





















# SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
<b>Unit 1</b> Incredible Lives pp. 7–15 	<ul style="list-style-type: none"> <li>Discuss possible devices that could help disabled people</li> <li>Ask and answer questions about your achievements</li> <li>Describe survival situations</li> </ul>	<ul style="list-style-type: none"> <li>Technology and disability</li> <li>Noun suffixes</li> <li>Character adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Stative and dynamic verbs</li> <li>Expressing ability</li> </ul>	<ul style="list-style-type: none"> <li>Describe a device to help disabled people</li> <li>Talk about personal achievements</li> <li>Talk about survival situation</li> </ul>
			Grammar Reference pp 142–143	
Language and Life—Decision Making: Manage a Survival Situation				
<b>Unit 2</b> The Animal Connection pp. 17–25 	<ul style="list-style-type: none"> <li>Talk about which are the most intelligent animals</li> <li>Discuss possible jobs with animals</li> <li>Make arguments for and against people owning exotic pets</li> </ul>	<ul style="list-style-type: none"> <li>Animal intelligence</li> <li>Careers with animals</li> <li>Animals</li> </ul>	<ul style="list-style-type: none"> <li>Tag questions</li> <li>Articles</li> </ul>	<ul style="list-style-type: none"> <li>Discuss which animals are most intelligent</li> <li>Talk about working with animals</li> <li>Argue for and against keeping wild animals</li> </ul>
			Grammar Reference pp 143–144	
Language and Life—Problem Solving: Find Solutions to Help Stray Animals				
<b>Unit 3</b> Think About It pp. 27–35 	<ul style="list-style-type: none"> <li>Ask and answer questions about confirmation bias</li> <li>Discuss the importance of expert systems in your future career</li> <li>Compare different creative uses for things</li> </ul>	<ul style="list-style-type: none"> <li>Confirmation bias</li> <li>Word formation</li> <li>Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Future time clauses (<i>after, as soon as, before, until, when</i>)</li> <li>Present perfect progressive</li> </ul>	<ul style="list-style-type: none"> <li>Discuss confirmation bias</li> <li>Talk about expert systems</li> <li>Compare different objects</li> </ul>
			Grammar Reference pp 145–146	
Language and Life—Design Thinking: Design an App				
<b>Unit 4</b> Beyond Words pp. 37–45 	<ul style="list-style-type: none"> <li>Present a subject you know</li> <li>Ask questions and assess someone's body language</li> <li>Decide on the best means of communication for different situations</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Ways to communicate</li> <li>Emojis</li> </ul>	<ul style="list-style-type: none"> <li>Infinitives with <i>to</i></li> <li>Separable and non-separable phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Give a presentation</li> <li>Make statements about yourself</li> <li>Discuss ways to communicate</li> </ul>
			Grammar Reference pp 146–147	
Language and Life—Reason Effectively: Discuss Ideas to Improve Communication Problems				
<b>Unit 5</b> One Planet pp. 47–55 	<ul style="list-style-type: none"> <li>Discuss global warming problems</li> <li>Talk about solutions</li> <li>Brainstorm products</li> </ul>	<ul style="list-style-type: none"> <li>Climate change</li> <li>Taking action</li> <li>Materials and products</li> </ul>	<ul style="list-style-type: none"> <li>Review of conditionals</li> <li>Present and future hopes and wishes</li> </ul>	<ul style="list-style-type: none"> <li>Discuss global warming</li> <li>Discuss environmental solutions</li> <li>Discuss if measures are practical</li> </ul>
			Grammar Reference pp 148–149	
Language and Life—Global Competence: Explain and Discuss Ideas about Environmental Issues				
<b>Unit 6</b> Moments in Time pp. 57–65 	<ul style="list-style-type: none"> <li>Compare different generational use of technology</li> <li>Share your opinions about inventions</li> <li>Brainstorm quiz questions about people in history</li> </ul>	<ul style="list-style-type: none"> <li>Change</li> <li><i>-ed</i> and <i>-ing</i> adjectives</li> <li>Adjective suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Past perfect</li> <li>Defining relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Compare lists</li> <li>Discuss an opinion poll</li> <li>Create a quiz</li> </ul>
