

# Scope and Sequence

Themes	Listening & Speaking	Reading & Writing	Grammar	Pronunciation
<b>1</b> <b>ENGLISH IN THE WORLD</b> pages 4–13	<ul style="list-style-type: none"> <li>Discussing English study methods</li> <li>Discussing reasons for learning English</li> <li>Talking about how you study English</li> </ul> <p>► <b>Conversation Skill</b> Asking for more information</p>	<ul style="list-style-type: none"> <li>Reading an online article about English study methods</li> <li>Reading an email giving advice on studying English</li> <li>Writing an email to a friend</li> </ul> <p>► <b>Writing Skill</b> Using sequence words to organize your writing</p>	<ul style="list-style-type: none"> <li>To-infinitives</li> <li>Phrasal verbs</li> <li>Adverbial clauses and phrases of reason</li> </ul>	<ul style="list-style-type: none"> <li><b>Sentence Stress</b> Stress content words in a sentence</li> <li><b>Sound Changes</b> Contraction "... I will ..."</li> </ul>
<b>2</b> <b>LIFE IN THE PAST</b> pages 14–23	<ul style="list-style-type: none"> <li>Comparing family traditions and customs in the past and now</li> <li>Talking about some memorable things</li> <li>Talking about a family member</li> </ul> <p>► <b>Conversation Skill</b> Showing interest</p>	<ul style="list-style-type: none"> <li>Reading an interview about family life in the past</li> <li>Reading about a girl's grandmother</li> <li>Writing a passage about the life of a family member</li> </ul> <p>► <b>Writing Skill</b> Using adverbs of time to link events in writing</p>	<ul style="list-style-type: none"> <li>Would for repeated past actions</li> <li>Used to</li> </ul>	<ul style="list-style-type: none"> <li><b>Sounds</b> /ɪ/ and /i:/</li> <li><b>Intonation</b> Exclamations</li> </ul>
<b>REVIEW 1: Language and Skills Review of Themes 1–2</b> (pages 24–25)				
<b>3</b> <b>LIVING ENVIRONMENT</b> pages 26–35	<ul style="list-style-type: none"> <li>Discussing different smart home features</li> <li>Talking about the things you wish were different where you live</li> <li>Talking about your dream house</li> </ul> <p>► <b>Conversation Skill</b> Asking the same question</p>	<ul style="list-style-type: none"> <li>Reading an article about smart houses</li> <li>Reading a blog post about a girl's dream house</li> <li>Writing a blog post about your dream house</li> </ul> <p>► <b>Writing Skill</b> Using parallel structure</p>	<ul style="list-style-type: none"> <li>Defining relative clauses with relative pronouns</li> <li>Wish with the Past Simple</li> </ul>	<ul style="list-style-type: none"> <li><b>Sound Changes</b> Changing final /t/ sound to /k/ sound</li> <li><b>Sounds</b> /aɪ/</li> </ul>
<b>4</b> <b>TOURISM</b> pages 36–45	<ul style="list-style-type: none"> <li>Giving and discussing travel suggestions</li> <li>Asking for help as a tourist</li> <li>Talking about trips you've taken</li> </ul> <p>► <b>Conversation Skill</b> Holding your turn</p>	<ul style="list-style-type: none"> <li>Reading an email with travel tips for Paris</li> <li>Reading a travel guide for Mexico</li> <li>Writing a short travel guide for your country</li> </ul> <p>► <b>Writing Skill</b> Using descriptive language</p>	<ul style="list-style-type: none"> <li>Reported speech</li> <li>Could and wh-question words before to-infinitives</li> </ul>	<ul style="list-style-type: none"> <li><b>Word Stress</b> Proper nouns</li> <li><b>Sentence Stress</b> Function words</li> </ul>
<b>REVIEW 2: Language and Skills Review of Themes 3–4</b> (pages 46–47)				
<b>5</b> <b>HEALTHY LIVING</b> pages 48–57	<ul style="list-style-type: none"> <li>Discussing health myths and facts and saying what doctors suggest</li> <li>Discussing teens' health problems and solutions</li> <li>Talking about how to stay healthy</li> </ul> <p>► <b>Conversation Skill</b> Ending a discussion</p>	<ul style="list-style-type: none"> <li>Reading an article about health myths on the internet</li> <li>Reading an article about teen health tips</li> <li>Writing an article about teen health tips</li> </ul> <p>► <b>Writing Skill</b> Showing uncertainty</p>	<ul style="list-style-type: none"> <li>Suggest with gerund</li> <li>Adverbial clauses and phrases of concession</li> </ul>	<ul style="list-style-type: none"> <li><b>Sounds</b> /tr/ and /tʃ/</li> <li><b>Sounds</b> /ʃ/</li> </ul>

