

Level 2: SCOPE AND SEQUENCE

UNIT	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION	READ, WRITE, & WATCH
1	WHAT DO YOU LIKE TO DO?				PAGE 6
	Talking about one's favorite hobbies Real English: <i>I'm good.</i>	Asking about activities: <i>What do you like to do?</i> <i>Do you like to play tennis?</i> Expressing time and frequency: <i>How often do you exercise?</i> <i>When do you have class?</i> Adverbs of frequency: <i>once, twice, three times a week</i>	Hobbies Interests Favorite activities Phrasal verbs with <i>take</i>	Reduction: <i>to</i>	Reading: Incredible Teens Writing: Email Video: Teen Rock Climber
2	WHAT DOES SHE LOOK LIKE?				PAGE 18
	Describing physical appearance Real English: <i>I'm on my way.</i>	Asking about and describing physical appearance: <i>What do you look like?</i> <i>She has long hair.</i> <i>He has brown eyes.</i> Adjectives: <i>short/long/straight/curly hair</i> <i>green/brown eyes</i> <i>medium height</i>	Physical appearance Sense verb + <i>like</i> + noun	Consonant blends: <i>bl, br, gl, gr</i>	Reading: The World of Madame Tussauds Writing: Descriptive paragraph Video: Great Facial Hair
3	WHEN DID YOU BUY THAT SHIRT?				PAGE 30
	Identifying different types of clothing Talking about shopping Real English: <i>What's wrong?</i>	Time adverbials: <i>recently, last weekend, last year, just, two days ago</i>	Clothes Accessories Phrasal verbs related to clothes	Consonant blends with <i>s:</i> <i>sm, sn, sw, sk, sl, st</i>	Reading: Yarn Bomb! Writing: Social media post Video: The Thirsty Cotton T-Shirt
4	WHAT'S THE COLDEST PLACE ON EARTH?				PAGE 42
	Describing places and things Real English: <i>Let's see.</i>	Superlatives: <i>What's the highest mountain in the world?</i> <i>biggest</i> <i>prettiest</i> <i>most famous</i> <i>best</i> <i>worst</i> <i>least</i>	Extreme places on Earth Numbers in words	Sentence stress	Reading: Extreme Amazon! Writing: Poster Video: Icy Antarctica
5	ARE PARROTS SMARTER THAN PEOPLE?				PAGE 54
	Making comparisons between two things Real English: <i>Ta-da!</i>	Comparative adjectives: <i>Which are more playful, rabbits or turtles?</i> <i>taller</i> <i>bigger</i> <i>friendlier</i> <i>more intelligent</i> <i>better</i> <i>worse</i>	Animals Synonyms	Reduction: <i>than</i>	Reading: Working Animals Writing: Blog post Video: How Cats Jump
6	I REALLY LIKE ELECTRONIC MUSIC!				PAGE 66
	Identifying music genres and musical instruments Expressing likes and dislikes Real English: <i>Not exactly.</i>	Giving and expressing opinions: <i>Do you like rap?</i> <i>What kind of music do you like best?</i> <i>Which do you like better?</i> <i>I love it.</i> <i>I can't stand it.</i> <i>I like rock better.</i>	Music genres Musical instruments Collective nouns	Syllable stress	Reading: The Feel of Music Writing: Music review Video: The Musical Magic of Ice

