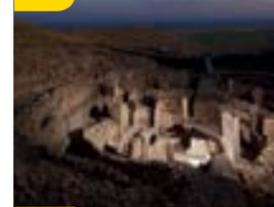


Level 4: SCOPE AND SEQUENCE

UNIT	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION	READ, WRITE, & WATCH
1	I LOVE MIXING MUSIC!				PAGE 6
	Talking about hobbies and interests Real English: Tell me about it!	Using verb + -ing: <i>Do you like playing chess?</i> <i>I enjoy doing jigsaw puzzles.</i> <i>Baking is a lot of fun.</i>	Hobbies Interests Nouns and verbs: <i>effect</i> vs. <i>affect</i> , <i>advise</i> vs. <i>counsel</i> vs. <i>counsel</i>	Question intonation	Reading: Turning Hobbies into Cash Writing: Description Video: Robot Games
2	HOW LONG HAVE YOU BEEN DOING ARCHERY?				PAGE 18
	Identifying different sports Talking about sports and exercise Real English: Give it a try.	Present perfect progressive: <i>He's been playing tennis.</i> <i>I've been going to the gym.</i> Adverbs of time: <i>lately, recently, for, since</i>	Sports Collocations with <i>record</i>	Review: weak form of <i>been</i>	Reading: Running a Marathon Writing: Biography Video: Life Rolls On
3	WHAT SHOULD I DO?				PAGE 30
	Asking for and giving advice Talking about possible careers Real English: On top of that, ...	Modals for giving advice: <i>should, could</i> Verbs with try: <i>try talking, try asking</i> Other expressions: <i>Why don't you ... ?</i> <i>If I were you, ...</i>	Problems and advice Phrasal verbs with <i>make</i>	Weak forms of <i>could</i> and <i>should</i>	Reading: Vision of Hope Writing: Informal letter Video: Eco-Fuel Africa
4	THE KOALA WAS TAKEN TO A SHELTER				PAGE 42
	Talking about animal rescue Real English: It's up to you.	Passive voice without an agent: <i>The dog was left at the shelter.</i> <i>Tags are being attached to the birds.</i> <i>How often are the animals fed?</i>	Wild animals Animal rescue Transitive and intransitive verbs	Intonation in a series	Reading: Bear Rescue Writing: News article Video: Raising Pandas
5	HOW ARE THEY MADE?				PAGE 54
	Describing manufacturing processes Real English: I don't get it.	Passive voice with an agent: <i>The wood is cut by a machine.</i> <i>The colors were chosen by the customer.</i> <i>The shoes have been customized by the store.</i>	Manufacturing and assembly Collocations with <i>global</i>	Contrastive stress	Reading: Where Is the iPhone Made? Writing: Descriptive paragraph Video: Prosthetic Legs
6	LOOK AT THOSE NARWHALS!				PAGE 66
	Talking about the importance of conserving marine animals and their habitats Real English: You're telling me ...	Non-defining relative clauses: <i>The narwhal, which is a type of whale, has a long tusk.</i> <i>My uncle, who visits us every summer, is a marine biologist.</i>	Marine animals Coral reefs Approximation expressions	Pausing in relative clauses	Reading: Cities in the Sea Writing: Formal email Video: Boneless Beauties

