

Scope and Sequence

PART 1 Present and Past

UNIT	GRAMMAR	READING
1 Present Progressive and Simple Present Page 4 THEME Different Cultures	<ul style="list-style-type: none"> Can tell when to use the present progressive and the simple present to distinguish actions that are ongoing and actions that are habitual Can use non-action verbs to describe states and situations PRONUNCIATION <i>What do you and What are you</i>	Information Article: <i>What's Your Cross-Cultural IQ?</i> <ul style="list-style-type: none"> Can derive the meaning of unknown words in a simple text Can recognize the main points in a straightforward text on a familiar topic
2 Simple Past Page 18 THEME Poets	<ul style="list-style-type: none"> Can refer to past actions, states, or situations using regular and irregular past forms 	Biography: <i>Matsuo Basho, 1644–1694</i> <ul style="list-style-type: none"> Can follow chronological sequences in a short biography
3 Past Progressive and Simple Past Page 33 THEME Reporting Events	<ul style="list-style-type: none"> Can use the past progressive to focus on the duration of a past action Can use the past progressive with the simple past to describe an action interrupted by another action 	Newspaper Article: <i>Disaster at Sea</i> <ul style="list-style-type: none"> Can follow chronological sequences in a short news article
4 Used to and Would Page 47 THEME Changes	<ul style="list-style-type: none"> Can use <i>used to</i> and <i>would</i> to refer to past habits and actions that are no longer happening and to convey contrast with the present 	Information Article: <i>Dubai: Then and Now</i> <ul style="list-style-type: none"> Can get the gist of a straightforward, familiar text about a popular location
5 Wh- Questions Page 61 THEME In Court	<ul style="list-style-type: none"> Can ask <i>wh-</i> questions about the past 	Court Transcript: <i>State of Illinois v. Harry M. Adams</i> <ul style="list-style-type: none"> Can scan an interview transcript for key information

PART 2 The Future

6 Future Page 74 THEME Space Travel	<ul style="list-style-type: none"> Can use <i>be going to</i> and <i>will</i> to refer to future facts or predictions Can use <i>be going to</i> and the present progressive to describe future plans Can use <i>will</i> to express quick decisions, offers, and promises Can use the simple present for scheduled events PRONUNCIATION <i>Going to or gonna</i>	Radio Program Transcript: <i>Space Tourism: Not Just Science Fiction</i> <ul style="list-style-type: none"> Can identify relevant information in an interview transcript
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PART 2 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
Interviews with foreign students ■ Can distinguish a present action from a habitual activity in short interviews	■ Can express beliefs and opinions about cultural topics and identify the opinions of others	■ Can write a basic description of a new experience, using a model for support if needed	abroad culture AWL distance (n) event misunderstanding native (adj)
An interview with a poet ■ Can recognize the main points of an interview that addresses familiar topics	■ Can convey simple biographical information to others, emphasizing the most important point	■ Can write a basic description of some important life events, using a model for support if needed	admirer emotion journey (n) restless topic AWL
A witness's description of a traffic accident ■ Can identify the main points of a description of an unfamiliar event	■ Can ask or answer questions about an unfamiliar event	■ Can write a basic description of an unfamiliar past event	alarmed area AWL calm (adj) disaster sink (v) survivor AWL
A conversation about the changes in a small town ■ Can distinguish present events from past events in a conversation on familiar topics	■ Can describe one's past and present physical appearance and habits	■ Can write a description of a place and how it has changed	destination major (adj) AWL popular revenue AWL traditional AWL transformation AWL
A conversation about a court trial ■ Can identify the main point of a conversation	■ Can ask and answer basic interview questions	■ Can write a series of interview questions that elicit information about a past event	defendant frightened in a hurry indicate AWL record (n)
Conversations about current situations and future plans ■ Can recognize main points of conversations on familiar topics ■ Can distinguish between actions happening now and future plans	■ Can ask and answer questions about plans and intentions ■ Can make future arrangements and plans with reference to a diary or schedule	■ Can write a paragraph about a prediction	edge (n) experience (v) incredible purchase (v) AWL sold out takeoff (n)

