

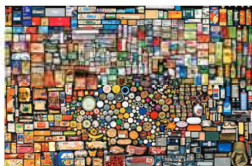




# Level 1 - Scope and sequence

		GRAMMAR	VOCABULARY	PRONUNCIATION	READING	LISTENING	WRITING	COMMUNICATION	CRITICAL THINKING	USEFUL LANGUAGE	
1	Hello! Pages 10–21		simple present <i>be</i> (singular); <i>Yes/No</i> questions with <i>be</i> (singular)	countries; nationalities; numbers (0–10)	stressing syllables; stressing important words	an article about where people are from; scanning for names and places	conversations between people exchanging numbers; listening to long numbers	an employee pass; using capital letters	introducing yourself	your information	talking about numbers; hellos and goodbyes; jobs
2	My home Pages 22–33		simple present <i>be</i> (plural); <i>Yes/No</i> questions with <i>be</i> (plural); <i>Who</i> , <i>What</i> , <i>Where</i>	rooms in a house; places in town	saying contractions of <i>be</i> ; understanding intonation in questions	an article about tiny houses; understanding new words	an interview with explorers about their hometowns; getting ready to listen	an email about interesting tourist sites; writing a friendly email	asking where things are	email subject lines	talking about where things are; writing friendly emails
3	My stuff Pages 34–45		<i>this</i> , <i>that</i> , <i>these</i> , <i>those</i> ; possessive adjectives and 's	travel items; colors	saying /ð/; saying <i>your</i> and <i>their</i>	an article about things people take on trips; understanding commas and the word <i>and</i>	an interview with explorers about colors; listening for important words	a social media post about a special item; checking your writing	asking questions to understand	giving reasons	asking questions to understand; describing special things
4	Habits Pages 46–57		simple present; simple present questions and answers; adverbs of frequency	numbers (11–100); days of the week	saying /A/; saying /ju: /	an article about a long trip to work; scanning for useful information	an interview with explorers about their workdays; listening for tone	an email about, a work meeting; writing work emails	making plans	using the correct tone	making plans; writing work emails
5	Inside or outside? Pages 58–69		<i>like</i> , <i>love</i> , and <i>don't like</i> + -ing form; prepositions of time	common activities; months and seasons	saying /ɪ/; understanding connected speech: <i>would you</i>	tips about fun things to do at home; getting ready to read	descriptions of the seasons in three different countries; knowing what to listen for	a bucket list; writing lists	inviting people to do things	ordering information	inviting people to do things; activity verbs
6	Food around the world Pages 70–81		countable and uncountable nouns; <i>How much</i> and <i>How many</i>	food; places to buy groceries	understanding <i>of</i> ; understanding the /h/ sound	an article about spicy food; skimming a text	an interview with explorers about groceries; writing notes	a restaurant review; writing main ideas	ordering food	understanding how the author feels	talking about uncountable nouns; ordering food; good, bad, and OK feedback

# Level 1 - Scope and sequence

		GRAMMAR	VOCABULARY	PRONUNCIATION	READING	LISTENING	WRITING	COMMUNICATION	CRITICAL THINKING	USEFUL LANGUAGE
<b>7</b> Family and friends Pages 82–93		simple present questions (Yes/No); simple present questions (open questions); adjectives	family members; appearance and personality	saying short and long vowel sounds; saying words with “gr”	an article and infographic about family size; understanding purpose	explorers describe people they know; listening to descriptions	a text message asking for help; explaining your reasons	showing appreciation	finding things in common	showing appreciation; describing people
<b>8</b> Things we can do Pages 94–105		can and can’t; and, or, but, because	common abilities; adjectives for animals	stressing can’t; saying the letter “g”	an article about virtual reality; understanding pronouns	an explorer describes an interesting animal; listening for general information	a job application form; applying for a job	asking for help	knowing what skills are important	asking for and offering help; job application forms
<b>9</b> Travel Pages 106–117		there is and there are; object pronouns	different ways to travel; the weather	saying /w/ and /v/; saying /θ/	an article about two amazing journeys; understanding words in parentheses	two advertisements about two interesting places; listening to advertisements	a postcard; using exclamation points	speaking on the phone	reasons for writing	making a phone reservation; writing about travel
<b>10</b> Staying healthy Pages 118–129		present continuous; present continuous vs. simple present	body parts; exercise and training	understanding word groups; understanding intonation in directions	a poster about mental health; understanding headings	two explorers talk about how they exercise; listening for specific information	a survey report; writing a report	asking for and giving directions	understanding charts	time expressions; directions; describing change
<b>11</b> People from the past Pages 130–141		simple past be; questions with was/were	life events; past time expressions	understanding was and were; responding to good and bad news	an article about an actress with a second life; understanding time order	explorers talk about their favorite historical events; understanding small and large numbers	a historical person’s profile; writing a person’s profile	showing interest	explaining why someone is special	expressions for showing interest; talking about important people
<b>12</b> My story Pages 142–153		simple past (regular verbs); simple past (irregular verbs); simple past questions	life stages; feelings	saying syllables with two vowel sounds; stressing words in questions	an explorer’s life story; understanding voices and audiences	an explorer shares a funny story; understanding funny stories	your life story; including interesting information	using English in the real world	guessing what the reader wants	phrases to explain a word; expressions to talk about the past