			Grammar Reference pp 149–150	
Language and Life—Decision Making: Choose a New UNESCO Site				

 <b>Confident Communicator</b>	<b>Pronunciation</b>	<b>Listening/Reading</b>	<b>Thinking Skills</b>	<b>Writing</b>
<p><i>Start Talking</i></p> <ul style="list-style-type: none"> <li>Start a discussion</li> </ul> <p><i>Repair It</i></p> <ul style="list-style-type: none"> <li>Express lack of understanding</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Justify choices</li> </ul>	<ul style="list-style-type: none"> <li>Word stress with <i>-ity</i></li> </ul>	<p>Read an article about technology and disability</p> <ul style="list-style-type: none"> <li>Skill—Predict information</li> </ul> <p>Listen to part of a lecture about amazing abilities</p> <ul style="list-style-type: none"> <li>Skill—Recognize signposts</li> </ul> <p>Listen to a podcast about Juliane Koepcke</p> <ul style="list-style-type: none"> <li>Skill—Listen for specific information</li> </ul>	<ul style="list-style-type: none"> <li>Apply</li> <li>Evaluate</li> <li>Analyze</li> </ul>	Write a blog post about a survival situation
Unit Review p. 16 <b>Study Skills</b> —Effective Time Management				
<p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Invite agreement</li> </ul> <p><i>Start Talking</i></p> <ul style="list-style-type: none"> <li>Hypotheticals</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Disagree politely</li> </ul>	<ul style="list-style-type: none"> <li><i>The</i></li> </ul>	<p>Read a blog post about animal intelligence</p> <ul style="list-style-type: none"> <li>Skill—Understand examples</li> </ul> <p>Listen to a careers talk</p> <ul style="list-style-type: none"> <li>Skill—Use key information to predict content</li> </ul> <p>Listen to a zoo’s presentation</p> <ul style="list-style-type: none"> <li>Skill—Listen for key words</li> </ul>	<ul style="list-style-type: none"> <li>Recall</li> <li>Analyze</li> <li>Evaluate</li> </ul>	Write an opinion post
Unit Review p. 26 <b>Follow a Pro</b> —A Wildlife Photographer  Marine Biologist				
<p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Give yourself time to think</li> </ul> <p><i>Start Talking</i></p> <ul style="list-style-type: none"> <li>Start talking</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Further suggestions</li> </ul>	<ul style="list-style-type: none"> <li>say, says, said</li> </ul>	<p>Read an article about confirmation bias</p> <ul style="list-style-type: none"> <li>Skill—Identify the topic</li> </ul> <p>Listen to a radio call-in show about AI</p> <ul style="list-style-type: none"> <li>Skill—Listen for attitude</li> </ul> <p>Listen to a talk about being creative</p> <ul style="list-style-type: none"> <li>Skill—Listen for main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Evaluate</li> <li>Apply</li> </ul>	Write an informal email about being productive
Unit Review p. 36 <b>Study Skills</b> —Making a Presentation or Giving a Talk				
<p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Speak to a group</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Provide more information</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Make meaning clearer</li> </ul>	<ul style="list-style-type: none"> <li>Electronic communication</li> </ul>	<p>Read an article about communication</p> <ul style="list-style-type: none"> <li>Skill—Read for gist</li> </ul> <p>Listen to a podcast</p> <ul style="list-style-type: none"> <li>Skill—Listen for specific information</li> </ul> <p>Listen to a lecture about communication technology</p> <ul style="list-style-type: none"> <li>Skill—Listen for the order of events</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate</li> <li>Apply</li> <li>Predict</li> </ul>	Write an informal text message as a formal email