AWL = Academic Word List item

UNIT	GRAMMAR	READING
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▼ PART 2 CONTINUED

7 Future Time Clauses Page 91 THEME Setting Goals	<ul style="list-style-type: none"> Can use a time clause to show the order between two future events Can use time words such as <i>when</i> and <i>before</i> with the simple present to refer to future events 	Information Article: <i>From Dream to Reality</i> <ul style="list-style-type: none"> Can follow a sequence of two future events in a straightforward, factual text
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PART **3**
Present Perfect

8 Present Perfect: <i>Since</i> and <i>For</i> Page 104 THEME Careers	<ul style="list-style-type: none"> Can use the present perfect with <i>since</i> or <i>for</i> to show that something began in the past and continues into the present 	Biography: <i>King of Skate</i> <ul style="list-style-type: none"> Can identify key details in a short biography
9 Present Perfect: <i>Already</i>, <i>Yet</i>, and <i>Still</i> Page 118 THEME Party Planning	<ul style="list-style-type: none"> Can use the present perfect with <i>already</i>, <i>yet</i>, or <i>still</i> to refer to things that happened or did not happen at some time in the past 	Information Article: <i>It's Party Time!</i> <ul style="list-style-type: none"> Can identify key details in an information article
10 Present Perfect: Indefinite Past Page 129 THEME Adventure Travel	<ul style="list-style-type: none"> Can use the present perfect to show that something happened at an indefinite time in the past Can use the present perfect with adverbs of time and time expressions 	Magazine Article: <i>Been There? Done That?</i> <ul style="list-style-type: none"> Can recognize key details in a short magazine article on an everyday topic
11 Present Perfect and Simple Past Page 144 THEME Failure and Success	<ul style="list-style-type: none"> Can recognize when to use the present perfect and the simple past 	Information Article: <i>Famous First-Time Failures</i> <ul style="list-style-type: none"> Can recognize key details in a short, factual text that relates the core theme to everyday experiences
12 Present Perfect Progressive and Present Perfect Page 157 THEME Climate Change	<ul style="list-style-type: none"> Can use the present perfect progressive with <i>since/for</i> and time expressions Can recognize the difference between the present perfect and the present perfect progressive 	Scientific Article: <i>Global Warming: A Hot Topic</i> <ul style="list-style-type: none"> Can follow a short, straightforward text on a scientific topic

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about future plans ■ Can follow chronological sequences in extended informal speech at natural speed	■ Can describe future plans and intentions ■ Can discuss the order of future events using future time clauses	■ Can write a description of future plans and goals ■ Can show the time order of future events	achieve AWL catalog (n) goal AWL interview (n) path
A job interview ■ Can determine the length of time of events mentioned in an interview	■ Can carry out a prepared, structured interview with some spontaneous follow-up questions	■ Can write a paragraph about a person's experience and accomplishments	consider oneself dramatically AWL opportunity positive AWL residence AWL support oneself
A conversation about plans for a party ■ Can recognize and discuss tasks on a to-do list or plan	■ Can discuss what has or hasn't happened in everyday plans	■ Can write a paragraph about a goal and the steps needed to reach it	available AWL organized (adj) professional (adj) AWL specific AWL successful
A conversation with a travel agent ■ Can identify the main points of a conversation about travel plans	■ Can briefly give explanations and reasons for opinions ■ Can ask and answer questions about past activities	■ Can write a paragraph in response to a quote from literature	adventure affordable ancient annual AWL survey (n) AWL transportation AWL
An interview with two college professors ■ Can establish the time frame of important details in an interview	■ Can discuss past events and experiences and provide necessary details about them	■ Can write a paragraph about a personal experience of failure and success	attitude AWL award (n) create AWL discouraged (adj) reject (v) AWL
Conversations about recent finished and unfinished activities ■ Can determine the time frame of main events in short conversations	■ Can express opinions and attitudes and give reasons and explanations for them	■ Can write an email or letter that describes one's recent activities, both finished and unfinished	climate design (v) AWL develop energy AWL expert AWL trend AWL

