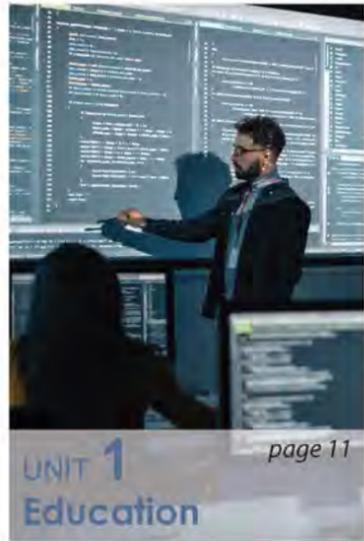
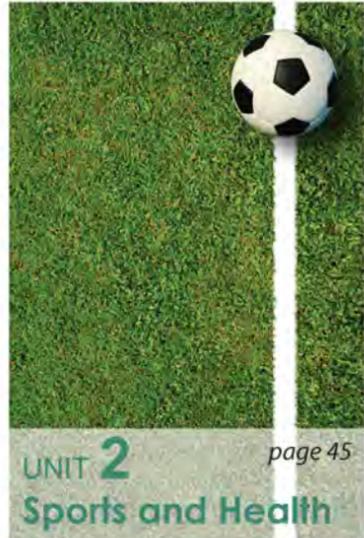