A person staying in a "bubble dome" in Northern Ireland

# 5

## Inside or outside?

### GOALS

- Get ready to read an article
- Talk about activities people like doing
- Talk about the months and seasons
- Know what information to listen for
- Invite people to do things
- Write a bucket list

### 1 Work in pairs. Discuss the questions.

- 1 Look at the photo. Is the person inside or outside?
- 2 What are some things you do inside?
- 3 What are some things you do outside?

### WATCH

### 2 5.1 Watch the video. Answer the questions.

#### NATIONAL GEOGRAPHIC EXPLORERS



JEFF KERBY

ABBIE ENGLEMAN

- 1 Do Jeff and Abbey like being indoors or outdoors?
- 2 What are some things they like doing?

### 3 Make connections. Do you prefer being indoors or outdoors? Why?

*I prefer being outdoors. I like trees and long walks.  
I like indoor things like TV and books.*



# 5A Indoor activities

## LESSON GOALS

- Get ready to read an article
- Understand an article about indoor activities
- Learn activity collocations

## READING

- 1 Work in pairs. Look at the four photos on page 61. What are the people doing? Do you do these things?
- 2 Look at the Reading Skill box. Then work in pairs. Answer the questions below.

### READING SKILL

#### Getting ready to read

Before you read, look at the title, headings, and pictures. Ask yourself:

- What is the topic?
- What do I know about the topic?
- What words do I know about the topic?



- 1 Look at the photos and the title of the article. What is the article about?
- 2 Look at the four headings in the article (A–D). Think of two activities for each heading.
- 3 What words about the topics in the article do you not know in English? Look for the words in a dictionary or online.

*I see people at home doing different things, and the title of the article is ...*

*Running and swimming are types of exercise ...*

*I know the word "music," but I don't know what that thing in his hands is ...*

- 3 Read the article. Then match the four headings (A–D) with the photos.
- 4 Read the article again. Work in pairs and answer the questions.
  - 1 Why do people sometimes prefer to stay indoors?
  - 2 What are some ways to exercise at home?
  - 3 How many musical instruments can you name in English?
  - 4 What is "upcycling"? Do you have something old you can upcycle?

### EXPLORE MORE!

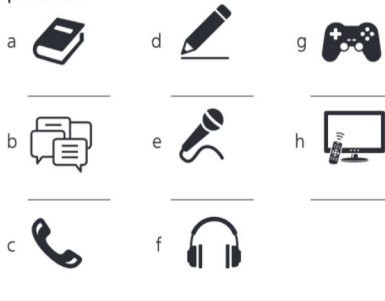
What are some other fun things you can do inside? Search online for "fun indoor activities."

## VOCABULARY

- 5 **A 51** Match the words to make activities. Listen to check.

