

# SCOPE AND SEQUENCE

UNIT	READING	WRITING	LISTENING
<b>1</b> page 2 <b>Grammar:</b> Simple Present and Present Progressive <b>Theme:</b> Names	A school newsletter article: <i>What's in a Name?</i>	A profile to introduce yourself to your class	Two friends discussing photos
<b>2</b> page 13 <b>Grammar:</b> Simple Past and Past Progressive <b>Theme:</b> First Meetings	An article: <i>Super Couples</i>	Two paragraphs about a relationship that is important to you	A woman explaining how she met her husband
<b>3</b> page 26 <b>Grammar:</b> Simple Past, Present Perfect, and Present Perfect Progressive <b>Theme:</b> Hobbies and Interests	A personal website: <i>Jumping for Joy</i>	A few paragraphs about yourself for a personal website	A couple planning their honeymoon trip
<b>4</b> page 38 <b>Grammar:</b> Past Perfect and Past Perfect Progressive <b>Theme:</b> Musicians	An article: <i>The People's Conductor</i>	Two paragraphs about a musician or singer	A radio host interviewing several young musicians
<b>PART I From Grammar to Writing, page 55</b> <b>Editing for Verb Forms:</b> Write a paragraph about a phase you went through.			
<b>5</b> page 60 <b>Grammar:</b> Future and Future Progressive <b>Theme:</b> Life in the Future	An article: <i>Cities of the Future</i>	A paragraph about your life 10 years from now	A discussion about organizing a conference
<b>6</b> page 79 <b>Grammar:</b> Future Perfect and Future Perfect Progressive <b>Theme:</b> Money and Goals	A transcript of a TV finance show: <i>Money Talks</i>	Activities and goals of some of your classmates for a class website	A couple discussing how to save money for a family vacation
<b>PART II From Grammar to Writing, page 96</b> <b>Avoiding Sentence Fragments:</b> Write a letter to a friend about some plans you are making.			

SPEAKING	PRONUNCIATION	VOCABULARY	
<i>Find Someone Who . . .</i>	Stressing contrasting or new information	actually *convince *institute	*style (n) title
<i>What About You?</i> The first time you met someone who became influential in your life  <i>Ask and Answer:</i> Important events in your life	Intonation and pauses in sentences with time clauses	*couple cover (v) influential	opponent *recover *research (n)
<i>What About You?</i> Talk about your hobbies and interests  <i>Ask and Answer:</i> What did you plan to accomplish last week?	Reduction of <i>has he</i> (“hazee”) and <i>did he</i> (“didee”) and <i>have you</i> (“havya”) and <i>did you</i> (“didja”)	celebrate engaged extreme	fantastic historic introduce
<i>What About You?</i> Compare your day yesterday with a classmate’s  <i>Conversation:</i> Talk about things you had never done before . . .  <i>Game:</i> Find the Differences	Pronunciation of the contraction of <i>had</i> (‘d) after pronouns and nouns	*conduct (v) *contract (n) enthusiastic	*ethnic *participate *transform
<i>Reaching Agreement:</i> Finding a time to get together  <i>Discussion:</i> Which activities will robots be doing and not doing?  <i>Information Gap:</i> Dr. Eon’s Calendar	Stress for contrasting information	*challenge (n) *creative *innovative	*technology *vehicle vertical
<i>Conversation:</i> What will some of the people in your life have achieved by the end of this year, month, or week?  <i>What About You?</i> Three goals you would like to achieve in the next five years	Reduction of <i>have</i> (“of”) in the future perfect and future perfect progressive	budget (n) *credit (n) debt	*minimum *purchase (n) *statistics

