

Scope and Sequence

Themes	Listening & Speaking	Reading & Writing	Grammar	Pronunciation
1 FAMILY LIFE pages 4–13	<ul style="list-style-type: none"> Discussing household chores and the roles of family members Talking about family and personality traits Talking about text messaging <p>► Conversation Skill Starting a friendly conversation</p>	<ul style="list-style-type: none"> Reading an interview about an actor's family Reading text messages Writing a text message making a request <p>► Writing Skill Using text language to shorten messages</p>	<ul style="list-style-type: none"> Adverbial phrases of frequency Conjunctions <i>because</i> and <i>so</i> 	<ul style="list-style-type: none"> Sound Changes <i>"How often ... ?"</i> Sounds /I/
2 FREE TIME ACTIVITIES pages 14–23	<ul style="list-style-type: none"> Talking about leisure activities you like and don't like Making and declining invitations to leisure activities Talking about interesting hobbies <p>► Conversation Skill Ending a conversation</p>	<ul style="list-style-type: none"> Reading interviews with two teenagers Reading a blog post about hobby Writing a blog post about your hobby <p>► Writing Skill Using conjunctions to connect an event to a point in time</p>	<ul style="list-style-type: none"> Gerunds <i>to</i>-infinitives 	<ul style="list-style-type: none"> Sentence Stress Negatives Sounds Different sounds of <i>-ed</i>
REVIEW 1: Language and Skills Review of Themes 1–2 (pages 24–25)				
3 SHOPPING pages 26–35	<ul style="list-style-type: none"> Talking about your shopping habits Making a complaint in a store Talking about problems when shopping <p>► Conversation Skill Finding the right person to speak to</p>	<ul style="list-style-type: none"> Reading an article about teen shopping habits Reading a complaint email Writing a complaint email <p>► Writing Skill Writing complaint emails</p>	<ul style="list-style-type: none"> Comparative and superlative adjectives <i>when</i>-clauses 	<ul style="list-style-type: none"> Word Stress Two-syllable nouns Sound Changes <i>"Can I take ... ?"</i>
4 MAKING A BETTER WORLD pages 36–45	<ul style="list-style-type: none"> Talking about what charities do and how volunteers help them Talking about how charities have helped Talking about interesting ways to raise money for charity <p>► Conversation Skill Signaling the end of a conversation</p>	<ul style="list-style-type: none"> Reading an article about an international charity Reading an article about a person raising money for charity Write an article about raising money for charity <p>► Writing Skill Using synonyms to avoid repetition</p>	<ul style="list-style-type: none"> Present Simple and Present Continuous Present Perfect for finished and unfinished events 	<ul style="list-style-type: none"> Word Stress Two-syllable verbs Sound Changes <i>"... have ..."</i> and <i>"... has ..."</i>
REVIEW 2: Language and Skills Review of Themes 3–4 (pages 46–47)				
5 GENDER EQUALITY pages 48–57	<ul style="list-style-type: none"> Talking about the history of gender equality Talking about someone's achievements, goals, and their feelings about them Talking about famous women from history <p>► Conversation Skill Responding to surprising information</p>	<ul style="list-style-type: none"> Reading an interview report Reading a biography Writing a biography <p>► Writing Skill Writing biographies</p>	<ul style="list-style-type: none"> Infinitives Reported speech 	<ul style="list-style-type: none"> Intonation <i>Wh</i>-questions Intonation Reported speech