UNIT	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION	READ, WRITE, & WATCH
7	IT MIGHT HAVE BEEN A TEMPLE				PAGE 78
	Discussing ancient and modern-day mysteries Talking about possibilities Real English: What on earth ... ?	Modals for expressing present probability: <i>could, might, must</i> Modals for expressing past probability: <i>could have, might have, must have</i>	Ancient civilizations and artifacts Natural disasters	Review: reduction of <i>have</i>	Reading: Maya Mystery Writing: Short essay Video: The Lost Colony
8	IT'S TALLER THAN THE EIFFEL TOWER!				PAGE 90
	Talking about architectural and engineering wonders Real English: What a shame!	Comparative and superlative adjectives Other expressions: <i>It's too cloudy.</i> <i>He's old enough to ride the zipline.</i> <i>Elevator 1 is just as fast as Elevator 2.</i>	Human-made structures and wonders Word web for travel	Emphatic stress	Reading: The Iron Ore Train Writing: Descriptive essay Video: The Green Museum
9	HE'S A GREAT ACTOR, ISN'T HE?				PAGE 102
	Talking about movies, actors, and the movie industry Real English: Same here.	Tag questions: <i>Meryl Streep is such a good actress, isn't she?</i> <i>You haven't seen every Star Wars movie, have you?</i>	Movie genres Evaluating movies Writing true sentences	Intonation in tag questions	Reading: Our Attraction to Fear Writing: Movie review Video: Free Solo
10	I WISH I COULD BE AN OLYMPIC ATHLETE!				PAGE 114
	Talking about wishes and hopes Real English: You mean ... ?	Making wishes: <i>I wish I could dance well.</i> Second conditional: <i>If I won a lot of money, I'd buy a big house.</i> <i>Where would you go if you could go anywhere in the world?</i>	Wishes Collocations with <i>wish</i>	Contractions: <i>'ll</i> and <i>'d</i>	Reading: Making a Difference Writing: Blog post Video: RoboBees
11	WHAT WOULD YOU DO?				PAGE 126
	Discussing dilemmas Real English: What a relief!	Language review: • Present perfect progressive and passive form • Giving advice and talking about imaginary situations • Describing probability	Moral dilemmas Verbs that have the same form in present tense and past tense	Final <i>t</i> or <i>d</i> with initial <i>y</i>	Reading: Thought Experiments Writing: Persuasive essay Video: Test of Character
12	WHOLE GRAINS ARE GOOD FOR YOU				PAGE 138
	Talking about health and nutrition Real English: Any ideas?	Language review: • Gerunds • Describing and comparing things • Tag questions • Non-defining relative clauses	Health and nutrition Word root: <i>sens-</i>	Pausing between thought groups	Reading: Your Amazing Brain Writing: Action plan Video: Food Allergies



WHAT SHOULD I DO?

A high school student speaks with a guidance counselor.

PREVIEW

- A** 3.1 **Listen.** Match the people with their problems.
- | | | | |
|----------|-----------------------|-----------------------|-------------------------------------|
| 1 Carrie | <input type="radio"/> | <input type="radio"/> | has a friend who's being bullied. |
| 2 Tomas | <input type="radio"/> | <input type="radio"/> | doesn't know what career to pursue. |
| 3 Keiko | <input type="radio"/> | <input type="radio"/> | gets poor grades in algebra. |

- B** 3.2 **Predict what advice the people in A will receive.** One piece of advice below is extra. Then listen and write the number for each person (1–3). Were your predictions correct?

- _____ talk to your parents
 _____ talk to your teacher
 _____ talk to other classmates
 _____ talk to the principal

- C** **Talk with a partner.** Do you agree with the advice in **B**? If not, what advice would you give?

I don't think Tomas received good advice. I think he should ...

I think Keiko received good advice, but she could also ...

PEOPLE AND PLACES

UNIT GOALS

- talk about possible careers
- learn language for asking for and giving advice
- learn about people who have achieved success in their careers

LANGUAGE FOCUS

A 3.3 **Listen and read.** What advice does Maya give Nadine? Then repeat the conversation and replace the words in **bold**.

REAL ENGLISH On top of that, ...

Maya: Hey, Nadine. **Is something wrong?**
(**What's wrong / Is everything OK**)

Nadine: I think I left my phone on the bus.

Maya: Oh, no! **If I were you, I'd call** the bus company right away. (**You should call / You should try calling**)

Nadine: I already did that. No one's seen it. Do you think **someone will find it?** (**it'll show up / I'll get it back**)

Maya: Of course I do.

Nadine: And on top of that, I forgot to bring today's homework. I left it at home!

Maya: You know, Nadine, you seem really forgetful these days.

Nadine: But I **remembered your book!**
(**brought the book you lent me / didn't forget your book**)



B 3.4 **Look at the chart.** Then circle the correct answers below.

ASKING FOR AND GIVING ADVICE (USING MODALS)

I left my phone on the bus. What should I do?	You should call the bus company.
	You could call your number.
I don't know what career to pursue. What do you suggest I do?	You could try talking to a guidance counselor.
	Why don't you do some online research?
I'm not doing very well in my algebra class.	Have you thought about getting a tutor?
I'd like to get a new phone, but I can't afford it.	If I were you, I'd continue using your current phone.

- 1 We use the modal *should* to say that it is **necessary / a good idea** to do something.
- 2 After modals *could* and *should*, we use **base verb / to + base verb**.
- 3 When we say *If I were you*, the next clause uses **will / would** + base verb.

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

- 1 I'm having trouble finding a good part-time job. What **could / should** I do?
- 2 Fatima wants to improve her English. Maybe she **could / would** take some lessons.
- 3 Talia's having trouble making friends at her new school. I think she **would / should** join a club.
- 4 I heard you want to adopt a cat. If I were you, I **could / would** call the animal shelter.