UNIT	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION	READ, WRITE, & WATCH
7	WHAT'S FOR DINNER?				PAGE 78
	Identifying things in the kitchen Expressing quantity Real English: <i>I can't wait!</i>	Talking about countable and uncountable things: <i>There's some</i> <i>There isn't any</i> <i>There are some</i> <i>There aren't any</i>	Food Utensils Things in the kitchen Adjectives to describe taste	Linked sounds	Reading: A Slice of History Writing: Text message Video: How Do We Taste Food?
8	YOU SHOULD SEE A DOCTOR!				PAGE 90
	Talking about health-related problems Asking for and giving advice Real English: <i>Come on!</i>	Asking for and giving advice: <i>What should I do?</i> <i>You should stay home and rest.</i> <i>You shouldn't go to school.</i> <i>Why don't you take some medicine?</i>	Health Injuries Parts of the body Verbs related to health	<i>Should, could, would</i>	Reading: Old New Medicines Writing: Article Video: Biking in Cities
9	I OFTEN SKATE AFTER SCHOOL				PAGE 102
	Talking about daily routines and activities Real English: <i>Good question.</i>	Comparing present progressive and simple present: <i>I am studying in school.</i> <i>I always study in school.</i> Adverbs of frequency: <i>rarely, once in a while, hardly ever</i>	Daily routines Habits Verbs related to traveling	Homophones	Reading: Unusual Commutes Writing: Descriptive paragraph Video: Helping Children to Love Nature
10	HOW DO YOU GET TO THE RESTAURANT?				PAGE 114
	Identifying places in the city Real English: <i>No problem.</i>	Asking and giving directions: <i>Where's the museum?</i> <i>How do you get to the park?</i> <i>Go straight down this street.</i> <i>Turn left./Make a right.</i> Prepositions of place: <i>behind, between, across from, in front of, next to, on the corner of</i>	Places in the city Directions Linking words	<i>O sounds</i>	Reading: Wayfinding Technology Writing: Text message Video: Shape of Cities
11	WHAT WERE YOU DOING?				PAGE 126
	Describing past experiences Real English: <i>Hurry up!</i>	Comparing past progressive and simple past: <i>Were you eating when she called?</i> <i>What were you doing last night?</i> <i>I was going down the stairs when I fell.</i>	Risk Adventure Homonyms	Ending blends: <i>-sk, -st, -nk, -nt</i>	Reading: Diving with Sharks Writing: Descriptive paragraph Video: The Misinformation Effect
12	WE'RE GOING TO VOLUNTEER!				PAGE 138
	Talking about future plans Talking about volunteering and charity events Real English: <i>Definitely!</i>	Future with simple present: <i>I'm going to volunteer.</i> <i>What are you going to do?</i> <i>When is the charity fair?</i> <i>The charity event is tomorrow.</i>	Charity events Volunteering Community service Nouns related to food	Reduction: <i>going to</i>	Reading: The "Ugly" Food Challenge Writing: Article Video: Feeding the 5,000

WE'RE GOING TO VOLUNTEER!



Teens volunteer at an event in Cape Town, South Africa.

PREVIEW

A Work with a partner. Talk about the photo using the words in the box.

clean beach trash plastic volunteer pick up

B **12.1 Listen.** Check (✓) the activities that Martha and Kathy are going to do next Saturday.

- | | |
|---|---|
| <input type="checkbox"/> volunteer | <input type="checkbox"/> plan a charity event |
| <input type="checkbox"/> clean a beach | <input type="checkbox"/> raise money |
| <input type="checkbox"/> put up decorations | <input type="checkbox"/> guide visitors |

C Talk with a partner. Have you ever been a volunteer? What did you do?

I collected old newspapers for recycling.

I made cards to sell at my school fair.

PEOPLE AND PLACES

UNIT GOALS

- describe your future plans
- use language for expressing future time
- learn about volunteer activities

LANGUAGE FOCUS

A **12.2 Listen and read.** What's Ming going to do for the charity dance? Then repeat the conversation and replace the words in **bold**.

REAL ENGLISH Definitely!

Nadine: We're going to have the charity dance in the gym. Who's going to decorate it?

Ming: I am! I **made some awesome decorations**. (**made some cool posters** / **bought lots of balloons**)

Nadine: OK, we need music. Maya, are you going to be the DJ?

Maya: Definitely! I'm going to play some cool **hip-hop** music. (**rock** / **dance**)

Nadine: Who's going to bring the food?

Stig: I'm going to **bake some cookies**. Ming's going to help. (**make cupcakes** / **bake a cake**)

Ming: So, Nadine, what are you going to do?