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<b>7</b> page 100 <b>Grammar:</b> Negative <i>Yes / No</i> Questions and Tag Questions <b>Theme:</b> Places to Live	On-the-street interviews: <i>It's a Great Place to Live, Isn't It?</i>	An interview of a classmate about his or her city	Short conversations asking for information or looking for agreement
<b>8</b> page 118 <b>Grammar:</b> Additions and Responses <i>So, Too, Neither, Not either, and But</i> <b>Theme:</b> Similarities and Differences	An article: <i>The Twin Question: Nature or Nurture?</i>	Two paragraphs about two people who are close	A couple talking about their similarities/ differences
<b>PART III From Grammar to Writing, page 134</b> <b>Avoiding Repetition with Sentence Additions:</b> Write an essay of comparison and contrast.			
<b>9</b> page 138 <b>Grammar:</b> Gerunds and Infinitives: Review and Expansion <b>Theme:</b> Fast Food	An article: <i>McWorld</i>	A short editorial about a social issue involving food	Two college students discussing their responses to a food service survey
<b>10</b> page 156 <b>Grammar:</b> <i>Make, Have, Let, Help, and Get</i> <b>Theme:</b> Zoos and Water Parks	An article: <i>That's Entertainment?</i>	A three-paragraph essay for and against keeping animals in zoos and water parks	A student and teacher talking about a writing assignment
<b>PART IV From Grammar to Writing, page 168</b> <b>Using Parallel Forms: Gerunds and Infinitives:</b> Write a summary of a movie, TV show, or story.			

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<p><i>Information Gap:</i> London and Vancouver</p> <p><i>Conversation:</i> How well do you know your classmates?</p>	Rising or falling intonation in tag questions	*adjustment attract bother	originally provide *structure (n)
<p><i>Picture Discussion:</i> Imagine the conversations of reunited twins</p> <p><i>Find Someone Who . . .</i></p> <p><i>Compare and Contrast:</i> Look at pictures of a pair of twins and find their similarities and differences</p> <p><i>What Do You Think?</i> Which is more important, nature or nurture?</p>	Stress in additions and short responses of similarity and difference	*coincidence *despite *factor	*identical *image outgoing
<p><i>Information Gap:</i> The Right Job?</p> <p><i>Questionnaire:</i> Compare your answers on a fast-food questionnaire with your partner's</p> <p><i>Cross-Cultural Comparison:</i> Describe a food from your culture. Then choose foods to include in an international food festival.</p> <p><i>Problem Solving:</i> Solutions to social problems</p>	Intonation to express sincerity or sarcasm	appealing *consequence *globe	objection *region *reliability
<p><i>Discussion:</i> Who helped you learn something?</p> <p><i>For or Against:</i> Keeping animals captive</p>	Reductions and linking of pronouns: <i>let her</i> ("let'er"), <i>made him</i> ("made'im"), <i>got them</i> ("got'em")	complicated former humane	*physical punishment reward (n)

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<b>11</b> page 172 <b>Grammar:</b> Phrasal Verbs: Review <b>Theme:</b> Feng Shui	An article: <i>Wind and Water</i>	Two paragraphs about how you feel in your home, office, dorm, or classroom	A couple talking about their home
<b>12</b> page 186 <b>Grammar:</b> Phrasal Verbs: Separable and Inseparable <b>Theme:</b> Telemarketing	An article: <i>Welcome Home!</i>	A paragraph about an experience you have had on the phone	A telemarketing call
<b>PART V From Grammar to Writing, page 200</b> <b>Using the Appropriate Level of Formality:</b> Write a letter to a landlord about problems in a building lobby.			
<b>13</b> page 206 <b>Grammar:</b> Adjective Clauses with Subject Relative Pronouns <b>Theme:</b> Friends and Personality Types	An article: <i>Extroverts and Introverts</i>	A two-paragraph essay about a friend	A conversation between classmates at a high school reunion
<b>14</b> page 221 <b>Grammar:</b> Adjective Clauses with Object Relative Pronouns or <i>When</i> and <i>Where</i> <b>Theme:</b> The Immigrant Experience	Two book reviews: <i>Torn Between Two Worlds</i>	One or two paragraphs about a place you remember from your childhood	An author describing her childhood room
<b>PART VI From Grammar to Writing, page 237</b> <b>Adding Details with Adjective Clauses:</b> Write an essay about a famous person.			
<b>15</b> page 240 <b>Grammar:</b> Modals and Similar Expressions: Review <b>Theme:</b> Social Networking	An article: <i>Facebook or Face Time? The Pros and Cons of Social Networking</i>	A blog post about your plans for the week	Two friends discussing Facebook