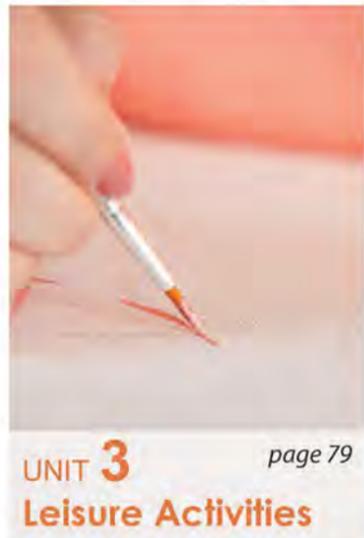
Scope and Sequence



UNIT 1
Education page 11



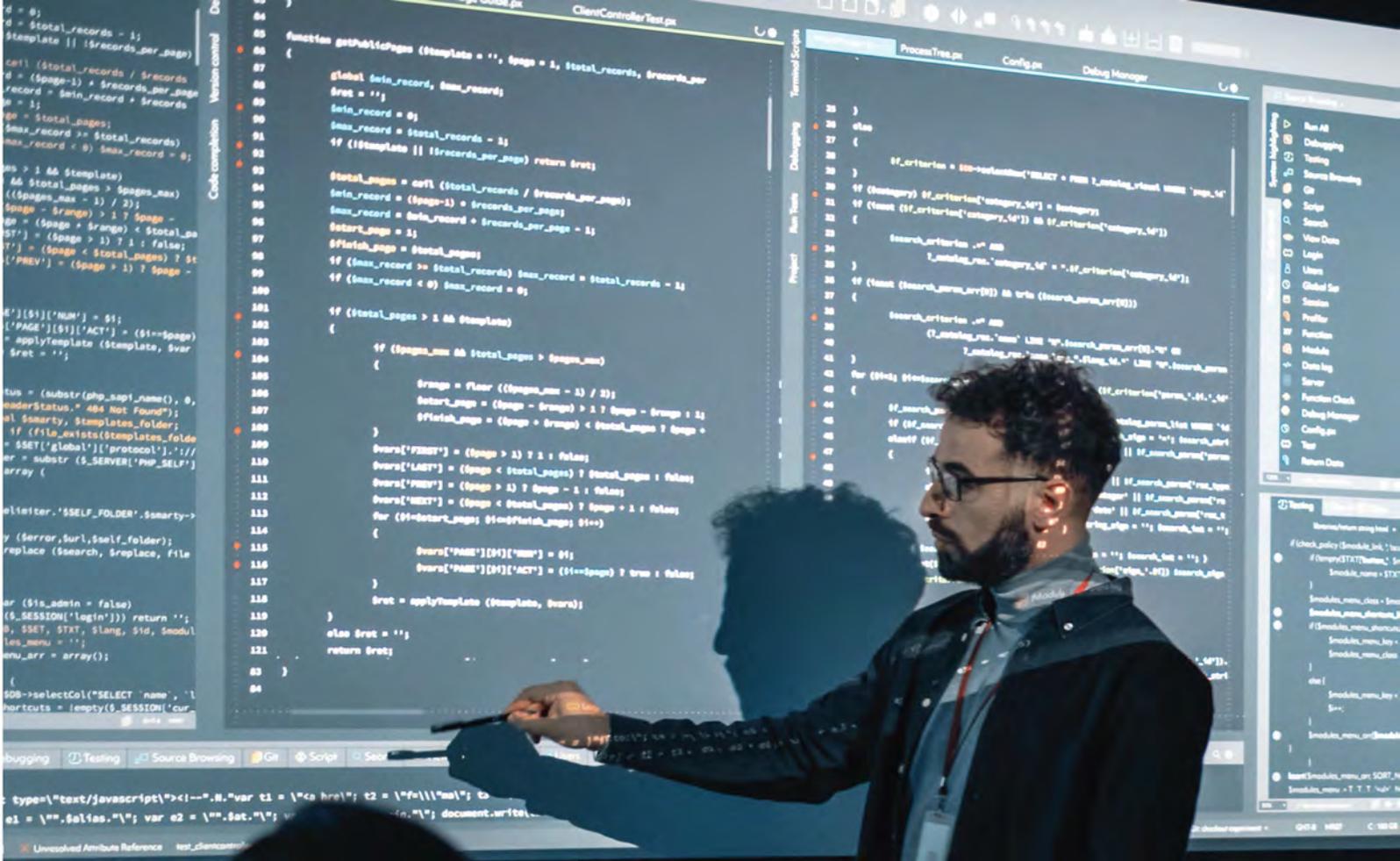
UNIT 2
Sports and Health page 45



UNIT 3
Leisure Activities page 79

	Reading	Before You Read
A How Technology Has Changed the Classroom	Technology in the Classroom <small>Magazine text</small>	<ul style="list-style-type: none"> • Photo discussion • Previewing and predicting
B Smartphones in the Classroom	Should Students Use Smartphones in the Classroom? <small>Debate</small>	<ul style="list-style-type: none"> • Photo discussion • Previewing and predicting
C Writing	GRAMMAR <ul style="list-style-type: none"> • Transitive and intransitive verbs • Causative verbs 	
A Strange Sports	Strange Sports of the World <small>Blog</small>	<ul style="list-style-type: none"> • Photo discussion • Previewing and predicting
B Martial Arts	Mr. Lee's Martial Arts School <small>Advertisement</small>	<ul style="list-style-type: none"> • Photo discussion • Previewing and predicting
C Writing	GRAMMAR <ul style="list-style-type: none"> • Would/Could you . . . ? • Comparative and superlative adjectives 	
A Hobbies and the Mind	Finding the Right Hobby for You <small>How-to article</small>	<ul style="list-style-type: none"> • Photo discussion • Previewing and predicting
B A Great-Sounding Activity!	Come Join the Music Club! <small>Flyer</small>	<ul style="list-style-type: none"> • Photo discussion • Previewing and predicting
C Writing	GRAMMAR <ul style="list-style-type: none"> • Modal verbs • Imperatives 	

	While You Read	After You Read	Vocabulary	Critical Thinking
<ul style="list-style-type: none"> • Reading for main ideas • Reading for details Skimming: Use the title and the opening sentences	Using context clues	Technology	Thinking about how VR can be used in the classroom	
<ul style="list-style-type: none"> • Reading for main ideas • Reading for details Skimming: Keep in mind that there are two sides	Looking for supporting points	Learning	Looking for pros and cons	
WRITING SKILL Writing a complete sentence	COMMON ERRORS Sentence fragments	WRITING SENTENCES Brainstorming for sentences to describe four photos relating to technology in classrooms		
<ul style="list-style-type: none"> • Reading for main ideas • Reading for details Skimming: Focus on the questions	Looking at questions	Health	Giving personal opinions	
<ul style="list-style-type: none"> • Reading for main ideas • Reading for details Skimming: Focus on key words	Scanning	Martial arts	Looking for positive and negative points	
WRITING SKILL Writing a compound sentence	COMMON ERRORS Non-parallel structure	WRITING SENTENCES Brainstorming for sentences to describe four photos relating to sports and health		
<ul style="list-style-type: none"> • Reading for main ideas • Reading for details Skimming: Focus on transition words	Understanding topics, main ideas, and supporting details	Hobbies	Ranking a variety of hobbies and finding the reasons	
<ul style="list-style-type: none"> • Reading for main ideas • Reading for details Skimming: Focus on the headline and subheads	Identifying pronoun referents	School clubs	Listing the good and bad points of joining a certain club	
WRITING SKILL Writing a complex sentence	COMMON ERRORS Run-on sentences and comma splices	WRITING SENTENCES Brainstorming for sentences to describe four photos relating to hobbies and interests		