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PART 4

Modals and Similar Expressions

UNIT	GRAMMAR	READING
13 Ability and Possibility: <i>Can, Could, Be able to</i> Page 174 THEME Multilingualism	■ Can express ability and possibility in the present, future, and past with <i>can, could, and be able to</i>	Social Science Article: <i>Multilingualism</i> ■ Can follow a short, straightforward social science text
14 Permission: <i>Can, Could, May, Do you mind if</i> Page 189 THEME Roommates	■ Can ask for, give, or deny permission with <i>can, could, may, and do you mind if</i>	Magazine Article: <i>Always Ask First</i> ■ Can skim a simple text about a day-to-day topic in order to identify key concepts
15 Requests: <i>Can, Could, Will, Would, Would you mind</i> Page 202 THEME Messages	■ Can use <i>can, could, will, would, and would you mind</i> to make requests PRONUNCIATION <i>Could you, Would you, Will you, Can you</i>	Emails and Text Messages: <i>Messages 4 u!</i> ■ Can identify important details related to requests in emails and text messages
16 Advice: <i>Should, Ought to, Had better</i> Page 214 THEME Internet Rules	■ Can use <i>should, ought to, and had better</i> to offer or ask for advice or suggestions PRONUNCIATION <i>Ought to and Had better</i>	Information Article: <i>Netiquette 101</i> ■ Can skim a text on rules and advice to identify key concepts

PART 5

Nouns, Quantifiers, and Articles

17 Nouns and Quantifiers Page 230 THEME Time Capsules	■ Can use proper nouns and common nouns, count nouns and non-count nouns ■ Can use a range of basic quantifiers in affirmative and negative statements	Scientific Article: <i>Time in a Bottle</i> ■ Can identify the main points in a short, straightforward text on a scientific topic
18 Articles: Indefinite and Definite Page 243 THEME Stories	■ Can use indefinite and definite articles to describe nouns ■ Can distinguish when to use definite articles, indefinite articles, or no article when describing nouns	Fable: <i>The Town Mouse and the Country Mouse</i> ■ Can skim a story to identify key concepts

LISTENING	SPEAKING	WRITING	VOCABULARY
A job interview ■ Can identify important details in a job interview	■ Can compare and contrast alternatives about plans and activities ■ Can effectively participate in a classroom discussion about an academic topic	■ Can write a paragraph in response to a question about progress and aspirations	adult AWL advantage field (n) majority AWL research (n) AWL retired
Short conversations asking and giving permission ■ Can distinguish between whether permission was granted or refused in a short conversation	■ Can come to a resolution with others by asking for permission to do something	■ Can write a short note or email that explains a day-to-day situation and asks or responds to a request for permission to do something	annoyed assume AWL establish AWL gain (v) guidelines AWL presentation
Short conversations making and answering requests ■ Can identify details related to a schedule in a short conversation	■ Can create and discuss a daily schedule that involves making requests of others	■ Can write and respond to a request in a text or email message	appreciate AWL deliver distribute AWL respond AWL urgent
An excerpt from a radio call-in show ■ Can evaluate statements of advice from radio and television shows	■ Can express opinions in regard to possible solutions and provide brief reasons and explanations for them	■ Can write a basic email or letter of complaint and request the recipient to take action	avoid behavior communication AWL identity AWL normal AWL protect
A discussion about a list of items ■ Can identify details in a conversation about day-to-day topics	■ Can use turn-taking to maintain a discussion, while emphasizing one's own points	■ Can write a note or letter that lists and describes quantities of items	civilization impressed intentional interpret AWL occasion (n) purpose
Short conversations about books and video games ■ Can understand and interpret important details in basic conversations about day-to-day activities	■ Can summarize and give opinions on the moral of a fable	■ Can write a paragraph about a personal experience that illustrates the meaning of a moral	enormous AWL famous honest immediately wonderful