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<p><i>Problem Solving:</i> How would you like to change your classroom or your school?</p> <p><i>Compare and Contrast:</i> Describe the differences in Before and After pictures of a room</p>	Linking final consonant sounds to beginning vowel sounds in phrasal verbs.	*complex *consultant *environment	harmful *theory
<p><i>For or Against:</i> Telemarketing calls</p> <p><i>Discussion:</i> What do you think about an ad, a piece of junk mail, spam, or an Internet offer?</p>	Stress in separable phrasal verbs	*authorities *constantly *eliminate	*equivalent *identify tactic
<p><i>Discussion:</i> What do your answers on a personality quiz mean?</p> <p><i>Questionnaire:</i> A friend is someone who . . .</p> <p><i>Quotable Quotes:</i> Friends and personality types</p>	Pausing before and after nonidentifying adjective clauses	*contradict *define personality	*require sensitive *unique
<p><i>What About You?</i> Share photos of people and places with your classmates.</p> <p><i>Quotable Quotes:</i> Home</p>	Breaking long sentences into thought groups	connection *generation *immigrant	*issue poverty translation
<p><i>Discussion:</i> What do you think of a student's profile on a social networking site?</p> <p><i>Reaching Agreement:</i> Designing a class website</p> <p><i>Problem Solving:</i> What would you do to survive on a desert island?</p> <p><i>For or Against:</i> The advantages and disadvantages of online social networking</p>	Reductions of: <i>have to</i> ("hafta"), <i>have got to</i> ("have gotta"), <i>ought to</i> ("oughta") <i>be able to</i> ("be able ta")	*comment (n) content (n) *involved	*network (v) privacy *resource

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<b>16</b> page 257 <b>Grammar:</b> Advisability in the Past <b>Theme:</b> Regrets	An article: <i>Useless Regrets</i>	Three paragraphs about a dilemma that you have faced	A woman recording her regrets at the end of the day
<b>17</b> page 270 <b>Grammar:</b> Speculations and Conclusions About the Past <b>Theme:</b> Unsolved Mysteries	An article: <i>Close Encounters</i>	A paragraph speculating about an event	Archeology students speculating about objects they have found
<b>PART VII From Grammar to Writing, page 285</b> <b>Organizing Ideas from Freewriting:</b> Write a letter to a person you had a problem with.			
<b>18</b> page 290 <b>Grammar:</b> The Passive: Overview <b>Theme:</b> Geography	An article: <i>Geography: The Best Subject on Earth</i>	An essay about a country you know well	Short conversations between two travel writers
<b>19</b> page 308 <b>Grammar:</b> The Passive with Modals and Similar Expressions <b>Theme:</b> The International Space Station	An article: <i>Close Quarters</i>	Two paragraphs about your neighborhood, your school, or your workplace	Conversations from a science fiction movie
<b>20</b> page 323 <b>Grammar:</b> The Passive Causative <b>Theme:</b> Personal Services	An article: <i>Body Art</i>	An email describing what you have recently done or have had done	A college student talking to her father about her new apartment
<b>PART VIII From Grammar to Writing, page 337</b> <b>Changing the Focus with the Passive:</b> Write a research report about a famous building.			