UNIT

1 Education

In this unit, you will

- Skim a reading to find main ideas
- Learn words related to education and technology
- Use context clues and supporting details to improve reading comprehension
- Use transitive and intransitive verbs
- Construct proper sentences

UNDERSTANDING THE THEME

A Look at the photo. Discuss the questions with a partner.

1. What is happening in this photo?
2. What do you think the students are using their laptop or phone to do?
3. Have you ever done the same thing?

B Read the text below. Discuss the questions with a partner.

Technology and Education

Education has always had to keep up with new technology. Originally, most writing in schools was done with pens and paper. Then, in the 1880s, the typewriter was invented, and schools began to use this new technology instead. A century later in the 1980s, personal computers appeared, and people quickly saw that they would be useful in education as they could do many more things than typewriters. Soon, most schools were using PCs, and typewriters had disappeared from the classroom. Technology continued to advance, and then in the early 2000s, smart technology such as smartphones and tablets began to emerge. This technology too has been quickly adopted by education because it allows the easy use of multimedia and the internet. As technology keeps changing, education will continue to change with it, using it to improve teaching and learning in the future.

1. When did schools start to use typewriters?
2. Why did schools start to use PCs instead of typewriters?
3. How are documents written in schools now? How might this change in the future?



1A How Technology Has Changed the Classroom

| Before You Read

WARM-UP

Look at the photo. Then discuss the questions with a partner.

1. What type of technology is the teacher using?
2. Do you think technology is useful in the classroom?
3. Will classrooms be very different in the future?

PREVIEWING AND PREDICTING

Look at the title for the reading and the photos on pages 16–17. Try to predict what the reading is about, and circle the words you think you will NOT see in the reading.

book	typing
teacher	learning
technology	classroom
writing	English
math	electricity
student	grade
computer	game



DID YOU KNOW

The origin of the typewriter is not a simple story. In fact, machines similar to the typewriter were created as early as 1575. Most sources credit an American named William Austin Burt for inventing the machine called the “typographer” in 1829. This is often thought of as the first real typewriter. However, more important than this was the typewriter’s layout of letters. Known as the QWERTY keyboard today, this letter layout was designed in 1873 to keep the mechanical parts in the typewriter from getting jammed. Today, most computers still use this letter layout on their keyboards.

SKIMMING FOR MAIN IDEAS: Read the Title and the Opening Sentences

You can sometimes find the main idea of an article by reading parts of it quickly. This is called skimming. Look at the title of the reading and skim the opening sentence of each paragraph. Then, try to determine what the main idea is.

What do you think the main idea of the reading is?

The reading is mainly about

- a. the things that have stayed the same in classrooms
- b. how technology has changed teaching and learning in classrooms
- c. how the internet is used in today's classrooms
- d. how students have changed the classroom over the years

01

Technology in the Classroom

A Education has been **significantly**¹ influenced by **technology**², and many of the biggest changes have happened in the past 50 years. Modern technology has changed the way students are taught and the things they are taught to help them in their lives after leaving school. 5

B Just 50 years ago, most schools did not have computers. Instead, teachers used **typewriters**³ to make up tests, and copies were made with special machines that were much simpler than today's copiers. Students were also taught how to use typewriters to help them in their jobs after they left school. 10

C Today, computers and other advanced technology have replaced typewriters in schools. Now, teachers can prepare **information**⁴ for students using computers, and give it to them in a digital form, without using paper. They can also use multimedia to teach students, which includes texts, sounds, pictures, and movies. Teachers do not even have to be in the same classroom as students. Remote learning using the **internet**⁵ means that students hundreds of kilometers away can listen to classes and talk with teachers. 15

