

# Scope & Sequence

Unit	Objectives	Language	Vocabulary	Skills
<b>Unit 1</b> <b>A New Home</b>	<ul style="list-style-type: none"> <li>Expressing likes and dislikes.</li> <li>Asking for information.</li> <li>Listening for specific information.</li> <li>Talking about having someone do something.</li> <li>Writing descriptions of places.</li> <li>Describing places.</li> <li>Expressing surprise.</li> </ul>	<ul style="list-style-type: none"> <li>Information questions</li> <li>Causative: <i>have, get, let, make</i></li> <li>Expressing surprise: <i>You're kidding me! That's amazing!</i></li> </ul>	Likes and dislikes: <i>be into, crazy about, can't stand</i>  <b>Pronunciation:</b> intonation in statements and questions	<b>Read</b> a magazine interview. <b>Listen</b> to a radio show. <b>Speak</b> about likes and dislikes. <b>Write</b> a description of a place. <b>Mechanics:</b> adverb intensifiers
<b>Unit 2</b> <b>Individuals in Society</b>	<ul style="list-style-type: none"> <li>Discussing shared interests and social groups.</li> <li>Reading for main ideas and extra information.</li> <li>Describing cultures.</li> <li>Listening for general ideas and details.</li> <li>Describing actions and states.</li> <li>Writing an e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>Present simple and continuous: active and passive</li> <li>Present simple and continuous: action vs. state verbs</li> <li>Asking for more information: <i>Could you tell me more about...</i></li> </ul>	Compound adjectives: <i>world-famous, decision-making, middle-aged</i>  <b>Pronunciation:</b> hard and soft C and G sounds /k/ /s/ /g/ /dʒ/	<b>Read</b> an informative article. <b>Listen</b> to an interview. <b>Speak</b> about shared interests and social groups. <b>Write</b> an e-mail. <b>Mechanics:</b> constructing a formal e-mail
<b>Unit 3</b> <b>Mystery and Suspense</b>	<ul style="list-style-type: none"> <li>Discussing and reading different types of stories.</li> <li>Reading for detail.</li> <li>Listening for detail.</li> <li>Describing past events.</li> <li>Writing a short story.</li> <li>Describing attitudes and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Past simple and continuous: active and passive</li> <li>Past perfect and past perfect continuous</li> <li>Expressing attitude: <i>No kidding! Apparently...</i></li> </ul>	Adverbs of manner and degree  <b>Pronunciation:</b> lost sounds	<b>Read</b> a story. <b>Listen</b> to a story. <b>Speak</b> about stories and events. <b>Write</b> a short story. <b>Mechanics:</b> linking words to give a result, show contrast, and express time
<b>Unit 4</b> <b>Hazardous Waste</b>	<ul style="list-style-type: none"> <li>Discussing waste.</li> <li>Identifying purpose.</li> <li>Expressing intentions and predictions.</li> <li>Listening for detail.</li> <li>Practicing a dialogue.</li> <li>Making future arrangements and spontaneous offers or decisions.</li> <li>Writing a report.</li> <li>Solving problems.</li> </ul>	<ul style="list-style-type: none"> <li>Future time—intentions and predictions: <i>will, going to, may, might, and could</i></li> <li>Present continuous for future arrangements</li> <li><i>Will</i> for spontaneous decisions</li> <li>Saying numbers: <i>two thousand fifteen, four point one</i></li> </ul>	Adjective + noun collocations: <i>heavy rain, strong wind</i>  <b>Pronunciation:</b> linking sounds /j/	<b>Read</b> a report. <b>Listen</b> to a conversation in a store. <b>Speak</b> about waste and trash. <b>Write</b> a report. <b>Mechanics:</b> constructing a formal, academic report
<b>Unit 5</b> <b>Equality at Work</b>	<ul style="list-style-type: none"> <li>Discussing and understanding equal opportunities in employment.</li> <li>Skimming and scanning.</li> <li>Describing rules.</li> <li>Understanding job advertisements.</li> <li>Giving advice.</li> <li>Writing a résumé.</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs for obligation, possibility, and permission:</li> <li><i>Must</i> and <i>should</i> for giving advice</li> <li>Adding reasons: <i>I'm also helping on the weekends. Me too!</i></li> </ul>	Suffixes: <i>-al, -ive, -ful, -able</i>  <b>Pronunciation:</b> sentence intonation	<b>Read</b> an informative text. <b>Listen</b> to a telephone conversation. <b>Speak</b> about employment. <b>Write</b> a résumé. <b>Mechanics:</b> constructing a résumé

