

Scope and Sequence

Themes	Listening & Speaking	Reading & Writing	Grammar	Pronunciation
1 FREE TIME pages 4–13	<ul style="list-style-type: none"> Talking about leisure activities, likes, and dislikes Making free time activity plans with friends Talking about your favorite hobby <p>► Conversation Skill Starting a telephone conversation</p>	<ul style="list-style-type: none"> Reading social media posts about hobbies Reading a paragraph about a girl's hobby Writing a paragraph about your favorite hobby <p>► Writing Skill Giving supporting information</p>	<ul style="list-style-type: none"> Verb to express preference with gerunds Present Simple for future meaning Prepositions of time: <i>from ... to</i> and <i>until</i> 	<ul style="list-style-type: none"> Sound Changes "-ing" Sounds /sk/
2 CITY AND COUNTRY pages 14–23	<ul style="list-style-type: none"> Talking about life in the city and the country Talking about activities teens like in the country and city Talking about whether the city or the country is the better place to live <p>► Conversation Skill Politely disagreeing</p>	<ul style="list-style-type: none"> Reading a social media post Reading an opinion paragraph Writing an opinion paragraph about which place is better to live <p>► Writing Skill Writing opinion paragraphs</p>	<ul style="list-style-type: none"> Indefinite quantifiers: <i>too many/ much</i> and <i>not enough</i> Adverbs of frequency 	<ul style="list-style-type: none"> Sounds /tʃ/ Sounds /b/ and /p/
REVIEW 1: Language and Skills Review of Themes 1–2 (pages 24–25)				
3 PROTECTING THE ENVIRONMENT pages 26–35	<ul style="list-style-type: none"> Talking about the effects of pollution Giving advice on reducing pollution Talking about ways to protect the environment <p>► Conversation Skill Encouraging the speaker to continue</p>	<ul style="list-style-type: none"> Reading an essay about pollution Reading an environmental guide Writing a guide on fixing an environmental problem <p>► Writing Skill Using linking devices of cause and effect</p>	<ul style="list-style-type: none"> First conditional with <i>if</i> or <i>unless</i> Conjunction of purpose <i>so that</i> 	<ul style="list-style-type: none"> Sounds /t/ Word Stress Two-syllable verbs
4 SCIENCE AND TECHNOLOGY pages 36–45	<ul style="list-style-type: none"> Talking about devices Making comparisons between robots Talking about how to choose a new device <p>► Conversation Skill Showing agreement</p>	<ul style="list-style-type: none"> Reading a product review Reading an article comparing devices Writing a review of a device <p>► Writing Skill Writing product reviews</p>	<ul style="list-style-type: none"> Yes/No questions Comparative adverbs 	<ul style="list-style-type: none"> Sounds /ɔ:/ Word Stress Three-syllable words ending in <i>-ly</i>
REVIEW 2: Language and Skills Review of Themes 3–4 (pages 46–47)				
5 NATURAL DISASTERS pages 48–57	<ul style="list-style-type: none"> Talking about natural disasters Giving advice on what to do in a disaster Talking about dangers of natural disasters <p>► Conversation Skill Working through tasks in group</p>	<ul style="list-style-type: none"> Reading quick facts on a website about a natural disaster Reading an emergency announcement Writing an emergency announcement <p>► Writing Skill Writing emergency announcements</p>	<ul style="list-style-type: none"> <i>Wh</i>-questions Prepositions of place and movement 	<ul style="list-style-type: none"> Sound Changes "... was ..." Sentence Stress Stress <i>shouldn't</i> for negative advice