D 3.5 **Complete the conversations.** Unscramble the words. Then listen and check your answers.

- 1 **Joni:** Oh, no! I forgot my friend's birthday yesterday.
Ahmed: (**her / don't / you / text / a / why / send**)¹ _____? Wish her a belated happy birthday. I'm sure she'll understand.
- 2 **Chen:** I got into a big argument with my friend, and now we're not talking.
Noreen: (**thought / about / have / apologizing / you**)² _____?
Chen: Not really. I don't think I should be the one apologizing.
- 3 **Matt:** I didn't have time to finish my math homework. (**I / do / suggest / do / what / you**)³ _____?
Gina: (**teacher / you / try / to / your / could / talking**)⁴ _____. He might give you an extension.

E **Write an example for each category below.** Then turn to page 150 and follow the instructions.

- 1 a family member (male) _____
- 2 something you wear (plural) _____
- 3 another thing you wear (plural) _____
- 4 a color _____
- 5 a family member (female) _____
- 6 a healthy food (plural) _____
- 7 an unhealthy food (non-count) _____
- 8 a sport _____

DREAM JOB



Annie Griffiths is an award-winning National Geographic photographer.

A ▶ 3.1 **Watch the video.** Circle **T** for true or **F** for false.

- | | | |
|--|----------|----------|
| 1 Annie takes photos of people in developing countries. | T | F |
| 2 Annie was one of the first female photographers for National Geographic. | T | F |
| 3 Annie wanted to be a photographer ever since she was in high school. | T | F |

DO YOU KNOW?

The fastest-growing job in the United States is _____.
a app developer
b solar panel installer
c nurse

B ▶ 3.1 **Watch again.** What advice does Annie give to young people? Check (✓).

- They should travel to different countries.
- They should ask a lot of questions.
- They should maintain close relationships with family and friends.
- They should start saving money as soon as they can.
- They should spend more time developing their creative side.

C Rank. Below are some of the top dream jobs of American teenagers. How happy would you be doing these jobs? Rank them from **1** (happiest) to **6** (least happy). Then compare with a partner.

- | | |
|----------------------------|-------------------------------|
| _____ music star | _____ jet pilot |
| _____ actor/actress | _____ video game tester |
| _____ professional athlete | _____ CEO of your own company |

D CRITICAL THINKING Reflecting **Talk with a partner.** What is your dream job? What do you think would be the most challenging parts of the job?

PROJECT Talk to two adults. Ask them what they like and don't like about their jobs. Share their answers with a partner.

PRONUNCIATION weak forms of *could* and *should*

▶ 3.6 **Listen.** Write the words you hear. Then listen again and repeat the sentences.

- You _____ to your teacher about it.
- I think you _____ your parents for advice.
- I think you _____ your friend now and apologize.
- You _____ a summer job.

COMMUNICATION

Work in groups. Choose three problems below. Take turns asking for and giving advice.

I have no idea what I want to study in college.

I'm not sure if I can afford to go to college.

I want to get a part-time job, but my parents are afraid it will affect my grades.