# Scope and Sequence

Themes	Listening & Speaking	Reading & Writing	Grammar	Pronunciation
<b>6</b> <b>NATURAL WONDERS</b> pages 58–67	<ul style="list-style-type: none"> <li>Discussing and choosing the top five natural wonders in your country</li> <li>Discussing ways to protect and preserve a natural wonder</li> <li>Talking about a famous natural wonder</li> </ul> <p>► <b>Conversation Skill</b> Politely disagreeing</p>	<ul style="list-style-type: none"> <li>Reading an article about caves</li> <li>Reading an article about an impressive natural wonder in the world</li> <li>Writing an article about a natural wonder</li> </ul> <p>► <b>Writing Skill</b> Using non-defining relative clauses to write informative sentences</p>	<ul style="list-style-type: none"> <li>Intensifiers with comparative adjectives</li> <li>Verbs + gerund</li> </ul>	<ul style="list-style-type: none"> <li><b>Word Stress</b> Three-syllable adjectives</li> <li><b>Intonation</b> Showing contrast</li> </ul>
<b>REVIEW 3: Language and Skills Review of Themes 5–6</b> (pages 68–69)				
<b>7</b> <b>URBAN LIFE</b> pages 70–79	<ul style="list-style-type: none"> <li>Discussing problems and solutions in cities</li> <li>Discussing what the future results of a city's problems will be</li> <li>Talking about problems in your city</li> </ul> <p>► <b>Conversation Skill</b> Asking for clarification</p>	<ul style="list-style-type: none"> <li>Reading a blog post about creative solutions to problems in cities</li> <li>Reading a problem-solution essay</li> <li>Writing a chain problem and solution essay about a city</li> </ul> <p>► <b>Writing Skill</b> Writing body paragraphs for chain problem and solution essays</p>	<ul style="list-style-type: none"> <li>Past Continuous</li> <li>Adverbial clauses of result</li> </ul>	<ul style="list-style-type: none"> <li><b>Sounds</b> /dʒ/</li> <li><b>Sound Changes</b> /t/ followed by /p/, /b/, or /m/ changes to /p/</li> </ul>
<b>8</b> <b>JOBS IN THE FUTURE</b> pages 80–89	<ul style="list-style-type: none"> <li>Talking about jobs you want to do in the future and how to get them</li> <li>Discussing future jobs in entertainment and media</li> <li>Talking about popular jobs in the future</li> </ul> <p>► <b>Conversation Skill</b> Showing thanks</p>	<ul style="list-style-type: none"> <li>Reading an article about entertainment and media jobs in the future</li> <li>Reading an article about popular jobs in the future</li> <li>Writing an article about popular jobs in the future</li> </ul> <p>► <b>Writing Skill</b> Highlighting important ideas and information</p>	<ul style="list-style-type: none"> <li>First conditional with modals</li> <li>Verbs + to-infinitives</li> </ul>	<ul style="list-style-type: none"> <li><b>Sounds</b> Final /r/ sound</li> <li><b>Sound Changes</b> /n/ often sounds like /m/ when followed by /p/, /b/, or /m/</li> </ul>
<b>REVIEW 4: Language and Skills Review of Themes 7–8</b> (pages 90–91)				
<b>9</b> <b>EXPERIENCES AND FEELINGS</b> pages 92–101	<ul style="list-style-type: none"> <li>Talking about dealing with emotions</li> <li>Talking about your experiences</li> <li>Talking about experiences that taught you something important</li> </ul> <p>► <b>Conversation Skill</b> Asking for confirmation</p>	<ul style="list-style-type: none"> <li>Reading an article about emotions</li> <li>Reading a personal essay about an experience</li> <li>Writing a personal essay</li> </ul> <p>► <b>Writing Skill</b> Writing personal essays</p>	<ul style="list-style-type: none"> <li>Zero conditional</li> <li>Present Perfect and Past Simple</li> </ul>	<ul style="list-style-type: none"> <li><b>Sound Changes</b> "If I ..."</li> <li><b>Sounds</b> /v/</li> </ul>
<b>10</b> <b>STORIES</b> pages 102–111	<ul style="list-style-type: none"> <li>Discussing what will happen next in a photo</li> <li>Talking about how a mystery crime happened</li> <li>Talking about a crime story you know</li> </ul> <p>► <b>Conversation Skill</b> Disagreeing politely</p>	<ul style="list-style-type: none"> <li>Reading an article about a crime</li> <li>Reading an article about stolen paintings</li> <li>Writing a news story about a crime</li> </ul> <p>► <b>Writing Skill</b> Writing news stories</p>	<ul style="list-style-type: none"> <li>Modals for prediction (<i>might, may, will</i>)</li> <li>Past modals</li> </ul>	<ul style="list-style-type: none"> <li><b>Word Stress</b> Action phrasal verbs</li> <li><b>Sound Changes</b> "... must've ..." /'mʌstəv/, "... may've ..." /'meɪəv/, "... might've ..." /'maɪtəv/</li> </ul>
<b>REVIEW 5: Language and Skills Review of Themes 9–10</b> (pages 112–113)				