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6 SPACE pages 58–67	<ul style="list-style-type: none"> Talking about human life in the future Talking about the history of space travel Describing a memorable space event <p>► Conversation Skill Pausing to think or find an answer</p>	<ul style="list-style-type: none"> Reading a magazine article about the future Reading a story about seeing a rocket launch Writing a narrative story about a space event <p>► Writing Skill Writing narratives</p>	<ul style="list-style-type: none"> Will for predictions Adverbial phrases of place 	<ul style="list-style-type: none"> Sounds /æ/ Sounds /aʊ/
REVIEW 3: Language and Skills Review of Themes 5–6 (pages 68–69)				
7 ENTERTAINMENT pages 70–79	<ul style="list-style-type: none"> Discussing different movie genres Talking about celebrities Talking about why a movie is good or bad <p>► Conversation Skill Returning a question</p>	<ul style="list-style-type: none"> Reading a blog post about a celebrity interview Reading a movie review Writing a movie review <p>► Writing Skill Writing movie reviews</p>	<ul style="list-style-type: none"> Adjectives ending in <i>-ed</i> and <i>-ing</i> Reported speech for statements 	<ul style="list-style-type: none"> Sounds /d/ and /ɪd/ Sounds Final /d/
8 TRADITIONS pages 80–89	<ul style="list-style-type: none"> Talking about different cultures Describing meeting someone from another culture Talking about fun things to do at an ethnic village <p>► Conversation Skill Showing interest to get more information</p>	<ul style="list-style-type: none"> Reading an article about the <i>Hmong</i> people Reading a paragraph about a trip to Ban Rak Thai Writing a paragraph about a trip to an ethnic village <p>► Writing Skill Writing concluding sentences</p>	<ul style="list-style-type: none"> Articles Reported speech for questions 	<ul style="list-style-type: none"> Word Stress Two-syllable adjectives Sounds /oʊ/
REVIEW 4: Language and Skills Review of Themes 7–8 (pages 90–91)				
9 EXPERIENCES pages 92–101	<ul style="list-style-type: none"> Talking about fun experiences Giving excuses for not going to an event Talking about activities on a trip <p>► Conversation Skill Asking for more information</p>	<ul style="list-style-type: none"> Reading an email between two friends Reading an email asking for advice about a trip Writing an email requesting information or advice <p>► Writing Skill Writing request emails</p>	<ul style="list-style-type: none"> Present Perfect for experiences Past Continuous with <i>when</i> and Past Simple for interrupted actions 	<ul style="list-style-type: none"> Sound Changes "... <i>been</i> ..." Sounds /k/
10 LIFE GOALS pages 102–111	<ul style="list-style-type: none"> Talking about dream jobs Talking about role models Describing a person that you admire <p>► Conversation Skill Responding to ideas</p>	<ul style="list-style-type: none"> Reading a school assignment on a role model Reading a biography Writing a biography <p>► Writing Skill Writing biographies</p>	<ul style="list-style-type: none"> Conjunction <i>so</i> Adverbial clauses of time: <i>when</i>, <i>before</i>, and <i>after</i> 	<ul style="list-style-type: none"> Sounds /i:/ Sounds /e/ and /ə/
REVIEW 5: Language and Skills Review of Themes 9–10 (pages 112–113)				

1

Free Time

LESSON 1

Can you ... ?

- talk about leisure activities, likes, and dislikes
- use verbs to express preference with gerunds



Let's Talk!

In pairs: Look at the pictures. What are the teens doing in their free time? What do you do in your free time?



New Words

a. Match the words with the pictures. Write the letters in the boxes.

Listen and repeat.



~~A. jogging~~

B. fishing

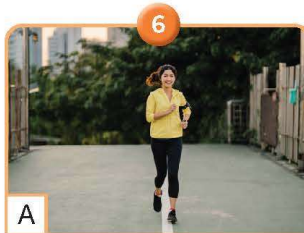
C. hanging out

D. rock climbing

E. board game

F. photography

G. handball



b. In pairs: Use the new words and other activities you know to tell your partner about what you do in your free time.

I hang out with my friends and watch movies on the weekends.

Reading

a. Read Will's, Jess', and Peter's social media posts. What are they mainly about?

1. activities they like and dislike

2. their favorite hobbies



My name's Will. My favorite things to do in my free time are jogging and playing sports with my friends. I love playing handball the most, and I also like playing soccer. I think most sports are fun, but I don't really like extreme sports like mountain biking or rock climbing. They're too scary for me. I prefer doing safer activities in nature like fishing.

Hello. My name's Jess. I'm not a very active person. My favorite hobby is photography. I love taking photos of beautiful things. I also like reading books, hanging out with my friends at cafés, and doing arts and crafts. I hate playing sports. I don't think they're very fun. I prefer more relaxing activities.



Hi, I'm Peter. I like doing lots of different activities. I like playing sports like tennis and football, but my favorite hobby is rock climbing. It's very exciting! I also like less active activities, too, like drawing and reading comic books. I don't enjoy playing board games, though. I think they're boring. I prefer playing video games.

b. Now, read and match the phrases to the person they describe.