Nadine: Well, I'm going to come to the dance and **eat the cookies!** (**have a great time** / **enjoy the music**)



B **12.3 Look at the chart.** Circle the correct answers below.

DESCRIBING FUTURE PLANS (USING GOING TO AND EXPRESSING FUTURE TIME)

I'm **going to volunteer** at a school event. / She's **going to sing** at the party. / They're **going to collect** food waste.

Are you going to come to the party?	Yes, I am . / No, I'm not .
What's he going to do ?	He's going to play music.
What are you going to eat ?	I'm going to eat a sandwich.
When are you going to go to the mall?	I'm going to go there tomorrow / next week .

- We use *going to* to talk about _____. a past experiences b future plans
- We use *going to* + _____. a base verb (e.g., *help*) b simple past (e.g., *helped*)
- We use adverbs of time (e.g., *tomorrow*) to tell us _____ something happens. a when b how often

C **Write questions for the answers.** Use *going to* and the words in parentheses to help you.

- _____? (**Matt / do**) He's going to make T-shirts.
- _____? (**Kwan / volunteer**) Yes, he is.
- _____? (**Mary / draw**) No, she isn't.
- _____? (**Sofia / sing**) No, she's going to put up decorations.
- _____? (**Lucas / do**) He's going to raise money for charity.

D **12.4 Complete the conversation.** Use the correct form of the words in parentheses. Then listen and check your answers.

Marco: Hey Jia Li, are you going to go to the school dance?

Jia Li: ¹ Yes, _____ (**be**). What time does it start?

Marco: It starts at seven.

Jia Li: I can't wait! ² _____ are you ³ _____? (**wear**)

Marco: I don't have a suit, so I'm going to wear my brother's. What about you?

Jia Li: I'm ⁴ _____ (**wear**) the dress I bought recently.

Marco: Are you ⁵ _____ (**bring**) your friends to the dance? They said we could invite friends.

Jia Li: Yeah, I am. A few of my friends are ⁶ _____. (**come**)

E **Work in a group.** Play a game. Think of an activity, such as playing soccer, going to school, or sleeping. Say the things you do to prepare for the activity. Your group members guess the activity that you are going to do. Take turns.



SCIENTISTS FOR A DAY



Citizen scientists at a BioBlitz event

A Read the definition below. Then answer the question.

citizen scientist *noun* a non-scientist volunteer who collects data and records observations

Which of the following are benefits of using citizen scientists? Check (✓) your answers.

- They may need training.
- They can help to collect large amounts of data.
- They work for free.
- The data they collect may not be accurate.

B ▶ 12.1 Watch the video. What animals did you see? Check (✓) the two correct answers.

-  rat
-  beetle
-  frog
-  monkey

C ▶ 12.1 Watch again. Circle **T** for True or **F** for False.

- 1 The goal of the event was to count the kinds of plants and animals in the park. **T** **F**
- 2 The volunteers finished before it got dark. **T** **F**
- 3 It was sunny throughout the event. **T** **F**
- 4 Volunteers shared photos of plants and animals online. **T** **F**

D **CRITICAL THINKING Analyzing** Talk with a partner. What kind of research do you think citizen scientists can help with?

PROJECT Work with a partner. Take photos of plants and animals in a park near you and identify them.

PRONUNCIATION reduction: going to

▶ 12.5 Listen. Complete the sentences. Then read the sentences to a partner.

- 1 We're _____ a school dance next week.
- 2 Are you _____ money for charity?
- 3 The DJ is _____ some awesome music.
- 4 Joe and Maria are _____ cookies and cupcakes.
- 5 Who's _____ posters for the dance?

DO YOU KNOW?

The largest national park in the world is in _____.
a Greenland
b the United States
c Australia

COMMUNICATION

Plan a school charity sale. Work in a group of three. Take turns asking what your group members are going to do. Then complete the chart.

Student A: Look at the chart below.