D Students today must also learn how to use modern technology **properly**⁶. They must learn the best way to **access**⁷ the internet to find the information they need. This includes using search tools to find information, translation tools to help them understand information in other languages, and the best ways to organize the information they have found. They must also learn that research isn't just the **collection**⁸ of information. Because there is so much **fake**⁹ information on the internet, students also need to learn **critical**¹⁰ thinking skills to **analyze**¹¹ data to tell if they can trust it or not. 20 25

E In the future, new technology will continue to be used in schools. New advances in areas such as AI or virtual reality will **probably**¹² change society a lot, and schools must also change to match this. Technology will continue to change how students are taught and the things they need to learn at school. 30

| While You Read

READING FOR MAIN IDEAS

- A** Read the following sentences. Which one is the main idea of the reading?
- a. Students use computers to learn new things in the classroom.
 - b. Teachers must learn about computers to help their students in the classroom.
 - c. Technology has changed how students are taught and what students learn.
 - d. Students in the future will no longer need technology to help them learn.

- B** Choose the main idea of the following paragraphs.

Paragraph C:

- a. Most classes still do not use multimedia information.
- b. New technology helps teachers teach students in new ways.

Paragraph E:

- a. Technology will continue to change classrooms in the future.
- b. Virtual reality will become the wave of the future in classrooms.

READING FOR DETAILS

Read the following questions and choose the correct answer.

1. What was used to prepare information for students 50 years ago?
a. Copiers b. Typewriters c. The internet d. Computers
2. What is an important skill that students now should learn?
a. Using a typewriter b. Making copies c. Judging information d. Repairing computers
3. What does modern technology now allow?
a. Simpler machines than copiers b. Using fake information to teach students
c. Classrooms with no teachers d. Teaching students who are not in the classroom
4. What might multimedia information include?
a. Movies b. Pictures c. Writing d. All of the above
5. How will schools probably change in the future?
a. They will stop using new technology. b. They will use more new technology like AI.
c. They will no longer be necessary. d. They will teach students how to critically analyze information.

CHECKING PREDICTIONS

Now, go back to your earlier prediction and skimming answer. Were you correct? Did the strategy for finding the main idea of the reading help you?

| After You Read

READING STRATEGY | Using Context Clues

When you find a word or phrase you have never seen before, you can guess the meaning by reading the words that come before and after it. These other words are called **context**, and this type of strategy is called **using context clues**. Look at the example:

- Thanks to the invention of **smartphones** and **tablets**, **mobile** learning is more and more popular now. Students can learn **everywhere!**

The meaning of the word *mobile*: easy to move; can be used in different places

- A** Read the sentences from the reading. Underline the context clues which help you guess the meaning of the bold word. Then write down its definition. The first one is done for you.

1. Now, teachers can prepare information for students using computers, and give it to them in a **digital** form, without using paper.
2. They must learn the best way to **access** the internet to find the information they need.
3. They can also use **multimedia** to teach students, which includes texts, sounds, pictures, and movies.
4. **Remote** learning using the internet means that students hundreds of kilometers away can listen to classes and talk with teachers.

using computer technology

- B** Use context clues to help you guess the correct meanings of the words in bold.

Classrooms in the future will probably use lots of high-tech **gadgets** that haven't even been invented yet. Already, there are computers, **tablets**, and other electronic devices in use in classrooms. Fifty years ago, calculators were seen as **innovative** devices for doing math problems. Today, they aren't new or special at all. If we want to do math problems, we can easily use the calculators on our smartphones.

Some of the new things classrooms might have will use **artificial intelligence**. These devices will be able to learn and think in ways that are similar to humans. Maybe there will be **robots** that help students or even teach them. Perhaps they will even look like human beings!