Unit Review p. 46 <b>Follow a Pro</b> —A PR Professional  Translator/Interpreter				
<p><i>Start Talking</i></p> <ul style="list-style-type: none"> <li>Speak for a group</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Talk about problems and solutions</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Comment on ideas</li> </ul>	<ul style="list-style-type: none"> <li>Word stress in verb phrases</li> </ul>	<p>Read an online article about climate change</p> <ul style="list-style-type: none"> <li>Skill—Identify explanations, definitions, and examples</li> </ul> <p>Listen to a radio show about environmental problems</p> <ul style="list-style-type: none"> <li>Skill—Listen for main ideas</li> </ul> <p>Listen to a class discussion about environmental solutions</p> <ul style="list-style-type: none"> <li>Skill—Listen for details</li> </ul>	<ul style="list-style-type: none"> <li>Summarize</li> <li>Analyze</li> <li>Categorize</li> </ul>	Write an essay about environmental projects
Unit Review p. 56 <b>Study Skills</b> —Improving Reading Speed				
<p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Circumlocution</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Interrupting politely</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Express interest and surprise</li> </ul>	<ul style="list-style-type: none"> <li>Stress in multisyllable adjectives</li> </ul>	<p>Read an article about technological changes</p> <ul style="list-style-type: none"> <li>Skill—Scan</li> </ul> <p>Listen to some interviews about inventions</p> <ul style="list-style-type: none"> <li>Skill—Listen for supporting details</li> </ul> <p>Listen to a podcast about a famous person</p> <ul style="list-style-type: none"> <li>Skill—Listen for numerical information</li> </ul>	<ul style="list-style-type: none"> <li>Predict</li> <li>Evaluate</li> <li>Question</li> </ul>	Write a short biographical essay
Unit Review p. 66 <b>Follow a Pro</b> —An Archeologist  Mechanical Engineer				

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	Outcomes	Vocabulary	Grammar	Speaking
<b>Unit 7</b> Looking Back pp. 67–75 	<ul style="list-style-type: none"> <li>• Talk about things that a business should have done differently</li> <li>• Discuss things you should not have bought</li> <li>• Recall events you regret</li> </ul>	<ul style="list-style-type: none"> <li>• Phrasal verbs</li> <li>• <i>spend, lose, waste</i></li> <li>• Collocations</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Should/shouldn't have</i></li> <li>• Past perfect for wishes about the past</li> </ul> Grammar Reference pp 151–152	<ul style="list-style-type: none"> <li>• Talk about what people should have done differently</li> <li>• Talk about things you regret buying</li> <li>• Tell an anecdote</li> </ul>
	Language and Life—Interpersonal Communication: Plan and Give a Presentation about a Product			
<b>Unit 8</b> A New Home? pp. 77–85 	<ul style="list-style-type: none"> <li>• Talk about hypothetical events in history</li> <li>• Role play an interview with an astronaut</li> <li>• Discuss your opinions of space exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Extinction of the dinosaurs</li> <li>• Space</li> <li>• Space program inventions</li> </ul>	<ul style="list-style-type: none"> <li>• Third conditional</li> <li>• Indirect questions</li> </ul> Grammar Reference pp 152–153	<ul style="list-style-type: none"> <li>• Speculate about alternative histories</li> <li>• Role-play an interview</li> <li>• Discuss space exploration</li> </ul>
	Language and Life—Reason Effectively: Select a Space Team			
<b>Unit 9</b> The World of News pp. 87–95 	<ul style="list-style-type: none"> <li>• Give your opinions on fake news, journalists and citizen journalists</li> <li>• Compare real and fake news stories</li> <li>• Role-play a job interview for a news career</li> </ul>	<ul style="list-style-type: none"> <li>• News</li> <li>• News stories</li> <li>• News careers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>So, such, too, enough</i></li> <li>• Modals of deduction</li> </ul> Grammar Reference pp 154–155	<ul style="list-style-type: none"> <li>• Discuss news now</li> <li>• Discuss how you knew a news story was true or fake</li> <li>• Role-play a job interview</li> </ul>
