

# Scope & Sequence

Unit	Objectives	Language	Vocabulary	Skills
<b>Unit 1</b> <b>The Global Citizen</b>	<ul style="list-style-type: none"> <li>Describing personal and global responsibilities</li> <li>Describing global communication methods</li> <li>Giving opinions</li> <li>Making comparisons</li> <li>Writing a discussion forum</li> <li>Linking ideas and opinions</li> <li>Making decisions</li> </ul>	<ul style="list-style-type: none"> <li>Tense review</li> <li>Passive voice</li> <li>Making decisions: <i>I think I'll... The best thing would be to... Maybe it's time I...</i></li> </ul>	Recognizing words in context  <b>Pronunciation:</b> syllable stress	<b>Read</b> a website <b>Listen</b> to a podcast <b>Speak</b> about global communication <b>Write</b> a discussion forum <b>Mechanics:</b> connecting phrases to express consequence or contrast
<b>Unit 2</b> <b>Movers and Shakers</b>	<ul style="list-style-type: none"> <li>Discussing civil rights</li> <li>Describing past events</li> <li>Expressing times</li> <li>Describing people</li> <li>Describing past actions, habits, and states</li> <li>Writing a biography</li> </ul>	<ul style="list-style-type: none"> <li>Past tenses and time expressions</li> <li>Describing past actions, habits, and states: <i>used to</i> and <i>would</i></li> <li>Describing people: <i>He is an incredibly... She is very... He won an award for being remarkably...</i></li> </ul>	Adjectives and nouns (suffixes)  <b>Pronunciation:</b> sentence stress	<b>Read</b> a biography <b>Listen</b> to a monologue <b>Speak</b> about inspirational people <b>Write</b> a biography <b>Mechanics:</b> constructing a biography
<b>Unit 3</b> <b>Life in 2030</b>	<ul style="list-style-type: none"> <li>Discussing technological advances and the future</li> <li>Identifying antonyms</li> <li>Describing future plans and predictions</li> <li>Expressing future time</li> <li>Writing a magazine article</li> <li>Expressing, disputing, and supporting opinions</li> </ul>	<ul style="list-style-type: none"> <li>Future forms</li> <li>Expressing future time: future perfect and future continuous</li> <li>Expressing, disputing, and supporting opinions: <i>I (don't) think... Ok, but... That's nonsense. That's the point.</i></li> </ul>	Antonyms  <b>Pronunciation:</b> contractions	<b>Read</b> a magazine article <b>Listen</b> to a conversation <b>Speak</b> about twenty-first century problems <b>Write</b> a magazine article <b>Mechanics:</b> connectors to express sequence, reason, contrast, opinion, and addition
<b>Unit 4</b> <b>Problems, Problems</b>	<ul style="list-style-type: none"> <li>Discussing different problems</li> <li>Giving advice</li> <li>Listening for main ideas</li> <li>Deducing information</li> <li>Writing a letter of advice</li> </ul>	<ul style="list-style-type: none"> <li>Modals review</li> <li>Modal verbs of deduction</li> <li>Adverb intensifiers: <i>His parents felt terribly upset. He played so well. He almost made the team. She works extremely hard.</i></li> </ul>	Phrasal verbs with <i>up</i> and <i>down</i>  <b>Pronunciation:</b> contractions of past modals	<b>Read</b> a newspaper supplement <b>Listen</b> to a radio phone-in <b>Speak</b> about problems and solutions <b>Write</b> a letter of advice <b>Mechanics:</b> grammar key
<b>Unit 5</b> <b>The Responsible Traveler</b>	<ul style="list-style-type: none"> <li>Describing the effects of tourists and tourism</li> <li>Reporting what someone said</li> <li>Listening for gist</li> <li>Intensifying language</li> <li>Writing an essay</li> <li>Describing places</li> </ul>	<ul style="list-style-type: none"> <li>Reported speech</li> <li>Intensifying language: <i>so, such, too, and enough</i></li> <li>Describing places: <i>It's a top class... The ... was deserted. The ... was dark and uncomfortable.</i></li> </ul>	Words with similar meaning  <b>Pronunciation:</b> linking sounds	<b>Read</b> a newspaper article <b>Listen</b> to an interview <b>Speak</b> about global tourism <b>Write</b> an essay <b>Mechanics:</b> connectors to give examples, express additional ideas, describe simultaneous events, and express contrast