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<b>Unit 6</b> <b>Travel and Tourism</b>	<ul style="list-style-type: none"> <li>• Discussing travel experiences.</li> <li>• Reading for detail.</li> <li>• Summarizing.</li> <li>• Identifying speakers' moods.</li> <li>• Expressing disappointment and gratitude.</li> <li>• Complaining.</li> <li>• Writing a travelogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect simple and continuous: <i>ever, never, for, since, and just</i></li> <li>• Expressing gratitude, complaints, and disappointment: <i>Will</i> for offers and promises</li> <li>• Making recommendations: <i>We suggest... How about...</i></li> </ul>	<i>-ed/-ing</i> adjectives: <i>amazed/amazing, bored/boring</i> <b>Pronunciation:</b> linking sounds /w/	<b>Read</b> a website and journal. <b>Listen</b> to a conversation. <b>Speak</b> about travel and tourism. <b>Write</b> a travelogue. <b>Mechanics:</b> punctuation
<b>Unit 7</b> <b>Extreme Journeys</b>	<ul style="list-style-type: none"> <li>• Discussing personal experiences.</li> <li>• Describing different transportation methods.</li> <li>• Identifying different opinions.</li> <li>• Adding information.</li> <li>• Listening for detail.</li> <li>• Talking about likely and unlikely events in the future.</li> <li>• Writing an anecdote.</li> <li>• Describing problems and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Defining and nondefining relative clauses</li> <li>• First and second conditional review</li> <li>• Expressing concern and criticism: <i>I'm worried...</i></li> </ul>	Phrasal verbs: <i>in/out, on/off</i> <b>Pronunciation:</b> pausing in nondefining relative clauses	<b>Read</b> a magazine article. <b>Listen</b> to a radio interview. <b>Speak</b> about journeys and traveling. <b>Write</b> an anecdote. <b>Mechanics:</b> American vs British English
<b>Unit 8</b> <b>Media Fusion</b>	<ul style="list-style-type: none"> <li>• Discussing cultural and entertainment events.</li> <li>• Distinguishing between fact and opinion.</li> <li>• Giving opinions.</li> <li>• Reporting what people say.</li> <li>• Confirming predictions.</li> <li>• Listening for detail.</li> <li>• Reporting questions.</li> <li>• Writing a review.</li> </ul>	<ul style="list-style-type: none"> <li>• Reported speech</li> <li>• Reported questions</li> <li>• Giving reactions: <i>It was awesome. That's too bad.</i></li> </ul>	Base and strong adjectives <b>Pronunciation:</b> linking consonant and vowel sounds	<b>Read</b> a promotional leaflet and review. <b>Listen</b> to a radio show. <b>Speak</b> about cultural and entertainment events. <b>Write</b> a review. <b>Mechanics:</b> constructing a review
<b>Unit 9</b> <b>Body Beautiful</b>	<ul style="list-style-type: none"> <li>• Discussing body image and different forms of body art.</li> <li>• Synthesizing information.</li> <li>• Using pictures to help understand a text.</li> <li>• Making comparisons.</li> <li>• Writing a for or against argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds and infinitives</li> <li>• Comparative structures: <i>less, least, more, most, as...as, the...the</i></li> <li>• Giving opinions: <i>It's disgusting. I think...</i></li> </ul>	Body idioms <b>Pronunciation:</b> consonant clusters	<b>Read</b> an encyclopedia extract. <b>Listen</b> to a story. <b>Speak</b> about body image and different forms of body art. <b>Write</b> a for or against argument. <b>Mechanics:</b> connectors of contrast and consequence
<b>Unit 10</b> <b>A Digital Future</b>	<ul style="list-style-type: none"> <li>• Discussing how technology affects our habits.</li> <li>• Describing things.</li> <li>• Using intonation to identify meaning.</li> <li>• Asking for and giving confirmation.</li> <li>• Writing instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Articles</li> <li>• Question tags: confirming information</li> <li>• Describing things: <i>It's made of... You can use it for...</i></li> </ul>	Compound nouns: <i>printing press, garlic press, free press</i> <b>Pronunciation:</b> intonation with OK	<b>Read</b> a newspaper article. <b>Listen</b> to instructions. <b>Speak</b> about digital technology. <b>Write</b> instructions. <b>Mechanics:</b> connectors of time and purpose