	Language and Life—Problem Solving: Discuss Ideas to Improve Newspaper Sales			
<b>Unit 10</b> Got It? pp. 97–105 	<ul style="list-style-type: none"> <li>• Talk about your talents and abilities</li> <li>• Ask and answer questions for a talent show audition</li> <li>• Share advice on how to succeed in the music industry</li> </ul>	<ul style="list-style-type: none"> <li>• Talents and abilities</li> <li>• Phrasal verbs</li> <li>• Idioms and sayings connected to success</li> </ul>	<ul style="list-style-type: none"> <li>• Reported speech: statements</li> <li>• Reported speech: questions</li> </ul> Grammar Reference pp 155–156	<ul style="list-style-type: none"> <li>• Talk about something someone can do well</li> <li>• Talk about talent show contestants</li> <li>• Discuss the usefulness of advice</li> </ul>
	Language and Life—Communication: Hold a Talent Contest			
<b>Unit 11</b> Money in the Bank pp. 107–116 	<ul style="list-style-type: none"> <li>• Discuss who you would employ if you were a millionaire</li> <li>• Share ideas about what to do with a fortune</li> <li>• Compare your budget with that of a partner</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Money verbs and nouns</li> <li>• Paying for things</li> </ul>	<ul style="list-style-type: none"> <li>• Causatives with <i>have, get</i> and <i>make</i></li> <li>• Verbs with gerund, infinitive or both</li> </ul> Grammar Reference pp 156–158	<ul style="list-style-type: none"> <li>• Discuss jobs to do yourself</li> <li>• Talk about how to use a lot of money</li> <li>• Talk about monthly budgets</li> </ul>
	Language and Life—Collaborate: Manage a Budget			
<b>Unit 12</b> Inside Advertising pp. 117–126 	<ul style="list-style-type: none"> <li>• Discuss the advertising of energy drinks</li> <li>• Talk about ads that you like and dislike</li> <li>• Debate the effects of advertising</li> </ul>	<ul style="list-style-type: none"> <li>• From the reading Advertising</li> <li>• Advertising campaigns</li> <li>• Discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>• Passive voice: other tenses</li> <li>• Comparative and superlative adverbs</li> </ul> Grammar Reference pp 158–159	<ul style="list-style-type: none"> <li>• Discuss whether to ban advertisements</li> <li>• Talk about improving ad campaigns</li> <li>• Debate the effects of images in advertising</li> </ul>
	Language and Life—Media Literacy: Make a TV Ad			

 <b>Confident Communicator</b>	<b>Pronunciation</b>	<b>Listening/Reading</b>	<b>Thinking Skills</b>	<b>Writing</b>
<p><i>Start Talking</i></p> <ul style="list-style-type: none"> <li>Tell an anecdote</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Give reasons</li> </ul> <p><i>Start Talking</i></p> <ul style="list-style-type: none"> <li>Set the scene</li> </ul>	<ul style="list-style-type: none"> <li>/s/ and /z/</li> </ul>	<p>Read an online article about famous mistakes</p> <ul style="list-style-type: none"> <li>Skill—Synthesize</li> </ul> <p>Listen to a radio interview about regret</p> <ul style="list-style-type: none"> <li>Skill—Listen for reasons</li> </ul> <p>Listen to a talk about types of regret</p> <ul style="list-style-type: none"> <li>Skill—Listen for main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate</li> <li>Analyze</li> <li>Apply</li> </ul>	Write a blog post about regrets
Unit Review p. 76 <b>Study Skills</b> —Structuring Your Writing				
<p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Express probability</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Ask polite questions</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Clarify reasons for opinions</li> </ul>	<ul style="list-style-type: none"> <li>Consonant clusters with /s/</li> </ul>	<p>Read an article about the dinosaurs</p> <ul style="list-style-type: none"> <li>Skill—Predict</li> </ul> <p>Listen to an interview about life in space</p> <ul style="list-style-type: none"> <li>Skill—Listen for specific information</li> </ul> <p>Listen to a panel discussion about space</p> <ul style="list-style-type: none"> <li>Skill—Listen for main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Question</li> <li>Recall</li> </ul>	Write a blog post about space exploration