# 1

# English in the World

## LESSON 1

Can you ... ?

- talk about different ways to learn English
- use to-infinitives and phrasal verbs



**Let's Talk!**

**In pairs:** Look at the pictures. What are these people doing to improve their English? What do you do to improve your English in your free time?



### New Words

a. Match the underlined words with the definitions. Listen and repeat.



- **Look up** words you don't know in the dictionary.
- You can find the **lyrics** of your favorite songs on the internet.
- You might **come across** interesting phrases when you read books in a foreign language.
- It's important to **go over** your homework and look for mistakes.
- When you watch TV in English, remember to use the English **subtitles**.
- "**Turn on** the TV. I'm so bored!"
- Practicing new words is important, so find a study **method** you like.
- It's a good idea to **note down** new words in a notebook so that you don't forget them.

- 1 turn on : make something work by moving a switch or pressing a button
- 2 \_\_\_\_\_ : a way of doing something, often with a plan
- 3 \_\_\_\_\_ : look for information about something
- 4 \_\_\_\_\_ : meet or find somebody or something by chance
- 5 \_\_\_\_\_ : check or study something very carefully
- 6 \_\_\_\_\_ : write something so that you don't forget it
- 7 \_\_\_\_\_ : words you can read at the bottom of a television screen to explain what you hear, often in another language
- 8 \_\_\_\_\_ : the words in a song

b. In pairs: Use the new words to talk about the ways you read, watch, or listen to English.

When I read, I note down new words in a notebook.

I turn on subtitles to understand movies.

a. Read the online article about English study methods. What is it mainly about?

1. fun ways to start learning English

2. ways to make learning English more interesting

### Study Methods

Learning English doesn't have to be boring — it can be a lot of fun! Here are some exciting ways to improve your English.

- 1. Read English books/newspapers/websites:** You can read more to learn new words. Your speaking, listening, reading, and writing skills will improve if you learn more vocabulary. Find books, newspapers, or websites on topics you like. Choose one slightly above your level to learn new words each time.
  - 2. Watch television shows and movies in English:** You can turn on the English subtitles to understand the actors clearly or copy the actors to improve your pronunciation. You can also note down new words to look up later.
  - 3. Keep a notebook:** Write down new words or grammar from class in a notebook. When you go home, go over your notes to help you remember what you learned. You should also go over them to see if you come across any mistakes.
  - 4. Listen to music in English:** Listening (and singing) to music is another fun way to improve your English. There are so many songs to choose from. Go over the lyrics to help you understand the English words.
- Now you know some fun ways to learn English. Which ones are you going to try today?

b. Now, read and fill in the blanks.

- 1** According to the article, you will improve all four skills if you learn more vocabulary.
- 2** You should look for books, newspapers, or websites on topics you like and choose one just above your \_\_\_\_\_.
- 3** When you watch movies or TV shows in English, you can \_\_\_\_\_ vocabulary to look up later.
- 4** You should \_\_\_\_\_ your notes to help you remember the things you wrote down.
- 5** When listening to music in English, you can use the lyrics to help you understand the \_\_\_\_\_.

c. In pairs: Which English study methods do you want to try? Why?

I want to watch movies with English subtitles. I really like watching movies in my free time.

a. Read about **to**-infinitives and phrasal verbs, then fill in the blanks.

### TO-INFINITIVES

We can use **to-infinitives** to express the purpose of something.

Main clause + **to-infinitive** + object

I read a lot in English **to improve** my skills.  
Do you watch movies **to learn** new words?

### PHRASAL VERBS

A **phrasal verb** is a **verb** combined with a **particle** (an adverb, a preposition, or both). The meaning of a phrasal verb is different from each part in it.