A. Will

B. Jess

C. Peter

1. _____ doesn't like playing board games.
2. _____ likes jogging.
3. _____ enjoys outdoor activities like fishing.
4. _____ loves rock climbing.
5. _____ likes taking photos.
6. _____ hates playing sports.

c. In pairs: Which person are you most like? How are you two similar and different?

I'm most like Jess. I also like photography, but I don't like reading.

Grammar

a. Read about verbs to express preference with gerunds, then fill in the blanks.

VERBS TO EXPRESS PREFERENCE WITH GERUNDS

We can use **verbs to express preference** with **gerunds** to talk about things we like and dislike. Some verbs that we often use are:

hate	don't like	prefer/like/enjoy	love

hate/prefer/like/enjoy/love + gerund (verb-ing)

I **hate** playing handball.
 He **enjoys** rock climbing.
 We **don't like** taking photos.
 He **doesn't enjoy** jogging.
 Do you **prefer** playing board games or fishing?
 What does she **like** doing in her free time?



Do you like _____ sports?

Yes, I do. I _____ playing handball!

b. Listen and check. Listen again and repeat.

CD1 03

The spelling rules of **gerunds** are:

Add **-ing** to most of the verbs.

watch – watching

Verbs that end in **consonant + e**: remove **e** and add **-ing**.

dance – dancing

One-syllable verbs that end in **consonant + vowel + consonant**: double the final consonant and add **-ing**.

swim – swimming

Do not double the final consonant when the verbs end in **w, x, or y**.

play – playing

c. Circle the correct words.

1. I love ~~take~~/taking photos on my new camera.
2. She ~~hates~~/hating fishing because she thinks it's boring.
3. Lots of my friends ~~enjoy~~/enjoying playing board games.
4. Do you like ~~jog~~/jogging?
5. I don't ~~like~~/liking hanging out with friends at home.
I prefer ~~hang~~/hanging out at the park or somewhere outside.



d. Read the paragraph and fill in the blanks with the correct form of the verbs in the box.

jog play not like ~~do~~ prefer take hang out

My sister and I like (1) doing very different things in our free time. She likes (2) _____ by the river for exercise, but I hate it. I (3) _____ playing sports with my friends instead of exercising alone. My friends and I like (4) _____ handball, but we also love rock climbing and doing other extreme sports together. My sister doesn't enjoy any extreme sports. Her favorite hobby these days is photography. She loves (5) _____ photos everywhere she goes. I (6) _____ taking photos, but I love painting. It's much more interesting than photography. Luckily, there's one thing my sister and I both love doing. We enjoy (7) _____ at home and watching a good movie together.



e. In pairs: Take turns saying which of the activities mentioned in Task c. and Task d. that you love, like, don't like, and hate.

I love hanging out with friends.

Me too. I also like jogging.

[a] Pronunciation

Sound Changes

a. "-ing" often sounds like /ɪŋ/. Listen and focus on the underlined letters.  **CD1 04**

I love playing handball the most.
I like doing lots of different activities.

b. Listen and cross out the sentence that does not follow the note in Task a.  **CD1 05**

We like playing badminton.
He hates fishing on the weekends.

c. Read the sentences in Task a. and Task b. with the sound change noted in Task a. to a partner.



Practice

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

Do you prefer playing sports or board games?

I prefer playing sports.



A: You/prefer/play/sports/ board games?
B: Prefer/play/sports.

A: What sports/you/like/play?
B: Love/play/handball.

A: She/prefer/play/indoors/outdoors?
B: Prefer/play/outdoors.



A: You/like/fishing?
B: Hate/it./prefer/arts/crafts.

A: What/arts/crafts/you/like/do?
B: Like/practice/photography.

A: What/they/like/do?
B: Enjoy/hang out.

b. Practice again with your own ideas.



Speaking

SURVEY: FREE TIME ACTIVITIES

a. Complete the survey with your own information. In fours: Ask and answer questions about the activities to complete the survey about popular activities in your class.

Do you prefer playing indoors or outdoors?

I prefer playing indoors.

Do you enjoy doing arts and crafts?

Yes, I do.

What arts and crafts do you enjoy doing?

Activities	Example	Me	_____	_____	_____
Indoors/Outdoors?	indoors				
Arts and crafts	✓ painting				
Games	✗				
Sports	✓ handball				
Other likes	rock climbing				

b. Tell the class which activities were the most and least popular with different people in your group.