AWL = Academic Word List item

PART 6

Adjectives and Adverbs

UNIT	GRAMMAR	READING
19 Adjectives and Adverbs Page 260 THEME Home	<ul style="list-style-type: none"> Can form basic adverbs by adding <i>-ly</i> to adjectives Can use adverbs of manner, adverbs of degree, and one or several adjectives Can form and use participial adjectives 	Advertisement: Wakefield House <ul style="list-style-type: none"> Can recognize significant points and arguments in an ad
20 Adjectives: Comparisons with <i>As...as</i> and <i>Than</i> Page 276 THEME Food	<ul style="list-style-type: none"> Can use <i>as...as</i> with adjectives to express similarity Can form comparative adjectives and use them with <i>than</i> to express difference Can use two comparative adjectives to show an increase or decrease, or to show cause and effect 	Newspaper Article: A New Place for Pizza <ul style="list-style-type: none"> Can recognize significant points in a short newspaper article about local events
21 Adjectives: Superlatives Page 290 THEME Cities	<ul style="list-style-type: none"> Can form the superlative with <i>-est</i> Can form the superlative of longer regular adjectives with <i>most</i> 	Travel Brochure: A Superlative City <ul style="list-style-type: none"> Can identify key details in a short, informative text
22 Adverbs: <i>As...as</i>, Comparatives, Superlatives Page 302 THEME Sports	<ul style="list-style-type: none"> Can use <i>as...as</i> with adverbs to express similarity Can form comparative adverbs and use them with <i>than</i> to express difference Can form the superlative with <i>-est</i> or <i>most</i> Can use two comparative adverbs to show an increase or decrease, or to show cause and effect 	Opinion Article: Separation of the Sexes? <ul style="list-style-type: none"> Can recognize significant points and arguments in a straightforward opinion article on a familiar topic

PART 7

Gerunds and Infinitives

23 Gerunds: Subject and Object Page 318 THEME Health Issues	<ul style="list-style-type: none"> Can use a range of common verbs followed by a gerund Can use a gerund as the subject or the object of a verb 	Information Article: No Smoking Around the World from A to Z <ul style="list-style-type: none"> Can recognize significant points and ideas in an article about a common habit and trend
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PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about online apartment ads</p> <p>■ Can identify speakers' opinions in a short conversation about day-to-day topics</p>	<p>■ Can use a range of adjectives and adverbs to compare and describe different options for an ideal home</p>	<p>■ Can write a description of one's ideal home</p>	<p>absolutely convenient ideal located in AWL peaceful satisfied</p>
<p>A conversation about opinions on food</p> <p>■ Can recognize speakers' preferences and opinions in a short conversation</p>	<p>■ Can make simple, direct comparisons between two things using common adjectives</p> <p>■ Can briefly give reasons and explanations for opinions</p>	<p>■ Can write a paragraph that compares and contrasts foods from different cities or countries</p>	<p>crowded delicious evident AWL relaxed AWL varied AWL</p>
<p>A conversation about travel plans</p> <p>■ Can identify places and locations by their descriptions</p>	<p>■ Can give opinions and answer questions about cities</p>	<p>■ Can write a detailed description of one's hometown or city</p>	<p>continent (n) dynamic AWL feature (n) AWL financial AWL multicultural public (adj)</p>
<p>A debate</p> <p>■ Can recognize the main ideas of and opinions in a debate about familiar topics</p>	<p>■ Can express and respond to opinions about controversial topics</p>	<p>■ Can write arguments for and against a statement about an everyday topic</p>	<p>compete debate (n) AWL insult (n) require AWL source (n) AWL value (n)</p>
<p>A conversation about health advice</p> <p>■ Can determine whether an action is recommended or not recommended</p>	<p>■ Can discuss one's health and exercise habits</p> <p>■ Can conduct a survey and discuss results</p> <p>■ Can discuss and give one's opinion on a controversial topic</p>	<p>■ Can write a short opinion essay about a controversial topic</p>	<p>approve of ban (v) illegal AWL in favor of permit (v) prohibit AWL</p>