1. gadget a. a device with a screen, similar to a computer
2. tablet b. devices that think like a human being
3. innovative c. useful and new
4. artificial intelligence d. a machine that can do things on its own
5. robot e. a small item that can be used as a tool

MAPPING THE INFORMATION

Think about how the reading on pages 16–17 is organized. Look at the following mind map and fill in the blanks.

typewriters	what	analyze	future
multimedia	virtual reality	50	how

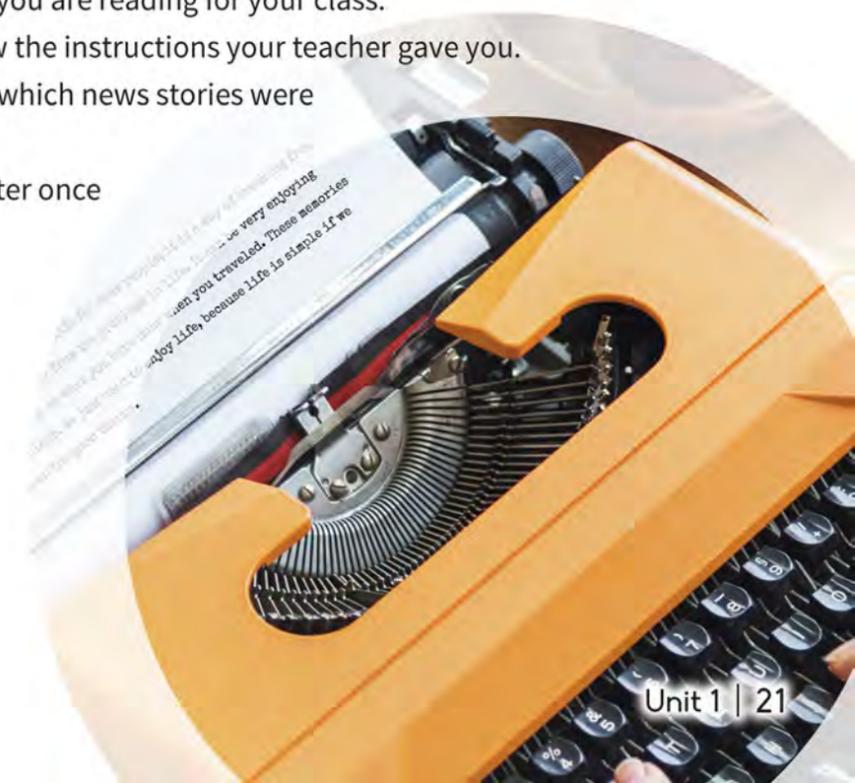


VOCABULARY

A Match the definitions to the correct words in bold.

- not true; not genuine
- science or knowledge put into use
- very likely
- a machine used to print letters on paper
- by a large amount or degree; in an important way
- judging the good and bad in something
- a system connecting computers and electronic devices around the world
- a group of things
- to get or enter something
- to examine closely
- in a correct way
- facts about something

- When her computer broke down, the teacher used a **typewriter** to write the test.
- The students looked at the **collection** of rocks that was being shown in the classroom.
- I will **probably** not go to the party tonight because I have to study.
- You need to sign in to **access** the files on the school computer.
- You can search the **internet** to find a good book to read for your book report.
- The students were introduced to new **technology** by their teacher.
- If you need **information** about plants and animals, you can use this book.
- The students will **analyze** the chemical to find out what it is.
- Always use **critical** thinking when you are reading for your class.
- To write the paper **properly**, follow the instructions your teacher gave you.
- The students were asked to judge which news stories were **fake** and which ones were real.
- Tom's grades got **significantly** better once he started studying more.



B Look at the sentences in Activity A again. Check the correct part of speech for each bold word in the sentences.

	Noun	Verb	Adjective	Adverb
access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analyze	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
critical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
probably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
significantly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
typewriter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Read the passage. Then choose the correct answer to each question.

These days, it is critical for students to learn about technology. In the past, the typewriter was an important device that students had to learn to use. Today, though, computer knowledge is much more important. Can you imagine what classrooms of the future might be like?

For example, can you picture a classroom without a blackboard? Instead, there might be a very large screen that the teacher and students can interact with. We already do this with smartphones, so making the next step to a large screen might not seem all that unusual.

Someday, teachers might not be in the classroom. Probably, they will be holograms instead, and it will look like the teacher is right there. Maybe students will also be taught by machines that have artificial intelligence. We can't know what the future will bring, but many people believe the classroom will change significantly. We'll just have to wait a while to find out what these changes will be!

- What is critical for students to learn about?
 - Typewriters
 - Technology
 - The future
 - Holograms
- According to the reading, what might replace a blackboard?
 - A smartphone
 - A hologram
 - A large screen
 - A machine
- According to the reading, what do people think about classrooms in the future?
 - They will change a lot.
 - They will be similar to today's.
 - They will change slowly.
 - They will disappear.