- |          |                       |                       |             |
|----------|-----------------------|-----------------------|-------------|
| 1 read   | <input type="radio"/> | <input type="radio"/> | to music    |
| 2 watch  | <input type="radio"/> | <input type="radio"/> | a book      |
| 3 listen | <input type="radio"/> | <input type="radio"/> | online      |
| 4 chat   | <input type="radio"/> | <input type="radio"/> | TV          |
| 5 draw   | <input type="radio"/> | <input type="radio"/> | a song      |
| 6 sing   | <input type="radio"/> | <input type="radio"/> | a picture   |
| 7 play   | <input type="radio"/> | <input type="radio"/> | a friend    |
| 8 call   | <input type="radio"/> | <input type="radio"/> | video games |

- 6 Match the activities in Exercise 5 to the pictures.



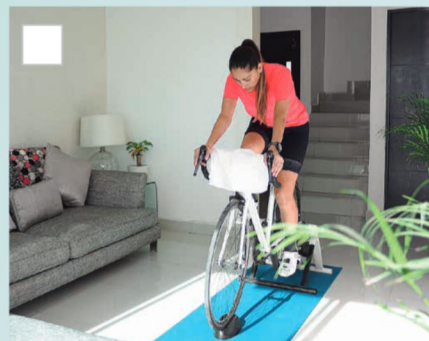
Go to page 162 for the Vocabulary reference.

## SPEAKING

- 7 Work in pairs. Discuss the questions.
  - 1 Are you at home a lot? When are you at home?
  - 2 What do you do when you are at home?  
*I'm at home a lot. I don't go out much.*  
*I like to read and watch TV when I'm at home.*
- 8 Discuss in groups. Which activities in the article are fun or interesting? Which activities aren't fun or interesting? Why?

# Fun things to do at home

Sometimes, the weather outside isn't good or you're tired. You don't go out and you stay inside. Usually, you just watch TV, play video games, or look at photos online. But what else can you do at home?



### A Exercise

You don't need to go outside to exercise. Watch exercise videos on the internet, play exercise video games, or join an online exercise class with your friends.

### B Play music

It's nice to listen to music, but it's great to make your own music. Learn a musical instrument online, or write a song with friends or people from around the world.

### C Make something

Draw a picture, bake a cake, or make a hat. Or try upcycling. Do you have old tables and chairs at home? Find something old and make it look new and beautiful.

### D Video call your friends

Alone at home? Video call your friends and have an online party! You can talk, dance, play games, have dinner, and enjoy an evening together online.

# 5B I love swimming

## LISTENING AND GRAMMAR

1 Match the emojis to the words.

1 like 2 love 3 don't like



2 Work in pairs. What are some things you like, love, and don't like? Think about:

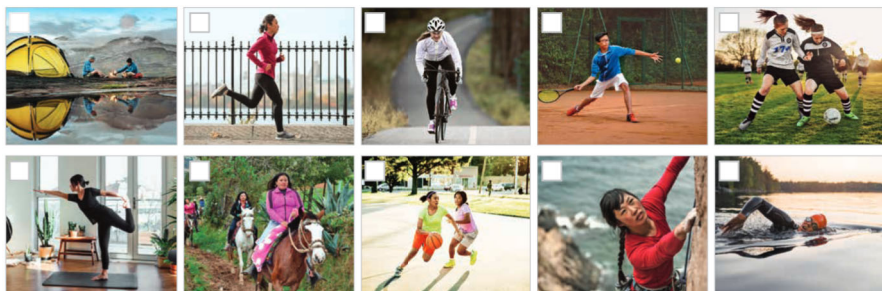
- food • books • TV shows
- places • movies • songs

3 Work in pairs. Match the photos below with the activities. Write 1–10 on the photos.

- camping
- climbing
- cycling
- doing yoga
- horseback riding
- playing basketball
- playing soccer
- playing tennis
- running
- swimming

### NATIONAL GEOGRAPHIC EXPLORER

- 4 52 Listen to Jeff Kerby talking about activities he likes. Circle the activities in Exercise 3 he talks about.
- 5 52 Listen again. How does Jeff feel about the activities in Exercise 3 he talks about? Write L (like), DL (don't like), or LL (love).