In our group, the most popular activity is playing badminton. Most of us love playing it but not Kevin. He hates playing sports.

1

LESSON 2

Can you ... ?

- make free time activity plans with friends
- use the Present Simple for future meaning and prepositions of time: *from ... to* and *until*

Conversation Skill:

Starting a telephone conversation



Friday afternoon ...

Let's Talk!

In pairs: Look at the picture. What plans do these kids have for the weekend? What activities do you and your friends do on the weekends?



New Words

a. Look at the pictures and fill in the blanks with the words in the box.

Listen and repeat.  06

knitting
karate
roller skating
sewing
cycling
table tennis



table tennis



b. In pairs: Use the new words to tell your partner about three activities you like or would like to try.

I like table tennis. It's really fun, and I can play it with my friends.

I would like to try sewing so I can make beautiful dresses.

Listening

a. Listen to James and Ethan making weekend plans. Do they agree on an activity to do together? 

1. yes

2. no

b. Now, listen and fill in the blanks. 



1. James has a karate class on Friday evening.
2. His class is from _____ to 8:00 p.m. on Friday.
3. The _____ competition is at 7:30 a.m. on Saturday.
4. Ethan wants to meet at the park for _____ at 2:30 p.m.
5. The movie starts at _____ p.m.

Conversation Skill

Starting a telephone conversation
To start a telephone conversation with someone you know, say:

Hi, (James). How's it going?
Hey, what's up?

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

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

e. In pairs: Which activity that they mention do you like the most? Why?

I like roller skating the most because it's fun to move really fast!



Grammar

a. Read about the Present Simple for future meaning and prepositions of time: *from ... to* and *until*, then fill in the blanks.

PRESENT SIMPLE FOR FUTURE MEANING

We can use the **Present Simple** to talk about scheduled activities or events in the future. We often do this by saying the day or time of the scheduled activity or event.

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

The movie **starts** at 6:00 p.m.

I **have** a karate class on Friday afternoon.

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

You **don't have** table tennis practice tomorrow.

The roller skating competition **doesn't start** tonight.

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

When **does** the cycling competition **end**?

A: **Do** you **have** basketball practice tomorrow?

B: Yes, I **do**./No, I **don't**.



b. Listen and check. Listen again and repeat. 

PREPOSITIONS OF TIME: FROM ... TO AND UNTIL

We can use **from ... to** to talk about how long something lasts. We can use **until** to say when something is over. We can also use it with **from** to say when something starts and finishes.

The knitting class is **from** 5:00 **to** 6:00 p.m.

I have an English class **until** 4:00 p.m.

She has a sewing class **from** 6:00 **until** 7:30 p.m.



c. Circle the correct words.

- I have karate practice ~~between~~ until 5:00 p.m. on Saturday.
- Do/Does you want to see a movie on Friday?
- I'm busy with basketball practice ~~in~~/until 11:30 a.m.
- My sewing class is ~~from~~/on 2:00 to 4:30 p.m.
- His band practice ~~lasts~~/is lasting until 2:00 p.m.
- I have a French class from 9:00 ~~at~~/to 10:30 a.m.
- My soccer practice ~~ends~~/is ending at 4:30 p.m.



d. Write sentences using the schedule and the prompts.

- The roller skating competition/be/from/to
The roller skating competition is from 8:00 to 9:00 a.m.
- I/have/sewing class/until

- The cycling competition/last/from/until

- I/have/karate class/until

- My table tennis practice/be/from/to

SATURDAY	SUNDAY
roller skating competition 8:00 a.m. — 9:00 a.m.	table tennis practice 9:00 a.m. — 10:30 a.m.
karate class 9:30 a.m. — 10:30 a.m.	knitting club 11:00 a.m. — 12:30 p.m.
board game club 11:00 a.m. — 12:00 p.m.	free
cycling competition 2:00 p.m. — 5:00 p.m.	sewing class 4:00 p.m. — 6:30 p.m.



e. In pairs: What activities do you have on your schedule this week and when?

On Tuesday, I have science club until 6:00 p.m.

Pronunciation

Sounds

a. Focus on the /sk/ sounds. Listen to the words and focus on the underlined letters.



skating

school

basketball

b. Cross out the word that does not have the /sk/ sound. Then, listen and check.



skateboard

science

scooter

basket

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