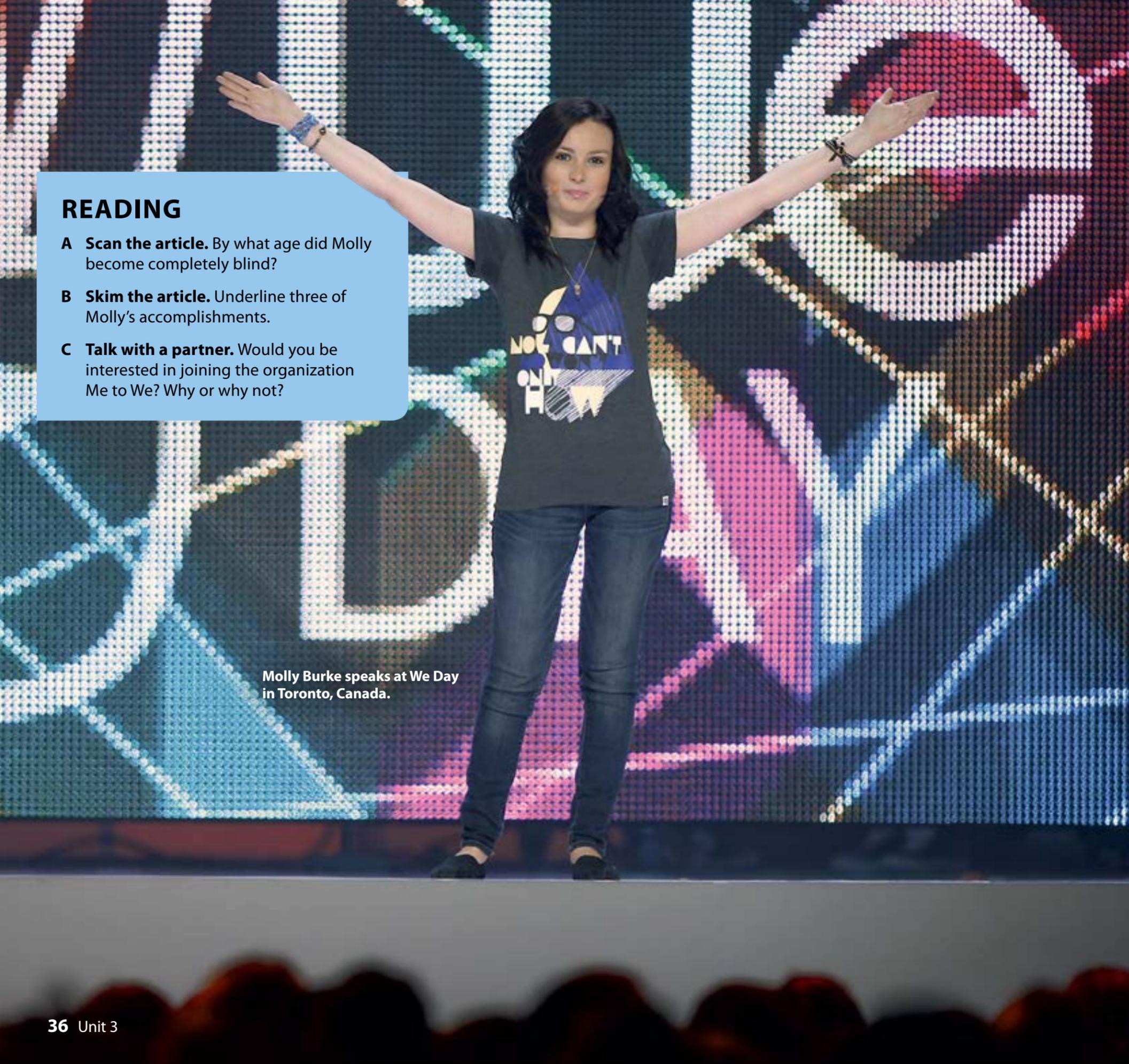
I've been having trouble sleeping lately.

I find it hard to balance my schoolwork and my after-school activities.

Someone I know is being bullied online.

I have no idea what I want to study in college. What should I do?

Have you tried talking to a career counselor?



Molly Burke speaks at We Day in Toronto, Canada.

READING

- A Scan the article.** By what age did Molly become completely blind?
- B Skim the article.** Underline three of Molly's accomplishments.
- C Talk with a partner.** Would you be interested in joining the organization Me to We? Why or why not?

VISION OF HOPE

3.7 Molly Burke was not born blind. She started losing her sight when she was four years old. Doctors said that she had a rare eye disease that would **gradually** take away her vision. In first grade, she learned to read Braille, although she could still see. Life was pretty normal for the next few years.

However, in seventh grade, things got worse. Black turned to gray. Yellow turned to white. Soon, Molly couldn't see the blackboard. "I just started to cry," remembers Molly. As she began to lose her vision, she started using a cane to help her walk. By age 14, Molly was completely blind. Her classmates soon stopped inviting her to do things. A group of girls—girls who were once her friends—started bullying her. They even accused her of making up her blindness to get attention. Eventually, Molly became depressed. Her high school years were not easy.

After she finished high school, Molly thought about what she wanted to do before college. Her brother was working in a children's home in Africa, and she wanted to do something that would help others, too. Then she found out about Me to We, an **organization** that runs international volunteer trips and leadership camps. She joined the organization on a youth trip to Kenya to help build a school. While there, she spoke at a local girls' school. Molly now knew what she wanted to do next—to help inspire people by being a speaker at Me to We.

Molly began speaking at schools all over the United States and Canada. Her advice? Be strong! During a speech in Toronto, she spoke to about 20,000 people. After her speech, the crowd stood up and clapped. "Molly has a real **ability** to inspire people and to help others," her father says.