## LESSON GOALS

- Understand people talking about outdoor activities
- Use *like*, *love*, or *don't like* with the *-ing* form of verbs
- Say the /ŋ/ sound at the end of words
- Talk about activities people like and don't like

6 Work in pairs. Read the Grammar box. How do *like*, *love*, and *don't like* change after *he*, *she*, or *it*?

### GRAMMAR Like, love, and don't like + -ing form

Many activities use the *-ing* form:  
*camping/running*

#### Making -ing forms:

Add *-ing*.

*walk* → *walking*

Remove the *-e*. Add *-ing*.

*cycle* → *cycling*

Repeat the consonant. Add *-ing*.

*swim* → *swimming*

#### Using the -ing form:

Use the *-ing* form after *like*, *love*, or *don't like*:

*I love playing soccer. I don't like doing yoga.*

Use *do* or *does* to ask questions:

*Do you like playing soccer? Yes, I do.*

Go to page 170 for the Grammar reference.

7 Complete the sentences. Use the *-ing* form of the words in parentheses.

- I like \_\_\_\_\_ (play) tennis.
- He loves horseback \_\_\_\_\_ (ride) in the hills.
- She doesn't like \_\_\_\_\_ (climb).
- Do you like \_\_\_\_\_ (do) yoga?
- Does she like \_\_\_\_\_ (camp)?



Jeff likes camping and doing things outside.

8 Complete the sentences. Circle the correct answers.

- I don't *like* / *likes* camping.
- He *love* / *loves* playing volleyball.
- Does she *like* / *likes* reading?
- He *don't* / *doesn't* like doing homework.
- Do* / *Does* they like going to other countries?
- We don't *like* / *likes* watching TV all day.

## PRONUNCIATION AND SPEAKING

9 53 Look at the Clear Voice box. Listen and repeat.

### CLEAR VOICE

Saying /ŋ/

Verbs that end with *-ing* have the /ŋ/ sound at the end.

*camping*      *hiking*      *swimming*  
*doing*      *running*      *singing*



10 Work in groups. Ask and answer questions. Find out who likes, loves, or doesn't like the activities. Write their names in the chart.

A: *Do you like camping?*

B: *Yes. I love it!*

ACTIVITY			
camping			
climbing			
cycling			
doing yoga			
horseback riding			
playing basketball			
playing soccer			
playing tennis			

## EXPLORE MORE!

What are some popular outdoor activities people enjoy? Search online for "popular outdoor activities."



# 5C

## The seasons

### VOCABULARY

- 1  54 Listen to and repeat the months.

January	May	September
February	June	October
March	July	November
April	August	December

- 2 Look at the pictures on page 65. Does your country have hot, warm, cool, or cold months? Check the boxes.

hot ☐ warm ☐ cool ☐ cold ☐

- 3 Look at the infographic on page 65. Answer the questions.

1 What are the four seasons?

2 When are the days long?

3 When are the nights long?

- 4 Answer the questions.


1 Do all countries have four seasons?

2 When does winter start:

in Winterberg, Germany? \_\_\_\_\_  
in Santiago, Chile? \_\_\_\_\_

Go to page 162 for the Vocabulary reference.

### LISTENING

- 5  55 Listen to three people talking about the seasons. Match the people with the places.

1 Alain	<input type="radio"/>	a Winterberg, Germany
2 Hannah	<input type="radio"/>	b Santiago, Chile
3 Isidora	<input type="radio"/>	c Libreville, Gabon

- 6 Work in pairs. Look at the Listening Skill box. Then read the questions in Exercise 7. What type of information does each question ask for?

### LESSON GOALS

- Learn about the months and seasons
- Understand people talking about the seasons
- Talk about when things happen

### LISTENING SKILL

#### Knowing what to listen for



Before you listen, look at the questions. Read the question words. What do they ask for?

When you listen, pay attention to key words.

**where:** a place (listen for towns, cities, etc.)

**when:** a time (listen for a time, days, months, etc.)

**who:** a person (listen for the names of people)

**why:** a reason (listen for words like *because* or *so*)

- 7  55 Listen and circle the correct answers.