Student B: Look at the chart on page 153.

Student C: Look at the chart on page 154.

When	Student A	Student B	Student C
today	design a T-shirt		
tomorrow	make decorations		
next week	buy plates and cups		
on the day of the sale	sell the drinks		

What are you going to do today?

I'm going to design a T-shirt.

READING

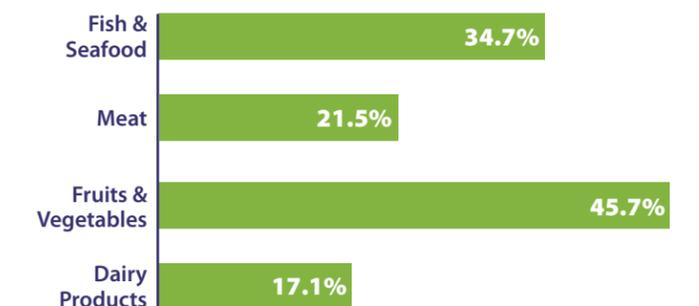
- A Scan the article.** What are the places that waste food? Underline them.
- B Look at the chart below the article.** Which of these statements is true? Circle the correct answer.
- a We waste a higher percentage of dairy products than meat.
 - b We waste more than a third of the fish and seafood we produce.
 - c We eat more than 60 percent of the fruits and vegetables we produce.
- C Talk with a partner.** Would you buy “ugly” food? Why or why not?

Very often, fruits and vegetables go to waste because they look ugly.

THE “UGLY” FOOD CHALLENGE

- A**  12.6 Tristram Stuart has 24 hours to **prepare** a meal for 5,000 people. He’s going to plan a menu, gather food, cook, then **welcome** his guests. As part of the challenge, almost all of the ingredients must be from farms and stores that don’t want them. This sounds like a TV show, but it’s not—it’s one of Tristram’s campaigns to stop food waste.
- B** First, Tristram travels to a farm and collects vegetables that farmers think are too “ugly” to sell. Then, he stops at a farmers’ market to collect vegetables that sellers threw away. Hours later, thousands of people enjoy the food his team of volunteers prepared.
- C** **Nearly** 800 million people around the world do not get enough food. But according to the United Nations, we **waste** enough food to feed every one of them. Why do we waste so much food? Stores and restaurants waste food when they **order** or **serve** too much. Supermarkets throw fresh fruit and vegetables away because they have strange shapes or colors. And at home, we often throw our leftovers away.
- D** Many people like Tristram are trying to stop food waste. For example, volunteers at Keep Austin Fed—an organization in Austin, Texas—save over 20,000 kilograms of food each month. Every day, they collect unwanted food from sellers and give it to people in need.

THE AMOUNT OF FOOD WE WASTE IN A YEAR



COMPREHENSION

A Answer the questions about *The “Ugly” Food Challenge*.

- MAIN IDEA** This article is mainly about _____.
 - why people don't buy “ugly” fruits and vegetables
 - how much food we waste
 - how people use unwanted food to feed others
- REFERENCE** The word *this* in the last sentence of paragraph A refers to _____.
 - Tristram's challenge
 - Tristram's TV show
 - Tristram's team of volunteers
- DETAIL** Tristram collected food from all of the following EXCEPT _____.
 - farms
 - restaurants
 - farmers' markets
- INFERENCE** Supermarkets throw away “ugly” food because they think _____.
 - it tastes bad
 - it goes bad quickly
 - no one wants to buy it
- DETAIL** Volunteers at Keep Austin Fed _____.
 - cook meals for hungry people
 - sell unwanted food at low prices
 - give unwanted food to hungry people

B Match. Which paragraph contains the following information?

