I/collect



I collect comic books.

2  



Jim/bake/Tuesdays

3  

I/play/weekends

4  

Harry/build/Sundays

5  

What/Jane/do/mornings

6  

They/make

e. In pairs: Ask and answer questions with your partner about what you do and don't do at different times and days.

on the weekends

after school on Fridays


in the evenings

What do you do on the weekends?

I usually read comic books.

[a] Pronunciation

Sounds

- a. Focus on the /eɪ/ and /e/ sounds. Listen to the words and focus on the underlined letters. 

make

bake

test

best

- b. Listen and circle the words you hear. 

1. wait

wet

2. let

late

3. sale

sell

- c. Take turns saying the words in **Task a.** and **Task b.** while your partner points to them.



Practice

a. In pairs: Ask and answer questions using the pictures and the prompts.

What do you do in your free time?

I make vlogs.

How often do you make vlogs?

I usually make them one or two times a week.



usually/one or two times a week



sometimes/on the weekends



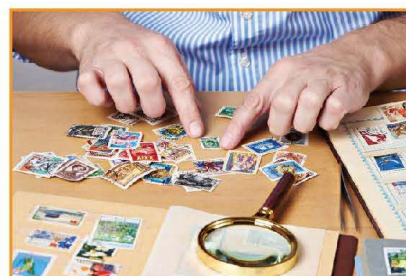
usually/after school



sometimes/after school



usually/on the weekends



always/on the weekends

b. Practice again with your own ideas.



Speaking

WHAT'S YOUR HOBBY?

a. In fours: Write the answers for yourself, then ask your classmates to complete the table.

What do you do in your free time?

I play online games.

How often do you play online games?

I always play them on the weekends.



	What hobby	How often	When
Me			

b. What is the most popular hobby in your group?

In our group, the most popular hobby is ...

1

LESSON 2

Can you ... ?

- make future plans
- use the Present Continuous for future plans

Conversation Skill:

Starting a friendly conversation



Let's Talk!

In pairs: Look at the picture. Where are the friends meeting?
Where do you often meet your friends?



New Words

a. Match the words with the pictures. Listen and repeat.



sports-center

bowling alley

theater

ice rink

water park

arcade

fair



sports center



b. In pairs: Use the new words and the verbs in the box to say what activities you can do at each place in *Task a*.

play skate run go on buy watch

I can go on the rides at the fair.



Listening

a. Listen to Becky and Toby talking about their plans to meet. How many places are they going to go to together?

1. one

2. two



Conversation Skill

Starting a friendly conversation

To start a friendly conversation, say:

What's up?

What's going on?

b. Now, listen and circle the correct words.

- ① Becky is meeting Joe at the fair tonight tomorrow.
- ② Toby *is/isn't* joining them at the fair.
- ③ He's going bowling on Saturday *morning/night*.
- ④ Becky is going *skating/shopping* for her brother's birthday.
- ⑤ Becky and Toby are meeting at 3:00 p.m. on *Saturday/Sunday*.

c. Read the Conversation Skill box. Then, listen and repeat.

d. Now, listen again and circle the phrase that you hear.

e. In pairs: Where do you like meeting your friends on the weekends? What do you do there?

I like meeting my friends at the mall. We go to the arcade or the bowling alley.



Grammar

a. Read about the Present Continuous for future plans, then fill in the blanks.

PRESENT CONTINUOUS FOR FUTURE PLANS

We can use the **Present Continuous** to talk about future plans we are sure of. We often already know the time, place, and who we're doing the plans with.

• **Positive:** Subject + *be* + *verb-ing* (+ object)

I'm *playing* soccer this evening with my dad.
We're *watching* a play at the theater tonight.

• **Negative:** Subject + *be* + *not* + *verb-ing* (+ object)

He *isn't playing* basketball tonight.
They *aren't going* swimming tomorrow.

• **Questions:** (Wh-question word +) *Be* + subject + *verb-ing* (+ object)?

A: What *are* you *doing* this evening?
B: I'm *going* to the movies with my friend.
A: *Is* Emma *doing* anything tonight?
B: Yes, she *is*./No, she *isn't*.



b. Listen and check. Listen again and repeat.

c. Circle the correct words.

1. I'm ~~watch~~ watching a movie tonight with some friends.
2. She's ~~going shopping~~ / ~~go~~ bowling on Sunday night.
3. What are ~~she~~ / ~~you~~ doing tomorrow afternoon?
4. I'm ~~meet~~ / ~~meeting~~ Sam at the water park tomorrow.
5. ~~Is~~ / ~~Are~~ you going shopping this evening?
6. We're ~~meeting~~ / ~~meets~~ outside the theater at 6:00 p.m. on Wednesday.



d. Write questions and answers using the table and the prompts.

	Mon	Tue	Wed	Thu	Fri
Jane	sports center			ice rink	
Gary			market		soccer
Becky	bowling alley	movie			
Kevin		water park		bowling alley	
Edward			sports center		soccer

- 1 When/Jane/go/skate/ice rink?
When is Jane going skating at the ice rink?
She's going skating at the ice rink on Thursday.
- 2 Who/watch/movie/Tuesday?

- 3 When/Gary and Edward/play/soccer?

- 4 When/Kevin/go/bowling?

- 5 Where/Gary/go/shop/Wednesday?

e. In pairs: Use the table in *Task d.* and the prompts below to make plans on two different days.

Are you doing anything ... ?


I'm ... Do you want to come?

Sure. Where should we meet?


Let's meet ...


[a'] Pronunciation

Intonation

a. Intonation rises for Yes/No questions. Listen to the questions and notice how the intonation rises. 

Do you want to come? 

Are you doing anything tonight? 

b. Listen and cross out the question that does not follow the note in *Task a.* 

Can we meet at three o'clock?
Do you like bowling?

c. Read the questions in *Task a.* and *Task b.* with the intonation noted in *Task a.* to a partner.