- 1 **Where** is it hot all year?  
(*Libreville / Santiago*).
- 2 **When** does Alain like playing football?  
(*afternoon / evening*)
- 3 **Why** does Hannah like December?  
(*the sun / the snow*)
- 4 **Who** does Hannah make snowmen with?  
(*her sister / her brother*)
- 5 **When** does Isidora go dancing?  
(*morning / evening*)

### GRAMMAR

- 8 Read the Grammar box. Do you say *on Sunday* or *in Sunday*? \_\_\_\_\_

#### GRAMMAR Prepositions of time

Use *at*, *in*, or *on* to say when things happen.

##### At:

at 3 a.m. / night

##### In:

in January / 2023 / the morning / spring

##### On:

on the weekend / Monday / Mondays

Go to page 170 for the Grammar reference.

Summer starts in June.  
Winter starts in December.

**THE FOUR SEASONS**

Summer starts in December.  
Winter starts in June.

These places don't have four seasons.

These places have four seasons.

These places are cold all year.

**Spring:** It's cool, then warm. Flowers grow.

**Summer:** It's hot. Days are long.

**Fall:** It's warm, then cool. Leaves fall.

**Winter:** It's cold. Nights are long.

- 9 Complete the sentences with *at*, *in*, or *on*.

- 1 I like snowboarding \_\_\_\_\_ the summer.
- 2 She has a dance class \_\_\_\_\_ the weekend.
- 3 He plays soccer \_\_\_\_\_ Saturdays.
- 4 The movie starts \_\_\_\_\_ 7 p.m.
- 5 What do you do \_\_\_\_\_ Mondays?

- 10 Complete the text with *at*, *in* or *on*.

I love doing fun things <sup>1</sup> \_\_\_\_\_ the summer. I usually go camping <sup>2</sup> \_\_\_\_\_ the weekend. And <sup>3</sup> \_\_\_\_\_ Wednesdays, I meet my friends. I finish work <sup>4</sup> \_\_\_\_\_ 3 o'clock, and we try new things like horseback riding or rock climbing. I also exercise a lot. <sup>5</sup> \_\_\_\_\_ the morning, I go cycling. And <sup>6</sup> \_\_\_\_\_ night, I go running.

### SPEAKING

- 11 Work in pairs. Turn to page 180. Think of a country with four seasons you would like to visit and complete the chart. Use the internet to help you.

A: *What country would you like to visit?*

B: *I want to go to Japan. It's beautiful! Where would you like to visit?*

- 12 Work in new pairs. Tell your new partner about your place in Exercise 11.

*Japan is a beautiful country. Winter starts in December. It ends in February. In the winter, people love ...*

# 5D

## Inviting people to do things

### LESSON GOALS

- Invite people to do things
- Decide on a time, place, and activity
- Understand connected speech



### SPEAKING

- 1 5.6 Listen to two people talking. Answer the questions.

1 Does Ling want to go to the movies?

2 Does Ling want to have lunch?

3 What do they agree to do together?

- 2 Work in pairs. Discuss the questions.

1 What activities do you like doing with others?

2 Who do you do these activities with?

3 When do you say "no" to invitations?

*I like going to the movies with others. I don't like watching movies alone.*

*I like going to the movies with my friends.*

*I say "no" to invitations when I'm busy.*

### MY VOICE

- 3 5.2 Watch the video. Then discuss in pairs.

1 Is it easy to invite good friends to do things with you? Why or why not?

2 Is it easy to invite people you don't know to do things with you? Why or why not?

- 4 Look at the Communication Skill box. Then discuss in pairs. Which of the tips are easy to do in English? Which are not?

#### COMMUNICATION SKILL

##### Inviting people to do things

When you invite someone to do something for the first time, choose ...

- an activity you both like.
- a good place for both of you.
- a time you are both free.



- 5 Look at the Useful Language box. Then complete the conversation below. Use words from the box.

#### Useful Language Inviting people

##### Inviting people:

Do you want to ... on Saturday?  
Would you like to ... tomorrow?

##### If your friend says "yes":

Great! Is 3 p.m. OK?  
Fantastic! Let's meet at the park.

##### If you can't agree on the time or place:

How about Sunday?  
When is a good time for you?  
How about the park?

##### After you agree on the time and place:

Perfect! See you then/there.