- | | | | |
|---|-----------------------|-----------------------|-------------|
| 1 the amount of food Keep Austin Fed saves each month | <input type="radio"/> | <input type="radio"/> | Paragraph A |
| 2 the number of meals Tristram has to prepare | <input type="radio"/> | <input type="radio"/> | Paragraph B |
| 3 where Tristram got food for the campaign | <input type="radio"/> | <input type="radio"/> | Paragraph C |
| 3 the number of hungry people around the world | <input type="radio"/> | <input type="radio"/> | Paragraph D |

- C CRITICAL THINKING Reflecting**
Talk with a partner. List three habits that can help you reduce food waste.

HOW TO REDUCE FOOD WASTE

VOCABULARY

A Find these words in the article. Then complete the sentences using the words in the box.

prepare welcome nearly waste order serve

- The students put up decorations to _____ their new classmate from Japan.
- A waiter's job is to _____ food to the customers.
- Water is important to us—we should not _____ it.
- Mia is _____ as tall as her mother.
- Sofia is helping her daughter to _____ for her exams.
- My parents are going to _____ food from their favorite restaurant.

B Read the information below. Then circle the correct answers.

We use nouns to refer to different types of food.

dessert: sweet food you eat at the end of a meal

ingredients: food used to prepare a dish

leftovers: extra food left at the end of a meal

main course: the largest part of a meal

IDIOM

When you have “too much on your plate,” you have _____.

- too much food
- a lot of work or problems

- Mateo had pizza for his **dessert** / **main course**.
- There were a lot of **leftovers** / **main courses** from the party.
- The chef uses fresh **ingredients** / **leftovers**.
- After the main course, I had ice cream for **ingredient** / **dessert**.

WRITING

- Read the beginning of the article about an event.**
- Choose an event.** Make notes. What's the event about? What are the volunteers going to do? Add other information.
- Write an article to get volunteers to join the event.** Use your notes from B.



FEEDING THE 5,000

Before You Watch

Talk with a partner. Read the statements below. Check (✓) any that you think are true.

- Food waste can cause pollution.
- It's not safe to eat vegetables with spots on them.
- To feed all the hungry people in the world, we need to produce more food.

While You Watch

A ▶ 12.2 **Watch the video.** Circle the correct answers.

- 1 The United States throws away about **40** / **70** percent of the food it produces.
- 2 Dominika talks about people rejecting food because it **looks** / **tastes** bad.
- 3 In the video, Tristram tries to get support from **big companies** / **individuals** to reduce food waste around the world.

B ▶ 12.2 **Watch again.** Circle **T** for True or **F** for False.

- 1 The volunteers prepared the food at home before bringing it to the event. **T** **F**
- 2 The volunteers served vegetable curry at the event. **T** **F**
- 3 The volunteers cooked and served the food on the same day. **T** **F**

C **Circle the correct answer.** When Tristram said, "it's time to take food waste off the menu," he means that _____.

- a we should not buy fast food
- b we should stop food waste
- c restaurants should serve unwanted food

After You Watch

Talk with a partner. What can your school do to reduce food waste?

A man gets free food at a Feeding the 5,000 event.

A **Complete the sentences.** Circle the correct answers.

New message

Hi Joe,

I'm planning an event to ¹ **raise** / **waste** money for an animal shelter. I have a team of ² **visitors** / **volunteers** to help me. Ben is going to ³ **serve** / **put up** decorations and Sofia is going to ⁴ **welcome** / **order** the guests. We need some volunteers to ⁵ **prepare** / **guide** the food. Do you want to join us?

Eva

Send A 📎 😊 🔄 🖼️

B **Write the sentences.** Use the words given.

- 1 going / mall / do / are / what / you / to / at / the
_____?
- 2 plan / to / she's / charity / going / event / a
_____.
- 3 beach / are / when / go to / the / going to / you
_____?

C **Complete the sentences.** Write *dessert*, *ingredient*, *leftovers*, or *main course*.

- 1 Max ate the _____ from last night's dinner.
- 2 The main _____ of this dish is fish.
- 3 She had chicken for the _____. After that, she ordered a cake for _____.

SELF CHECK Now I can ...

- describe my future plans
- use language for expressing future time
- talk about volunteer activities