CRITICAL THINKING

A Read the paragraph about virtual reality and answer the questions that follow.

Virtual reality is technology that allows you to see and hear things, and it feels so real that you think you are in a different place. Virtual reality lets students experience new places and environments without having to go there. For example, it allows students to ride in a spaceship and travel to other planets and learn interesting facts about them. It's a fun and amazing way to learn!

- How do you think virtual reality technology would help you learn?
- Which subjects do you think virtual reality technology would be best suited for? Why?
- If you were a teacher, what would you use virtual reality to teach?

B Work with a partner. Discuss whether you agree or disagree with the following statements. Then explain why.

- Technology has helped make learning easier in the classroom.
- Technology has changed the way students learn.
- Technology has forced students to learn much more than was necessary in the past.



GRAMMAR | Transitive and Intransitive Verbs

Transitive verbs are verbs that must be followed by an object. There are complete transitive verbs and incomplete transitive verbs.

- ▶ Complete transitive verbs need a direct object to give a complete thought.

Examples:

- Students **analyze** the information.
- I **lost** my homework.

- ▶ Incomplete transitive verbs are used in ways where they not only need a direct object, but they also need an object complement. Some of these verbs are *keep, name, appoint, choose, call, and find*.

Examples:

- The teacher **keeps** her desk **clean**.
- I **found** the classroom **empty**.

Intransitive verbs are verbs that do not need an object to give a complete thought. There are two types of them, complete and incomplete intransitive verbs.

- ▶ Complete intransitive verbs need nothing to follow the verb.

Examples:

- John **cheated**.
- The students **laughed**.

- ▶ Incomplete intransitive verbs need a word or phrase to follow the verb in order for the sentence to make sense. Incomplete intransitive verbs are *be, become, look, seem, taste, appear, grow, feel, etc.*

Examples:

- The smartphone **is off**.
- The student **seems competitive**.

Ditransitive verbs need both a direct object and an indirect object in order for the sentence to make sense.

Examples:

- John **gave** her the class notes. → John **gave** the class notes **to** her.
- We **bought** students some books. → We **bought** some books **for** students.

Reading Recap

The first reading in this unit deals with how new technology is changing the classroom. The second reading deals with a new technology, the smartphone, and shows the advantages and problems of using it in the classroom.

Think of some other new technologies that are now used in the classroom. What are the advantages these technologies bring? Are there any problems that they cause? Fill in the chart with your own ideas.

..... (e.g. television)

Pros	Cons
Students can watch videos about the things they are studying.	

Imagine what a classroom might look like 10 years from now. What new technologies might we see then that we don't use today? How will they be used? What will be good and bad about this? Fill in the chart with your own ideas.

.....

Pros	Cons

A Read the following sentences and the underlined verbs. Mark *T* if they contain transitive verbs. Mark *I* if they contain intransitive verbs.

- The noise outside disturbed the class.
- WiFi allows people to access the internet.
- Several schools suffered badly from flooding.
- The classroom became different after the students decorated it.
- The pilot is flying the plane.
- An eagle is flying high in the sky.
- They decide to name the puppy Groot.
- The teacher is trying to define the difficult word.

B Rewrite the sentences so that the verbs are used correctly. You may need to add some new information to make the sentences complete. The first one is done for you.

- Mrs. Anderson bought for students new pens.
Mrs. Anderson bought new pens for students.
.....
- Some boys are trying to capture with the camera.
.....
- The woman ordered a drink her child.
.....
- The boy looks in that red shirt.
.....
- People call this new technology.
.....
- Jessica cheated the exam.
.....

GRAMMAR | Causative Verbs

When writing in English, causative verbs are used to show that something caused something to happen. The most common causative verbs are *let*, *make*, *have*, and *get*. They are also incomplete transitive verbs.

▶ *Let*, *make*, and *have* can go together with the base form of another verb.

Examples:

- The teacher **let** the students **talk** in class.
- The boss **made** his employees **work** late.
- John **had** the man **repair** his smartphone.

▶ *Get* goes together with the infinitive form of another verb (*to* + verb).

Example:

- The teacher **got** the kid **to go** back to the classroom.

There are other verbs that are sometimes used in a causative manner. Most of them are followed by infinitives. Some examples are *want*, *cause*, and *allow*.