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UNIT	GRAMMAR	READING
▼ PART 7 CONTINUED		
24 Infinitives After Certain Verbs Page 330 THEME Happiness	<ul style="list-style-type: none"> Can use a wide range of verbs followed by an infinitive PRONUNCIATION <i>Want to</i> or <i>Wanna</i>	Psychology Article: <i>Can People Learn to Be Happy?</i> <ul style="list-style-type: none"> Can identify statistics in a short, straightforward article and recognize how they support the author's ideas
25 More Uses of Infinitives Page 342 THEME Smart Devices	<ul style="list-style-type: none"> Can use an infinitive with <i>to</i> or <i>in order to</i> to express purpose and intention Can make statements with the verb <i>be</i> plus an adjective/adverb followed by an infinitive Can say something is possible or not possible, using <i>too</i> or <i>enough</i> with adjectives and adverbs 	Information Article: <i>The World in Your Hand—or on Your Wrist</i> <ul style="list-style-type: none"> Can identify important details and opinions in a short text with quotes
26 Gerunds and Infinitives Page 355 THEME Procrastination	<ul style="list-style-type: none"> Can use a range of common verbs followed by a gerund Can use a range of common verbs followed by an infinitive Can use a range of common verbs followed by a gerund or an infinitive 	Magazine Article: <i>Stop Procrastinating—Now!</i> <ul style="list-style-type: none"> Can recognize significant points and arguments in short articles about common habits

PART 8

Pronouns and Phrasal Verbs

27 Reflexive and Reciprocal Pronouns Page 370 THEME Self-Talk	<ul style="list-style-type: none"> Can use <i>each other</i> and <i>one another</i>, and reflexive pronouns 	Psychology Article: <i>Self-Talk</i> <ul style="list-style-type: none"> Can identify the subject of a description or trait in a short, straightforward article
28 Phrasal Verbs Page 384 THEME Science	<ul style="list-style-type: none"> Can use a range of phrasal verbs Can use phrasal verbs with separated objects 	Scientific Article: <i>Planting Ideas</i> <ul style="list-style-type: none"> Can identify key details in a straightforward article on a scientific topic

LISTENING	SPEAKING	WRITING	VOCABULARY
A casual conversation between two friends ■ Can recognize who is being asked to do an action in a conversation on an everyday topic	■ Can give an opinion in response to a literary quote ■ Can start and maintain a discussion about an abstract topic	■ Can write a paragraph on a personal topic using transition words to establish a time frame	appropriate (adj) AWL focus (v) AWL interact AWL participate in AWL significant (adj) AWL tend to
A TV ad ■ Can identify key details about products and recognize whether they are important or not	■ Can express and comment on ideas and suggestions in informal discussions about everyday objects	■ Can write a paragraph that weighs the pros and cons of a smart device	benefit (n) AWL combine (v) device AWL function (n) AWL multipurpose old-fashioned
An interview with a student about her study habits ■ Can identify key details in a recorded interview	■ Can give an opinion in response to a literary quote ■ Can express and comment on how to solve problems in an informal discussion	■ Can write several paragraphs that outline how to achieve one's goals	anxious discouraging (adj) project (n) AWL tactic task AWL universal
Workplace conversations ■ Can identify important information in everyday conversations	■ Can complete a questionnaire and discuss results ■ Can discuss illustrations using phrasal verbs	■ Can write an email or letter giving advice	fault (n) impact (v) AWL maintain AWL reaction AWL realize temporary AWL
Classroom conversations about a science class ■ Can recognize the main points of conversations and confirm their validity	■ Can express and comment on ideas and suggestions in informal discussions ■ Can discuss illustrations using phrasal verbs	■ Can write a paragraph in response to a specific question and support opinions with examples and observations	get by go on grow up pick out pick up take off