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6 COMMUNITY pages 58–67	<ul style="list-style-type: none"> Talking about changes in the community Talking about rules Talking about how to improve your community <p>► Conversation Skill Thanking someone politely</p>	<ul style="list-style-type: none"> Reading a notice at a sports center Reading a letter about ways to improve a city Writing a letter about ways to improve your community <p>► Writing Skill Using pronouns to avoid repetition</p>	<ul style="list-style-type: none"> Past Simple passive Modals with the passive voice 	<ul style="list-style-type: none"> Sounds /kr/ and /kl/ Sounds /ts/
REVIEW 3: Language and Skills Review of Themes 5–6 (pages 68–69)				
7 INVENTIONS pages 70–79	<ul style="list-style-type: none"> Talking about inventors and their inventions Talking about weird inventions Talking about useful inventions <p>► Conversation Skill Checking comprehension</p>	<ul style="list-style-type: none"> Reading an article about Science Special's Top 100 Inventions Reading an essay about the internet Writing an opinion essay <p>► Writing Skill Using linking devices to give examples</p>	<ul style="list-style-type: none"> Non-defining relative clauses with <i>which</i> and <i>who</i> Defining relative clauses with <i>who</i>, <i>which</i>, <i>that</i>, and <i>where</i> 	<ul style="list-style-type: none"> Word Stress Compound words Intonation Defining relative clauses
8 ECOLOGY AND THE ENVIRONMENT pages 80–89	<ul style="list-style-type: none"> Talking about making your school green Talking about improving the environment Talking about environmental problems <p>► Conversation Skill Responding to ideas</p>	<ul style="list-style-type: none"> Reading an article about what would happen if we stopped eating meat Reading an essay about plastic pollution Writing an essay about an environmental problem and a way to solve it <p>► Writing Skill Writing problem and solution essays</p>	<ul style="list-style-type: none"> First conditional Second conditional 	<ul style="list-style-type: none"> Intonation Conditional sentences Sound Changes "... would ..."
REVIEW 4: Language and Skills Review of Themes 7–8 (pages 90–91)				
9 TRAVEL AND TOURISM pages 92–101	<ul style="list-style-type: none"> Discussing things to do on vacation Talking about a vacation Talking about an eco resort <p>► Conversation Skill Encouraging conversation</p>	<ul style="list-style-type: none"> Reading an article about visiting France Reading a description of an eco resort Writing a description of an eco resort <p>► Writing Skill Using pronouns and possessives to make texts more personal</p>	<ul style="list-style-type: none"> Articles Past Simple and Past Continuous with <i>when</i> and <i>while</i> 	<ul style="list-style-type: none"> Sound Changes "... a ..." and "... the ..." Intonation Past Continuous sentences
10 TECHNOLOGY FOR LEARNING pages 102–111	<ul style="list-style-type: none"> Making predictions about the future of education Talking about future learning plans Talking about different ways to learn a language <p>► Conversation Skill Responding positively</p>	<ul style="list-style-type: none"> Reading an article about technology in education Reading a guide to learning with an app Writing a how-to guide giving instructions on how to use a language learning app <p>► Writing Skill Writing how-to guides</p>	<ul style="list-style-type: none"> <i>will</i> for predictions <i>be going to</i> for plans 	<ul style="list-style-type: none"> Word Stress Nouns ending with <i>-ion</i> Sounds /pr/
REVIEW 5: Language and Skills Review of Themes 9–10 (pages 112–113)				

1

Family Life

LESSON 1

Can you ... ?

- talk about household chores and the roles of family members
- use adverbial phrases of frequency

Conversation Skill: Starting a friendly conversation



Let's Talk!

In pairs: Look at the picture. What is the family doing?
How do you help at home?



New Words

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



mop the living room

sweep the floor

dust the furniture

tidy my room

vacuum the sofa

put away the clothes

clean the bathroom

wash/do the dishes



sweep the floor



b. In pairs: Use the new words to talk about the chores you do at home. Which chores are OK for you?
Which ones do you hate?

I put away my clothes. I think it's OK.

I hate doing the dishes!

Listening

a. Listen to Sam talking about doing chores.

Who does more chores, Sam or his sister, Alice?






CD1 03

1. Sam

2. Alice

b. Now, listen and draw lines from Sam and his sister to the chores they do and how often they do them.

CD1 03

		Sam	Alice			
						
every day	every morning	once or twice a month	twice a week	three times a week		

Note: A red line connects Sam to 'vacuuming' and 'tidying'. A red line connects Alice to 'washing dishes', 'dusting', and 'laundry'.

Conversation Skill

Starting a friendly conversation

To start a friendly conversation, say:

☐ Hey(, Sam). How's it going?

☐ Hi(, Lisa). How are you doing?

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

CD1 04

d. Now, listen again and number the phrases in the order that you hear them.

CD1 03

e. In pairs: Are you more similar to Sam or Alice? Why?

Grammar

a. Read about adverbial phrases of frequency, then fill in the blanks.