**Look up** the word if you don't know the meaning. (Find the word in a dictionary.)

**Look over** your homework before you turn it in. (Check it carefully.)

**Look for** any words you don't understand. (Try to find them.)



b. Listen and check. Listen again and repeat.

- Some **phrasal verbs** are separable. An object can go between the **verb** and the **particle** or after the **particle**.

verb + object + particle

Can you turn the subtitles on?

verb + particle + object

Can you turn on the subtitles?

- If the **phrasal verb** is separable, and the object is a pronoun, the object must go between the **verb** and **particle**.

verb + pronoun + particle

Can you turn them on?

NOT: Can you turn on them?

- Some **phrasal verbs** are inseparable. The **verb** and the **particle** always go together, and the object follows them.

verb + particle + object

I came across a great English website.

I went over my homework and didn't find any mistakes.

NOT: I came a great English website across.

NOT: I went my homework over and ...

### c. Circle the correct words.

- This website I came across/over has methods to improve/improving my pronunciation.
- I look down/up the lyrics of my favorite songs to know/knowing what the singer is saying.
- When you learn something new, do you note down/it down to help/helping you remember it?
- My brother often goes over/up his homework two or three times to finding/find mistakes.
- You should use subtitles. I turn them on/on them to understanding/understand what the actors are saying.

### d. Match the actions with the purposes, then write complete sentences.

Actions
1. I use different study methods
2. He turns subtitles on
3. We note down new words
4. They listen to music with lyrics
5. She goes over her writing
6. I look new words up

Purposes
• understand the actors' words
• read the song's words
• improve all four skills
• look for mistakes
• know their meanings
• look them up later

- I use different study methods to improve all four skills.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### e. In pairs: Use the actions in Task d. again and make new sentences using your own ideas for the purposes.

I use different study methods to improve my writing.


We note down new words to use in our writing.

### [a'] Pronunciation

#### Sentence Stress

- a. Stress only content words in most sentences. Listen to the sentences and focus on the underlined words.  CD1 04

I read a lot of books to improve my vocabulary.  
I watch lots of movies to learn new words.

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

I read the lyrics to understand the song.  
I use subtitles to improve my pronunciation.

- c. Read the sentences in Task a. and Task b. with the sentence stress noted in Task a. to a partner.



## Practice

a. In pairs: Take turns asking and answering questions about English study methods.

What method can we use?

We can listen to music.

How will that help?

We can use the lyrics to practice reading.

That's a good idea.

### listen to music



- use the lyrics/practice reading
- sing the song/practice pronunciation

### read interesting books



- note down new words/look them up later
- look up new words/learn more vocabulary

### watch TV/movies



- turn on subtitles/understand new words
- copy the actors/improve pronunciation

### keep a notebook



- go over our notes/help us remember new things
- note down our mistakes/improve our writing

b. Practice again with your own ideas.



## Speaking

### FUN STUDY METHODS

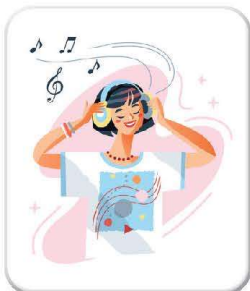
a. In pairs: Look at the pictures of fun ways to learn English. Say what the activities are and discuss the purpose of the study methods below using your own ideas.

Let's talk about some fun ways to learn English. What activity can we do?

We can watch TV shows in English.

How will that help?

We can turn on the English subtitles to understand the new words easily.



b. Join another pair and tell them about your favorite fun study method.

Our favorite fun study method is ...

# 1

## LESSON 2

Can you ... ?

- discuss why you are learning English
- use adverbial clauses and phrases of reason

Conversation Skill:

Asking for more information



Let's Talk!

In pairs: Look at the picture. What is the girl doing? How can English help her on her trip?



### New Words

a. Read the definitions, then fill in the blanks with the new words.

Listen and repeat.



- **essential:** extremely important and necessary
- **international:** involving two or more countries
- **overseas:** connected with other countries, usually countries across the sea
- **foreign:** belonging to or coming from another country that is not your own
- **worldwide:** in all parts of the world
- **opportunity:** a situation making it possible for you to do something
- **career:** a job or series of jobs that you do for a long period of your life



- 1 My city has a large \_\_\_\_\_ international \_\_\_\_\_ airport we can use to fly to different countries.
- 2 Studying in Singapore will give you a(n) \_\_\_\_\_ to practice English.
- 3 Learning English will be useful for your future \_\_\_\_\_ because many jobs require it.
- 4 One day, I want to travel \_\_\_\_\_ to America or Canada.
- 5 People speak English \_\_\_\_\_. They use it all around the world.
- 6 Many people in my country choose to leave home and study in a(n) \_\_\_\_\_ country.
- 7 If you want to study in another country, it is \_\_\_\_\_ to learn English.

b. In pairs: Use the new words to talk about how you can use English in your country and around the world.