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PART 9
More Modals
and Similar
Expressions

UNIT	GRAMMAR	READING
29 Necessity: <i>Have (got) to, Must, Can't</i> Page 398 THEME Rules and Regulations	<ul style="list-style-type: none"> Can use <i>have to, have got to</i>, and <i>must</i> to refer to or ask about necessity or obligation Can use <i>don't/doesn't have to</i> to express absence of obligation and <i>must not</i> and <i>can't</i> to express prohibition <p>PRONUNCIATION: <i>Have to</i> or <i>Hafta</i>, <i>Got to</i> or <i>Gotta</i></p>	Information Article: <i>Know Before You Go</i> <ul style="list-style-type: none"> Can recognize significant points in an article to determine whether statements are true or false
30 Expectations: <i>Be supposed to</i> Page 414 THEME Manners	<ul style="list-style-type: none"> Can talk about expectations and obligations using <i>supposed to</i> and <i>not supposed to</i> 	Article: <i>It Was Supposed to Be a Nice Evening</i> <ul style="list-style-type: none"> Can recognize significant points in an article
31 Future Possibility: <i>May, Might, Could</i> Page 427 THEME Weather	<ul style="list-style-type: none"> Can use <i>may, might</i>, and <i>could</i> to express likelihood in the present and near future 	News Transcript: <i>Weather Watch</i> <ul style="list-style-type: none"> Can scan a news transcript for key information
32 Present Conclusions: <i>Must, Have (got) to, May, Might, Could, Can't</i> Page 438 THEME Mysteries	<ul style="list-style-type: none"> Can come to conclusions about present situations using <i>must, have (got) to, may, might, could</i>, and <i>can't</i> 	Story Excerpt: <i>The Red-Headed League</i> <ul style="list-style-type: none"> Can skim a simple text to identify key concepts

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>Conversations about driving</p> <p>■ Can identify the main points of conversations about a familiar topic spoken in standard speech</p>	<p>■ Can recognize common signs and discuss their meaning</p> <p>■ Can express personal obligations</p> <p>■ Can discuss the rules and regulations of a public or private institution</p>	<p>■ Can write a paragraph describing rules or procedures for obtaining an official document</p>	<p>equipment AWL</p> <p>hassle (n)</p> <p>inspect AWL</p> <p>regulation AWL</p> <p>strict</p> <p>valid AWL</p>
<p>A radio show about etiquette and manners</p> <p>■ Can identify details in recorded conversations</p>	<p>■ Can initiate and maintain a discussion about cultural customs</p>	<p>■ Can write a paragraph about a life event in a specific culture</p>	<p>definite AWL</p> <p>familiar</p> <p>issue (n) AWL</p> <p>norm AWL</p> <p>rude</p> <p>sense (v)</p>
<p>A weather forecast</p> <p>■ Can understand the probability of a situation in a report about a familiar topic</p>	<p>■ Can give a short, rehearsed talk or presentation on a familiar topic</p> <p>■ Can describe future plans and intentions in detail and give degrees of probability that something will happen</p>	<p>■ Can write short emails or letters that express the probability of future plans</p>	<p>affect (v) AWL</p> <p>exceed AWL</p> <p>forecast (n)</p> <p>local (adj)</p> <p>region AWL</p>
<p>A conversation about a mystery</p> <p>■ Can recognize the key events in a short conversation and identify the certainty of each speaker about the events</p>	<p>■ Can draw conclusions about everyday objects and situations</p>	<p>■ Can write a paragraph about a short story and draw possible conclusions</p>	<p>advertisement</p> <p>amazed</p> <p>method AWL</p> <p>position (n)</p> <p>salary</p>

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