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<p><i>Game:</i> Find the Problems</p> <p><i>Survey:</i> Sense of Obligation</p> <p><i>Problem Solving:</i> What should the people have done in these situations?</p>	<p>Reductions of <i>have</i> in past modals:  <i>should have</i> (“shoulda”),  <i>could have</i> (“coulda”),  <i>might have</i> (“mighta”),  <i>ought to have</i> (“oughta of”)</p>	<p>*process (n)  *psychology  ruined</p>	<p>*strategy  *technique  unrealistic</p>
<p><i>Picture Discussion:</i> Speculate on what ancient objects are and how people might have used them</p> <p><i>For or Against:</i> Do you agree or disagree with Erich von Däniken’s theories?</p>	<p>Reductions of <i>have</i> in past modals:  <i>could have</i> (“could of”),  <i>may’ve</i> (“may of”),  <i>couldn’t have</i> (“couldn’t of”)</p>	<p>*conclusion  *contribute  *encounter (n)</p>	<p>*estimate (v)  *evidence  *speculate</p>
<p><i>Quotable Quotes:</i> International proverbs</p> <p><i>Information Gap:</i> The Philippines</p> <p><i>Game:</i> Trivia Quiz</p>	<p>Stressing corrected information</p>	<p>*decade  *edition  explorer</p>	<p>inhabitant  mission  *publication</p>
<p><i>Reaching Agreement:</i> What rules should be made for living in close quarters?</p> <p><i>Problem Solving:</i> What things must be done to get a student lounge in order?</p> <p><i>For or Against:</i> Spending money on space projects</p>	<p>Dropping the final “t” in <i>must be</i>, <i>mustn’t be</i>, <i>couldn’t be</i>, and <i>shouldn’t be</i></p>	<p>*assemble  *benefit (v)  *cooperate</p>	<p>*period  *perspective  *undertaking</p>
<p><i>Making Plans:</i> A car trip to another country</p> <p><i>Compare and Contrast:</i> Describe what a model had done to change her appearance</p> <p><i>Cross-Cultural Comparison:</i> The types of things people do or get done to change their appearance</p>	<p>Contrast:  Contractions of <i>have</i> in the present perfect (<i>She’s cut her hair.</i>) and  Uncontracted use of <i>have</i> in the passive causative (<i>She has her hair cut.</i>)</p>	<p>appearance  event  *option</p>	<p>permanent  *remove  risk (n)</p>

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<b>21</b> page 340 <b>Grammar:</b> Present Real Conditionals <b>Theme:</b> Shopping	An article: <i>Pick and Click: Shopping @ Home</i>	An information sheet for tourists about your city or town	Announcements in an airport and aboard a plane
<b>22</b> page 356 <b>Grammar:</b> Future Real Conditionals <b>Theme:</b> Cause and Effect	An article: <i>Knock on Wood!</i>	A short speech as a candidate for class or school president	A student talking about her campaign platform for student council president
<b>23</b> page 369 <b>Grammar:</b> Present and Future Unreal Conditionals <b>Theme:</b> Wishes	A fairy tale: <i>The Fisherman and His Wife</i>	Two paragraphs about a wish you have for your own life or for society	A modern fairy tale
<b>24</b> page 384 <b>Grammar:</b> Past Unreal Conditionals <b>Theme:</b> Alternate Histories	An article: <i>What If . . . ?</i>	One or two paragraphs about an event that changed your life or the life of someone you know	Conversations about life-changing events
<b>PART IX From Grammar to Writing</b> , page 399 <b>Showing Cause and Effect:</b> Write a three-paragraph essay about the causes and effects of a feeling that you have.			
<b>25</b> page 402 <b>Grammar:</b> Direct and Indirect Speech <b>Theme:</b> Truth and Lies	An article: <i>The Truth About Lying</i>	A paragraph reporting a conversation	Conversations with someone telling white lies