Josef: Would you <sup>1</sup> \_\_\_\_\_ to go for a run tonight?

Yuki: Sorry. I have plans.

Josef: Oh. Is tomorrow <sup>2</sup> \_\_\_\_\_?

Yuki: Sure. <sup>3</sup> \_\_\_\_\_ meet at the river, at 6 p.m.

Josef: Hmm. The river's really far.

Yuki: <sup>4</sup> \_\_\_\_\_ about the museum?

Josef: Perfect! See you <sup>5</sup> \_\_\_\_\_!

### PRONUNCIATION

- 6 5.7 Look at the Clear Voice box and listen to the examples. Notice how people join *would* and *you* when they talk quickly.

#### CLEAR VOICE

##### Understanding connected speech: *would you*

Many English speakers join "would" and "you" when they talk quickly.

**Would you** /'wʊdʒu:/ *like to watch a movie?*

Some also change the /u:/ sound in the word "you".

Which movie **would you** /'wʊdʒə/ *like to watch?*



### SPEAKING

- 7 **OWN IT!** Write down five interesting activities you would like to do.

- 8 Work in groups. Invite others to do the activities in your list from Exercise 7 with you.

- Use the phrases in the Useful Language box.
- Agree on a time and place.
- Write the activities in the timetable below.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10 a.m.							
12 p.m.							
2 p.m.							
4 p.m.						Running with Andrea in the park	



# 5E

## I'd like to see the world

### SPEAKING

- 1 A bucket list is a list of things you want to do in your life. Work in pairs. Discuss the questions.

- What new activities would you like to try?
- What places would you like to visit?

### READING FOR WRITING

#### NATIONAL GEOGRAPHIC EXPLORER

- 2 Read Abbey Engleman's bucket list. Match the items and the groups below. Write the numbers 1–10.

Places to visit: \_\_\_\_\_

Things to learn: \_\_\_\_\_

Things to do: \_\_\_\_\_

### LESSON GOALS

- Learn how to write and order lists
- Talk about things you want to do
- Write a bucket list

- 3 Work in pairs. Read the bucket list again. Which items would or wouldn't you like to try? Why or why not?

*I'd like to get a puppy. I don't want to learn to knit.*

- 4 Look at the Writing Skill box. List five things in your notebook that you want to do this week. Work in pairs. Read your partner's list.

### WRITING SKILL

#### Writing lists

Lists are a great way to plan or remember things. To write a good list ...

- begin each item with a verb.
- use a new line for each item.
- keep each line short.



Abbey Engleman loves traveling and would like to visit all seven continents

- 5 Read the Useful Language box. Work in pairs. Which verbs can you use for 1–4?

### Useful Language activity verbs

buy	drink	eat	go
help	learn	make	meet
see	try	visit	write

1 places 2 people 3 things 4 activities

- 6 Look at the Critical Thinking Skill box. Then work in pairs. Choose a good option for each list below.

### CRITICAL THINKING SKILL

#### Ordering information

We can order a list many ways. For example:

Option 1: by how important the items are

Option 2: alphabetically, from A–Z

Option 3: using numbers (e.g., dates / how many)

- |                     |       |                   |       |
|---------------------|-------|-------------------|-------|
| 1 to-do list        | _____ | 3 vocabulary list | _____ |
| 2 list of important | _____ | 4 shopping list   | _____ |
| dates               |       |                   |       |

- 7 Look at the items from your list in Exercise 4. How important is each item? Change the order of your list.

### WRITING TASK

- 8 **WRITE** Write your own bucket list with ten items. Use Abbey's bucket list as a model.

- 9 **CHECK** Use the checklist. My list ...

- ☐ has ten things I want to do.
- ☐ begins each line with a verb.
- ☐ uses a new line for each item.
- ☐ is in a useful order.

- 10 **REVIEW** Work in pairs. Read your partner's bucket list. Do they do the things in the checklist? Do you want to try the things on their bucket list?

*Lucia's bucket list is interesting! She wants to paint, dance, and act ...*

**Go to page 156 for the Reflect and review.**

### EXPLORE MORE!

Search online. What are some popular bucket list items people around the world have? Are your bucket list items popular?