ADVERBIAL PHRASES OF FREQUENCY

We can use **adverbial phrases** like *once (a day, a week, a month, a year, ...)*, *twice (a day, a week, a month, ...)*, and *every (day, night, week, ...)* to show how often something happens in a certain time period.

Note: one time = **once**, two times = **twice**

I wash the dishes **twice a day**.

He tidies his room **once a month**.

Adverbial phrases usually come at the end of sentences.

She vacuums the sofa **four times a week**.

They don't sweep the floor **every day**.

Does he mop the living room **every day**?

Note: Questions starting with *How often* don't include an adverbial phrase of frequency.

How often do you tidy your room?

How often does she dust the furniture?



do you wash the dishes?

I wash the dishes 3x a week.

b. Listen and check. Listen again and repeat.

CD1 05

c. Write sentences using the prompts.

- | | |
|--|---------------------------------|
| 1. I/ tidy /my bedroom /twice /week. | I tidy my bedroom twice a week. |
| 2. she / mop /the floor /once /week. | _____ |
| 3. what /chores /you /do? | _____ |
| 4. how often /you /chores? | _____ |
| 5. my dad /vacuum /living room /three times /week. | _____ |
| 6. my mom /mop /bathroom floor /every day. | _____ |

d. Look at Ben's schedule. Write about how often he does his chores.

Chores	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1. do the dishes	✓		✓		✓		
2. vacuum the rug		✓		✓			
3. mop the kitchen						✓	
4. put away clothes		✓					✓
5. tidy his bedroom	✓		✓	✓	✓		✓

- 1 Ben does the dishes three times a week.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

e. In pairs: Talk about Ben's chores in Task d.

How often does Ben mop the kitchen?


He mops it once a week.




[a'] Pronunciation

Sound Changes

a. "How often ... ?" often sounds like /haʊwɔːfən/.

Notice the sound change of the underlined words.  CD1 06

How often do you vacuum the living room floor?

b. Listen and cross out the question with the wrong sound change.  CD1 07

How often does he tidy his bedroom?
How often do you dust the furniture?

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



Practice

In pairs: Use the table below to ask your partner what chores they or their family members do, then ask how often they do them. Swap roles and repeat.

What chores does your sister do?

She dusts the furniture and puts away the toys.

How often does she dust the furniture?

She does it twice a week, on Tuesdays and Fridays.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
wash dishes me	wash dishes me	wash dishes me	wash dishes me	wash dishes me	wash dishes me	wash dishes me
clean bathroom me	dust furniture sister	clean kitchen brother	vacuum living room brother	dust furniture sister	clean kitchen brother	clean bathroom me
sweep kitchen floor brother	put away toys sister	tidy bedroom me	put away toys sister	sweep kitchen floor brother	put away toys sister	tidy bedroom me



Speaking

CHORES AT HOME

Start your conversation in a friendly way.

- a. Add two more chores to the list and think about who does each of them in your home and how often.
In pairs: Ask your partner about the chores in their house. Swap roles and repeat.

Wash the dishes

Sweep the kitchen

Mop the bathroom

Tidy the bedroom

Put away the clothes

Dust the furniture

Vacuum the living room



What chores do you do?

I wash the dishes twice a week, and I tidy my bedroom once a week.

Who sweeps the kitchen in your family?

My sister does. She does it three times a week.

- b. Who do you think should do more chores in your partner's family? Who should do fewer? Why?

Can you ... ?

- talk about family and personality traits
- use conjunctions *because* and *so*



Let's Talk!

In pairs: Look at the pictures. What personalities do the two teens have?
Which people in your family have similar personalities to them?



New Words

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



- | | | |
|---------------|-----------|---|
| 1 kind | • ————— • | A. friendly and generous |
| 2 unreliable | • | B. not doing what they say they will do |
| 3 easygoing | • | C. thinking about themselves more than other people |
| 4 untidy | • | D. relaxed and happy, not worried or angry |
| 5 helpful | • | E. good at learning and understanding things |
| 6 selfish | • | F. not keeping their things clean and tidy |
| 7 lazy | • | G. not wanting to do work or be active |
| 8 intelligent | • | H. happy to do things for other people |

b. In pairs: Choose two of the new words that best describe you and say why.