In 2014, Molly started her own YouTube channel, uploading things like makeup video blogs, or vlogs. As of 2019, she has close to two million subscribers, some of whom don't even know she's blind. She tries to be a **role model** for young people, but is **realistic** about what she can and can't do. She even makes fun of the **challenges** she faces as a blind person—like tweeting that she once bit into a lemon, thinking it was a potato.

In 2018, Molly moved out of her parents' home and into her own apartment in Los Angeles, where she still lives today. "How can you hold somebody like that back?" says her mother. "She's unstoppable."

COMPREHENSION

A Answer the questions about *Vision of Hope*.

IDIOM

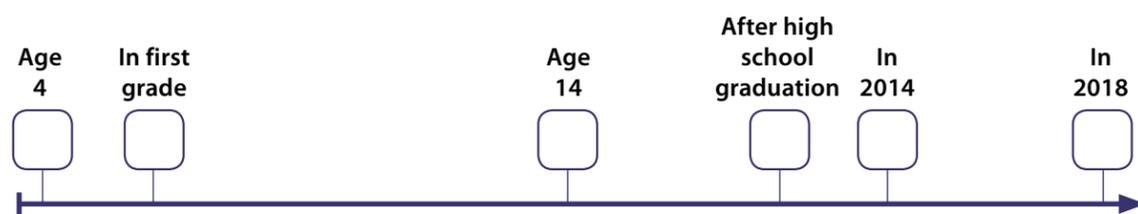
Something that provides you with a small amount of hope is called a _____.

- a rock of hope
- b ring of hope
- c ray of hope

- 1 **GIST** What could be another title for the article?
 - a A High School YouTube Star
 - b An Inspiring Role Model
 - c How Molly Regained Her Vision
- 2 **INFERENCE** Which period of time was probably the most difficult for Molly?
 - a elementary school b high school c college
- 3 **CAUSE-EFFECT** What led Molly to want to become a motivational speaker?
 - a She gave a speech in Toronto.
 - b She got positive feedback from her YouTube channel.
 - c She spoke at a girls' school in Kenya.
- 4 **PURPOSE** Why does the author mention Molly mistakenly biting into a lemon?
 - a to show that people sometimes still play tricks on Molly
 - b to show that Molly has a sense of humor about her daily challenges
 - c to show that there are still many things Molly cannot do
- 5 **INFERENCE** How does Molly's mother feel about her moving out?
 - a She's supportive of the decision.
 - b She's supportive, but feels that Molly is making a mistake.
 - c She's not supportive, but knows there is no stopping Molly.

B Complete the timeline below with these events (a–f).

- a started a YouTube channel
- b began to go blind
- c went on a youth trip to Kenya
- d learned to read Braille
- e became completely blind
- f moved to Los Angeles



- C CRITICAL THINKING Reflecting** **Talk with a partner.** If you could interview Molly Burke, what questions would you ask her? Make a list.

VOCABULARY

- A Find the words below in the article.** Then complete the paragraph using the words in the box.

ability challenges gradually organization realistic role model

Molly Burke is a(n) ¹ _____ for people everywhere. Due to a rare disease, she lost the ² _____ to see at age 14. Her next few years of high school were difficult and full of ³ _____. She was bullied by classmates so badly that she became depressed. But with the support of her family, she ⁴ _____ recovered. After graduation, she wanted to share her story and help other victims of bullying, so she decided to become a motivational speaker for the ⁵ _____ Me to We. Since then, Molly has worked to educate others about disabilities, both physical and mental. She has even launched her own YouTube channel, where she posts regular vlogs and beauty videos. While she is careful to set ⁶ _____ goals for herself, Molly doesn't let her disability prevent her from doing the things she loves.

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

Phrasal verbs are two- or three-word verbs. These phrasal verbs include the verb *make*:

make up = to invent or imagine *make out* = to see or hear clearly
make of = to understand or judge *make up for* = to make a bad situation better