Examples:

- The children **want** their mother **to give** them some cookies.
- The storm **caused** the tree **to fall**.
- The teacher **allowed** the student **to leave** the class early.

A Circle the correct verb that completes the sentence.

- The teacher (**let** / **allowed**) the students to talk on their smartphones.
- The lecture (**had** / **caused**) the man to think about his future.
- This computer (**causes** / **lets**) me find answers to my questions.
- The students (**want** / **allow**) the school to change their classroom.
- The mother (**got** / **made**) her daughter study for the test.

B Rearrange the words into complete sentences.

- the girl / a new smartphone / wants / her dad / to buy / her
.....
- caused / her lesson / the technology / to change / the teacher
.....
- after school / the student / had / the principal / stay
.....
- learn about / lets / this book / me / history
.....
- new technologies / students / learn / much more than before / make
.....
- the mother / to stay up late / doesn't / on weekends / allow / her children
.....

| Writing Your Sentences



GOAL

You are going to write three complete sentences for each of the photographs below.

BRAINSTORMING

Before you write, brainstorm words and ideas related to each photograph. What is happening in the photo? What interesting or unusual things can you see? Once you have finished, share them with a partner and see what words and phrases they thought of.



classroom, lecture, students, teacher, learning, teaching, at a desk, screen



PLANNING

Look at the words that you wrote down when you were brainstorming. Think about which ones you want to use and make a plan on how you want to use them. For each photo, you will have to write three connected sentences. Remember that each sentence should have a subject and a verb. If it doesn't, it will probably be a sentence fragment!

Before you write, ask yourself some questions to help you come up with your sentences:

Q: Who are the people?

Q: What are the people in the photo doing?

Q: Where are the people?

Q: How do the people look?

Q: What objects do you see in the photo?

WRITING SENTENCES

Write three sentences for each photo.

Photo 1

Sentence 1: The student is sitting at a desk.

Sentence 2: The teacher has him solve a problem.

Sentence 3:

Photo 2

Sentence 1:

Sentence 2:

Sentence 3:

Photo 3

Sentence 1:

Sentence 2:

Sentence 3:

Photo 4

Sentence 1:

Sentence 2:

Sentence 3:

PEER REVIEW

Good writers always want to hear from others before they complete their final draft. Ask your classmate to use the checklist below to review your sentences while you review your partner's. Circle Y or N to make sure the sentences are correct. Also, see if there are any other suggestions for improving them.

Questions for review	Yours		Your partner's	
1. Is there a subject?	Y	N	Y	N
2. Is there a verb?	Y	N	Y	N
3. Is there a complete thought?	Y	N	Y	N
4. Is the verb used correctly?	Y	N	Y	N
5. Is the sentence easy to understand?	Y	N	Y	N
6. Are there other suggestions?	Y	N	Y	N

Return to your sentences and make whatever changes you want to make. Your partner gave you suggestions, but you can decide how to write the final sentences.

Photo 1

Sentence 1:

Sentence 2:

Sentence 3:

Photo 2

Sentence 1:

Sentence 2:

Sentence 3:

Photo 3

Sentence 1:

Sentence 2:

Sentence 3:

Photo 4

Sentence 1:

Sentence 2:

Sentence 3:

Self-Assessment

Think about what you have studied in this unit. Read each learning goal and assess your skill on the scale from 1 (☹) to 5 (☺).

- | | ☹ | | | | | ☺ |
|---|---|---|---|---|---|---|
| 1. I can find the main ideas of a reading. | 1 | 2 | 3 | 4 | 5 | |
| 2. I can use context clues to learn words I do not know. | 1 | 2 | 3 | 4 | 5 | |
| 3. I can look for supporting points in an argument. | 1 | 2 | 3 | 4 | 5 | |
| 4. I can tell the difference between transitive and intransitive verbs. | 1 | 2 | 3 | 4 | 5 | |
| 5. I can use causative verbs to make sentences. | 1 | 2 | 3 | 4 | 5 | |
| 6. I can write simple sentences with a subject and a verb. | 1 | 2 | 3 | 4 | 5 | |
| 7. I can brainstorm for ideas and plan my writing. | 1 | 2 | 3 | 4 | 5 | |
| 8. I can discuss and share my ideas with a classmate. | 1 | 2 | 3 | 4 | 5 | |