Unit Review p. 86 <b>Follow a Pro</b> —An Astrobiologist  Astronomer				
<p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Ask for opinions</li> </ul> <p><i>Repair It</i></p> <ul style="list-style-type: none"> <li>Interrupt politely</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Interview techniques</li> </ul>	<ul style="list-style-type: none"> <li>/ə/ versus /r/</li> </ul>	<p>Read texts about news</p> <ul style="list-style-type: none"> <li>Skill—Identifying text types</li> </ul> <p>Listen to a lecture about fake news</p> <ul style="list-style-type: none"> <li>Skill—Listen for information order</li> </ul> <p>Listen to an interview about being a foreign correspondent</p> <ul style="list-style-type: none"> <li>Skill—Listen for opinions</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Apply</li> <li>Deduce</li> </ul>	Write about a job
Unit Review p. 96 <b>Study Skills</b> —Making Notes				
<p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Your achievements</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Talk in front of a group</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Use idioms carefully</li> </ul>	<ul style="list-style-type: none"> <li>Stress in phrasal verbs</li> </ul>	<p>Read a text about great artists</p> <ul style="list-style-type: none"> <li>Skill—Recognize fact and opinion</li> </ul> <p>Listen to excerpts from a TV talent show</p> <ul style="list-style-type: none"> <li>Skill—Identify attitude</li> </ul> <p>Listen to a radio call-in show about the music industry</p> <ul style="list-style-type: none"> <li>Skill—Listen to take notes</li> </ul>	<ul style="list-style-type: none"> <li>Question</li> <li>Analyze</li> <li>Evaluate</li> </ul>	Write an informal email
Unit Review p. 106 <b>Follow a Pro</b> —A Talent Scout  Musician				
<p><i>Start Talking</i></p> <ul style="list-style-type: none"> <li>Talk about imagined future situations</li> </ul> <p><i>Start Talking</i></p> <ul style="list-style-type: none"> <li>Collaborate on creative ideas</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Talk or avoid talking about money</li> </ul>	<ul style="list-style-type: none"> <li>/tʃ/ versus /ʃ/</li> </ul>	<p>Read a job ad, article and business profile about the gig economy</p> <ul style="list-style-type: none"> <li>Skill—Read for the main idea</li> </ul> <p>Listen to an interview about charity</p> <ul style="list-style-type: none"> <li>Skill—Listen for specific information</li> </ul> <p>Listen to a radio show about managing money</p> <ul style="list-style-type: none"> <li>Skill—Listen for the main idea</li> </ul>	<ul style="list-style-type: none"> <li>Question</li> <li>Apply</li> <li>Recall</li> </ul>	Write an email listing key points
Unit Review p. 116 <b>Study Skills</b> —Personal Development				
<p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Take turns in a discussion</li> </ul> <p><i>Repair It</i></p> <ul style="list-style-type: none"> <li>Getting back on track</li> </ul> <p><i>Keep Talking</i></p> <ul style="list-style-type: none"> <li>Paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>Filler sounds and words</li> </ul>	<p>Read an article about advertising</p> <ul style="list-style-type: none"> <li>Skill—Identify missing sentences</li> </ul> <p>Listen to an ad</p> <ul style="list-style-type: none"> <li>Skill—Listen for inference</li> </ul> <p>Listen to an interview about advertising</p> <ul style="list-style-type: none"> <li>Skill—Recognize discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate</li> <li>Symbolize</li> <li>Induce</li> </ul>	Write a 'for' and 'against' essay about retouching images
Unit Review p. 126 <b>Follow a Pro</b> —A Digital Copywriter  Video Editor				