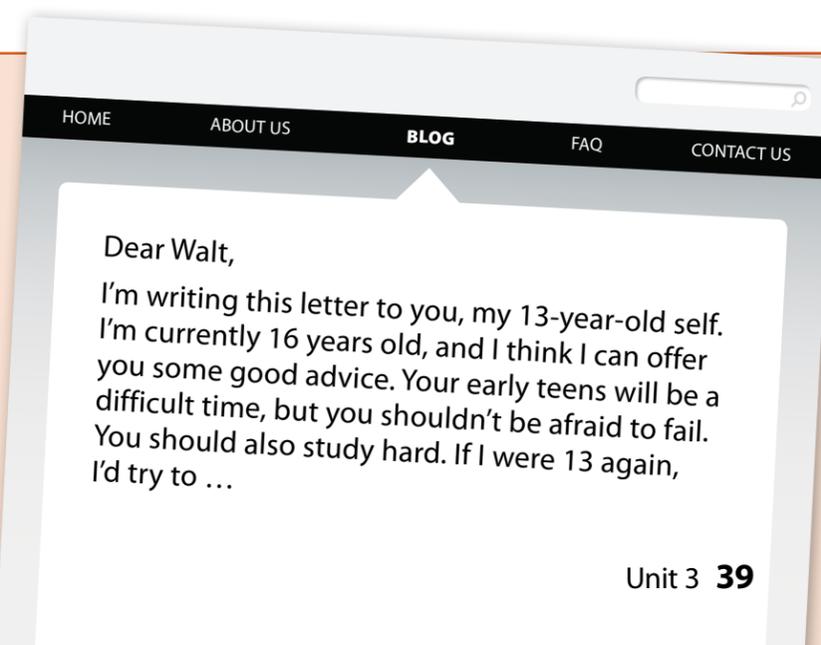
- 1 I hear a woman's voice, but I can't **make up / out** what she's saying.
- 2 He bought her flowers to **make of / up for** being late.
- 3 I don't believe Ian's story. Do you think he made it **up for / up**?
- 4 What do you **make of / out** our new classmate?

WRITING

- A Read the letter.**

- B Imagine you were 13 years old again.** What would you do differently? What are some things you wish you knew back then? Note your ideas.

- C Write a letter to your 13-year-old self.** Give yourself advice.



ECO-FUEL AFRICA

Before You Watch

Take a quiz. What do you know about Uganda? Circle the correct answers.

- 1 The capital city of Uganda is **Kira / Kampala**.
- 2 Uganda's biggest export is **coffee / fuel**.
- 3 About **40 / 80** percent of the population lives in rural areas.
- 4 **English / French** is one of its national languages.

While You Watch

A ▶ 3.2 **Watch the video.** What could be another title for the video?

- a Fuel Shortages in Uganda: Effects and Solutions
- b Improving Fuel Storage Sites in Uganda
- c A New Fuel for Cooking

B ▶ 3.2 **Watch again.** What are the advantages of Sanga Moses's eco-fuel?

Check (✓) the ones mentioned in the video.

- | | | |
|--|--|---|
| <input type="checkbox"/> burns cleaner | <input type="checkbox"/> saves forests | <input type="checkbox"/> creates bigger fires |
| <input type="checkbox"/> burns longer | <input type="checkbox"/> is cheaper | <input type="checkbox"/> can be reused many times |

C **Put the events in order (1–6).**

- _____ Sanga Moses quit his job.
- _____ Sanga Moses spent all his savings.
- _____ Sanga Moses created a clean fuel using farm waste.
- _____ Sanga Moses saw his sister collecting wood.
- _____ Sanga Moses became CEO of Eco-Fuel Africa.
- 3** _____ Sanga Moses got some advice from a professor.

After You Watch

Talk with a partner. Sanga Moses's advice to teens is to "follow your heart." What does this mean? Do you think this is good advice? Why or why not?

Sanga Moses



A Complete the sentences. Circle the correct answers.

- 1 If you're sorry, it's a good idea to **apologize / get a summer job**.
- 2 If you aren't sure what to do, it's OK to **pursue a career / ask for advice**.
- 3 A **bully / role model** is someone who often hurts or frightens other people.
- 4 Something that is not easy to do is a(n) **challenge / ability**.
- 5 If you're realistic, you're **scared and worried / sensible and practical**.

B Complete the sentences. Use the words in the box.

could don't should suggest tried were

- 1 Have you _____ telling your friend how you feel?
- 2 It's getting late. I think you _____ call a taxi to get home.
- 3 I can't find my keys. What do you _____ I do?
- 4 There are a lot of ways to earn money. You _____ tutor someone in English.
- 5 If I _____ you, I'd tell the teacher the truth.
- 6 Why _____ you talk to someone about your problem?

C Complete the phrasal verbs in these sentences. Use up to two words for each blank.

- 1 What do you make _____ what the principal said this morning?
- 2 The story he told you wasn't real—he made it all _____.
- 3 Nothing can make _____ his bad behavior.

SELF CHECK Now I can ...

- talk about possible careers
- ask for and give advice
- talk about people who have achieved success in their careers