I think I'm kind and helpful. I always help my little sister do her homework and help my mom clean after school.

Reading

- a. Read the interview Adam Parker gave about his family.
Who is the least helpful family member?

Star in Hollywood – Dad in the Suburbs

We sat down for an interview with Adam Parker, son of Hollywood superstar Ranger Parker, to find out what it's like to be the child of a famous parent.

What's your dad like?

He's not a star at home. He's just Dad. He washes the dishes and vacuums the living room. He takes me to school every morning. He's very easygoing, so he has a lot of good friends.

Do you want to be an actor when you grow up?

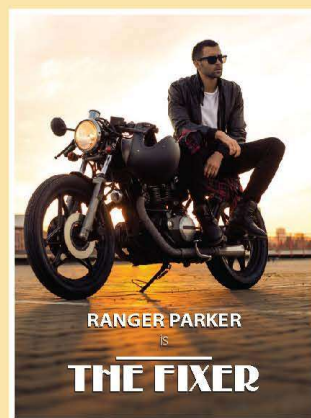
No, I want to be a doctor like my mom. I think she's very kind. She helps so many kids around the world and gives a lot of money to charities. She got top scores on all her medical exams because she's really intelligent.

What about your sister?

Jessie wants to be an actor because she thinks all actors do is sit around and then act a little bit. But my dad sometimes has to get up at 5:00 a.m. to work. Jessie's pretty lazy to be honest. She's very unreliable as well. She rarely keeps her promises.

What do you and your dad do for fun?

We help out at a local children's hospital. We know everyone there, and they're all really nice. I always go even when my dad isn't here. The children get upset if I don't go. They think I'm helpful because I do a lot of things for them.



b. Now, read and answer the questions.

- 1 Why does Adam's dad have a lot of friends?
He's very easygoing.
- 2 Why did Adam's mom get top scores on all her medical exams?
- 3 Why does Adam think Jessie is unreliable?
- 4 What does Adam think about the people at the hospital?
- 5 What do the children at the hospital think about Adam?

c. In pairs: Would you like to have a famous parent? Why (not)?

Grammar

- a. Read about conjunctions *because* and *so*, then fill in the blank.

CONJUNCTIONS: BECAUSE AND SO

We use the conjunction *because* to give a reason.

She doesn't have many friends *because* she's selfish.
(result) ← (reason)

My brother gets good grades *because* he's hard-working.
(result) ← (reason)

We use the conjunction *so* to talk about a result.

She's selfish, *so* she doesn't have many friends.
(reason) → (result)

My brother's hard-working, *so* he gets good grades.
(reason) → (result)

Note: If *so* connects two clauses, we put a comma before it.



What's your little sister like?

My little sister is selfish, she never shares her toys with her friends.

- b. Listen and check. Listen again and repeat.



c. Fill in the blanks with *so* or *because*. Use a comma when necessary.

1. I was really tired last night ____, so ____ I went to bed early.
2. My mother helps poor children around the world ____ she's kind.
3. My dad is easygoing ____ I like to be around him.
4. My sister doesn't help with the household chores ____ she's lazy.
5. My brother doesn't like sharing things ____ he's selfish.



d. Combine each pair of sentences into one using *because* or *so*. Use the sentences in the same order.

1. My brother is intelligent. I always ask him for help with my homework.
My brother is intelligent, so I always ask him for help with my homework.
2. My cousin's bedroom is untidy. He never puts away his clothes.

3. My sister is selfish. I never ask her for help.

4. My aunt helps feed poor people. She's kind.

5. My uncle is easygoing. I like to spend time with him.



e. In pairs: Ask and answer questions about people you know. Describe his/her personality and say why you think so.

What's your brother like?

He's helpful, so he always gives me advice on preparing for exams.

[a] Pronunciation

Sounds

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

lazy

reliable

helpful

CD1 10

b. Listen and circle the words you hear.

CD1 11

- | | |
|------------------|---------------|
| 1. <u>l</u> ight | <u>n</u> ight |
| 2. <u>p</u> ills | <u>p</u> ins |
| 3. <u>b</u> ill | <u>b</u> in |

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