We can work for an international company.  
We can easily travel overseas if we speak English.



## Listening

a. Listen to two friends talking about learning English. Where are they?

CD1 07

1. at home

2. at school

3. at work

b. Now, listen and fill in the blanks. CD1 07

- 1 Tom thinks English is a useful \_\_\_\_\_ language \_\_\_\_\_ for the future.
- 2 He also thinks English is an essential language for \_\_\_\_\_ study.
- 3 He plans on \_\_\_\_\_ in America.
- 4 There are so many career opportunities because English is a(n) \_\_\_\_\_ language.
- 5 Jack wants to enjoy English \_\_\_\_\_ and movies.
- 6 Jack and Tom decide to watch an English \_\_\_\_\_ after school.



## Conversation Skill

### Asking for more information

To ask for more information, say:

Really? Why?

Why do you think so?

c. Read the Conversation Skill box. Then, listen and repeat. CD1 08

d. Now, listen again and circle the phrase that you hear. CD1 07

e. In pairs: Which of Jack and Tom's reasons for learning English do you like the most? Why?

I like Tom's idea about studying in America.  
I want to study overseas one day, too.



## Grammar

a. Read about adverbial clauses and phrases of reason, then fill in the blanks.

### ADVERBIAL CLAUSES AND PHRASES OF REASON

We can use **adverbial clauses and phrases of reason** to explain why something happens.

Main clause + **as/since/because** + clause

My English improved **because** I practiced a lot.  
I'm going to study abroad **as** it will help me get a better job.

**As/Since/Because** + clause, main clause

**Since** your English is better than mine, could you help me?  
**Because** I read lots of English books, my vocabulary improved.

Clause + **because of** + noun/noun phrase

I'm studying English **because of** the opportunities it will give me.  
My brother is getting really good at English **because of** all the English movies he watches.

**Because of** + noun/noun phrase, clause

**Because of** the cost, I'm not going to study abroad.  
**Because of** the job I want in the future, I need to speak English really well.



b. Listen and check. Listen again and repeat. CD1 09

c. Fill in the blanks with *as/since/because* or *because of*.

- Mary Why are you learning English?
- Anne I'm learning it (1) because of the university I want to go to. It's overseas.
- Mary Oh, I see. (2) \_\_\_\_\_ you'll learn everything in English, you need to be really good at it, right?
- Anne Yeah, that's right. How about you?
- Mary That's easy. I'm learning it (3) \_\_\_\_\_ most of my favorite movies are in English.
- Anne That's interesting. We should study together (4) \_\_\_\_\_ we both want to improve.
- Mary That's a great idea. Let's meet at the library after school.
- Anne Sorry, I can't go after school today (5) \_\_\_\_\_ English club. It starts at 4:00 p.m.
- Mary OK. Another time.

d. Write replies using *as/since/because* or *because of* and the prompts.

- ① Friend: I love English songs.  
You: We both like English songs/do you want/sing karaoke?  
Because we both like English songs, do you want to sing karaoke?
- ② New girl in class: How is your class so good at English?  
You: We're very good/how much/we read and listen/English/every day.  
\_\_\_\_\_
- ③ Sister: People speak English all around the world.  
You: Yes./English/help you with international travel/people speak it worldwide.  
\_\_\_\_\_
- ④ Teacher: Why do you want to improve your English?  
You: English/is the language of overseas study/it/is essential/be good/it.  
\_\_\_\_\_
- ⑤ Friend: You seem to really like learning English.  
You: I'm learning English/career opportunities/it'll give me/future.  
\_\_\_\_\_

e. In pairs: Talk about English using the prompts below.

- We should study English more because of ...
- As I enjoy studying English, ...
- As English is important for my future career, ...
- English is useful because of ...
- ... since people speak English all over the world.
- I'm learning English because ...


We should study English more because of all the career opportunities it can give us.

**[aɪ]** Pronunciation

Sound Changes

a. "... I will ..." is often contracted to "... I'll ..." and sounds like /aɪ/. Listen and focus on the underlined words.  **CD 10**

I'll have more career opportunities.  
I'll improve quickly.

b. Listen and fill in the blanks with the full or contracted form of "will."  **CD 11**

1. I \_\_\_\_\_ earn more money.
2. I \_\_\_\_\_ study abroad.

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