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<p><i>Reaching Agreement:</i> Ordering T-shirts from a store's website</p> <p><i>Cross-Cultural Comparison:</i> Shopping</p> <p><i>Discussion:</i> What do you do when you want to make an important purchase?</p> <p><i>For or Against:</i> Shopping in a "store with doors" and shopping online</p>	<p>Intonation and pauses in conditional statements</p>	<p>*consumer dispute (v) *policy</p>	<p>precaution *secure (adj) *site</p>
<p><i>Problem Solving:</i> What are possible solutions to everyday problems?</p> <p><i>Cross-Cultural Comparison:</i> Superstitions about luck</p>	<p>Intonation in conditional <i>yes / no</i> and <i>wh-</i> questions</p>	<p>*anticipate *attitude confident</p>	<p>*insight *percent *widespread</p>
<p><i>What About You?</i> What would you do if . . . ?</p> <p><i>Problem Solving:</i> Giving Advice</p> <p><i>Discussion:</i> What three wishes would you make?</p>	<p>Contractions of <i>would</i> ("d")</p> <p>Dropping the final "t" after <i>wouldn't</i></p>	<p>*consent (v) embarrassed enchanted</p>	<p>furious *grant (v) *respond</p>
<p><i>What About You?</i> How a single decision or event changed your life or the life of someone you know</p> <p><i>Problem Solving:</i> What would you have done in certain situations?</p> <p><i>Discussion:</i> What is a situation in your life that you regret?</p>	<p>Reduction of <i>have</i> ("of")</p> <p>Contractions for: <i>had</i> ("d"), <i>had not</i> ("hadn't"), <i>would not</i> ("wouldn't"), <i>could not</i> ("couldn't")</p>	<p>*alternate (adj) *intelligent *occur</p>	<p>*outcome *parallel (adj) *version</p>
<p><i>Discussion:</i> Is it OK to lie in certain circumstances?</p> <p><i>Questionnaire:</i> Honesty</p> <p><i>Game:</i> To Tell the Truth</p> <p><i>Quotable Quotes:</i> Lying and telling the truth</p>	<p>Stress and intonation to express belief and disbelief about what someone said</p>	<p>average (adj) *aware *justify</p>	<p>*majority *reveal</p>

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<b>26</b> page 417 <b>Grammar:</b> Indirect Speech: Tense Changes <b>Theme:</b> Extreme Weather	A news article: <i>The Flood of the Century</i>	A paragraph reporting someone else's experience with extreme weather	A winter storm warning
<b>27</b> page 432 <b>Grammar:</b> Indirect Instructions, Commands, Requests, and Invitations <b>Theme:</b> Health Problems and Remedies	A radio interview: <i>Here's to Your Health: The Snooze News</i>	A paragraph about a dream	A conversation about treatment at a headache clinic
<b>28</b> page 445 <b>Grammar:</b> Indirect Questions <b>Theme:</b> Job Interviews	An article: <i>The Stress Interview</i>	A report of an interview with someone working in a job that might interest you	A job interview
<b>29</b> page 461 <b>Grammar:</b> Embedded Questions <b>Theme:</b> Travel Tips	An interview: <i>The Tip: Who? When? and How Much?</i>	A paragraph about a situation that confused or surprised you	A call-in radio program about tipping
<b>PART X</b> <b>From Grammar to Writing</b> , page 478 <b>Using Direct and Indirect Speech:</b> Write a letter of complaint.			

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<p><i>Game:</i> Telephone</p> <p><i>Interview:</i> Experiences with severe weather conditions</p>	<p>Stress on content words</p>	<p>bear (v)                    evacuate  *collapse (v)            optimistic  damage (n)                *restore</p>
<p><i>Problem Solving:</i>  What advice would you give for some minor health problems?</p> <p><i>Picture Discussion:</i> Which instructions did Jeff follow?</p>	<p>Stress in affirmative and negative indirect instructions, commands, requests, and invitations</p>	<p>astounding                *monitor (v)  fatigue (n)                *persist  interfere                    remedy (n)</p>
<p><i>Role Play:</i> A Job Interview</p> <p><i>Questionnaire:</i> Work Values</p> <p><i>What About You?</i> A personal experience with a school or job interview</p>	<p>Intonation in direct and indirect <i>yes / no</i> questions</p>	<p>*appropriate (adj)      handle (v)  candidate                *potential (adj)  *evaluation                pressure (n)</p>
<p><i>Information Gap:</i> Eating Out</p> <p><i>Discussion:</i> What is your opinion about tipping?</p> <p><i>What About You?</i> The problems you had when you did something for the first time</p> <p><i>Role Play:</i> Information Please!</p>	<p>Intonation in direct and embedded <i>wh-</i> questions</p>	<p>*clarify                    *logical  custom                      ordinary  depend on                 *ultimate</p>

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