Unit	Objectives	Language	Vocabulary	Skills
<b>Unit 6</b> <b>Sustainable Cities</b>	<ul style="list-style-type: none"> <li>• Discussing sustainability and environmental issues</li> <li>• Expressing quantity</li> <li>• Describing unlikely events and dreams</li> <li>• Writing a report</li> <li>• Making a point</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing quantity</li> <li>• Discussing unlikely events and dreams</li> <li>• Making a point: <i>My view is that... What I mean is... That's what I'm trying to say.</i></li> </ul>	<p>Prefixes</p> <p><b>Pronunciation:</b> sentence stress</p>	<p><b>Read</b> a leaflet</p> <p><b>Listen</b> to a monologue</p> <p><b>Speak</b> about waste</p> <p><b>Write</b> a report</p> <p><b>Mechanics:</b> constructing a report</p>
<b>Unit 7</b> <b>Space Exploration</b>	<ul style="list-style-type: none"> <li>• Discussing space exploration</li> <li>• Asking questions</li> <li>• Writing a log</li> <li>• Expressing surprise, amazement, and disbelief</li> </ul>	<ul style="list-style-type: none"> <li>• Verb patterns</li> <li>• Asking indirect questions</li> <li>• Expressing surprise, amazement, and disbelief: <i>No way! You're kidding me! Wow! How amazing!</i></li> </ul>	<p>Word formation</p> <p><b>Pronunciation:</b> intonation of indirect questions</p>	<p><b>Read</b> a website and a log</p> <p><b>Listen</b> to a talk at a training weekend</p> <p><b>Speak</b> about journeys to space</p> <p><b>Write</b> a log</p> <p><b>Mechanics:</b> constructing a log</p>
<b>Unit 8</b> <b>The Effects of Advertising</b>	<ul style="list-style-type: none"> <li>• Discussing advertisements</li> <li>• Adding information</li> <li>• Expressing regrets and hypothesizing about the past</li> <li>• Writing a letter of complaint</li> <li>• Confirming and clarifying</li> <li>• Identifying facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses review</li> <li>• Expressing regrets and hypothesizing about the past</li> <li>• Confirming and clarifying: <i>In other words... So, what you're saying is... To put it another way...</i></li> </ul>	<p>Verb and noun collocations (<i>take, have, and give</i>)</p> <p><b>Pronunciation:</b> prepositions (strong and weak stress)</p>	<p><b>Read</b> a report and a magazine article</p> <p><b>Listen</b> to a conversation</p> <p><b>Speak</b> about influential ads</p> <p><b>Write</b> a letter of complaint</p> <p><b>Mechanics:</b> constructing a letter</p>
<b>Unit 9</b> <b>Life-Changing Ideas</b>	<ul style="list-style-type: none"> <li>• Discussing life-changing ideas</li> <li>• Sharing recent experiences</li> <li>• Listening for detail</li> <li>• Emphasizing words to convince someone of something</li> <li>• Persuading someone to do something</li> <li>• Writing a proposal</li> <li>• Suggesting and justifying</li> <li>• Expressing disappointment and encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect vs. simple past</li> <li>• Persuasive language: complex sentences</li> <li>• Expressing disappointment and encouragement: <i>That's too bad. Wow! That's awesome. I'm quite excited about it. You must be very proud.</i></li> </ul>	<p>Expressions with <i>make and do</i></p> <p><b>Pronunciation:</b> emphasis</p>	<p><b>Read</b> a magazine article</p> <p><b>Listen</b> to a reality TV show</p> <p><b>Speak</b> about inventions that affect our everyday lives</p> <p><b>Write</b> a proposal</p> <p><b>Mechanics:</b> phrases to express suggestion and justification</p>
<b>Unit 10</b> <b>Action and Adventure</b>	<ul style="list-style-type: none"> <li>• Discussing adventure stories</li> <li>• Following a sequence of events</li> <li>• Describing things in the past</li> <li>• Writing a story</li> <li>• Reading for gist</li> <li>• Justifying ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative tense review</li> <li>• Noun phrases</li> <li>• Justifying: <i>What made you think of that? You can tell what it means by... It sounds a bit like...</i></li> </ul>	<p>Phrasal verbs: literal and idiomatic meanings</p> <p><b>Pronunciation:</b> pausing for dramatic effect</p>	<p><b>Read</b> an adventure story</p> <p><b>Listen</b> to a story</p> <p><b>Speak</b> about action and adventure stories</p> <p><b>Write</b> a short story</p> <p><b>Mechanics:</b> parts of speech</p>