

Scope and Sequence

PART 1 Present, Past, and Future

UNIT	GRAMMAR	READING
1 Present Time Page 4 THEME The Digital World	<ul style="list-style-type: none"> Can use the simple present for habitual actions and the present progressive for actions in progress Can use the present perfect and the perfect progressive to connect the past with the present Can correctly use action verbs to describe actions and non-action verbs to describe states Can use adverbs with action words and adjectives with non-action verbs 	Opinion Editorial: <i>Connected!</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex text that contains the author's opinions
2 Past Time Page 18 THEME Intercultural Marriage	<ul style="list-style-type: none"> Can use the simple past, the past progressive, the present perfect, and the past perfect to refer to past events Can describe past habits and situations using <i>would</i> and <i>used to</i> 	Magazine Article: <i>That Special Someone</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex text that contains a narrative
3 Future Time Page 35 THEME Travel	<ul style="list-style-type: none"> Can use <i>be going to</i> and <i>will</i> to refer to future events Can use the simple present for scheduled events, and <i>be going to</i> and the present progressive to describe future plans Can use the future progressive, the future perfect, and the future perfect progressive to describe future actions or states 	Advice Column: <i>Get the Most Out of It</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex text that contains advice or suggestions

PART 2 Modals and Other Auxiliaries

4 Modals to Express Degrees of Necessity Page 52 THEME Cultural Differences	<ul style="list-style-type: none"> Can use <i>must</i>, <i>have to</i>, and <i>have got to</i> to show strong necessity Can use <i>must not</i> and <i>don't have to</i> to show prohibition Can use <i>had better</i> for warnings Can use <i>should</i> and <i>ought to</i> to offer advice, and use <i>be supposed to</i> and <i>be to</i> to show expectations Can make suggestions using <i>could</i> and <i>might (have)</i> <p>PRONUNCIATION Reducing Modals and Modal-like Auxiliaries</p>	Personal Narrative: <i>What We Should and Shouldn't Have Done</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex narrative about a personal experience
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PART 2 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about identity theft</p> <p>■ Can follow a group discussion on a complex topic such as identity theft</p>	<p>■ Can contribute fluently and naturally to a conversation about common uses of technology</p>	<p>■ Can write a detailed essay that highlights the benefits of an electronic device</p>	<p>access AWL associate (with) do without downside exposure AWL origin put things in perspective AWL undeniably AWL</p>
<p>A news broadcast</p> <p>■ Can recognize important details in a news broadcast or interview about complex, unfamiliar topics</p>	<p>■ Can clearly and precisely offer opinions about past events or goals, agreeing or disagreeing with others' opinions</p>	<p>■ Can write a linguistically complex discursive essay about a past experience</p>	<p>acknowledge AWL ethnic AWL eventually AWL furthermore AWL priority AWL rely AWL sustain AWL unique AWL</p>
<p>A conversation about travel plans</p> <p>■ Can recognize details in a fast-paced conversation about a schedule or itinerary</p>	<p>■ Can speculate and make predictions about future plans or events</p>	<p>■ Can write a linguistically complex discursive essay about future goals and aspirations</p>	<p>acquire AWL chart your own course excruciatingly hectic inevitable AWL maximize AWL minimize AWL out of whack</p>
<p>A conversation about suggestions</p> <p>■ Can identify the suggestions that are being made in a fast-paced conversation between fluent speakers</p>	<p>■ Can discuss do's and don'ts in different cultures, using linguistically complex language</p>	<p>■ Can write a linguistically complex discursive essay, offering regrets, opinions, and/or advice about a past situation</p>	<p>albeit AWL colleague AWL etiquette gracious occur AWL odd AWL overall AWL reciprocate</p>

AWL = Academic Word List item

UNIT	GRAMMAR	READING
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▼ PART 2 CONTINUED

<p>5</p> <p>Modals to Express Degrees of Certainty</p> <p>Page 69</p> <p>THEME Mysteries</p>	<ul style="list-style-type: none"> ■ Can use <i>may</i>, <i>might</i>, <i>could</i>, and <i>may not</i> or <i>might not</i> + base form of the verb to convey the degree of certainty in the present ■ Can use <i>may have</i>, <i>might have</i>, <i>could have</i>, <i>must have</i>, and <i>may not</i> or <i>might not</i> + past participle to convey the degree of certainty in the past ■ Can use <i>should</i> and <i>ought to</i> + base form of the verb and <i>may</i>, <i>might</i>, and <i>could</i> + base form of the verb to convey the degree of certainty in the future 	<p>Academic passage: <i>Who Really Discovered America?</i></p> <ul style="list-style-type: none"> ■ Can infer the author's attitude in a linguistically complex academic text that challenges established ideas
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PART **3**
Passive Voice

<p>6</p> <p>Passives: Part 1</p> <p>Page 86</p> <p>THEME Crime</p>	<ul style="list-style-type: none"> ■ Can use the passive with the past, present, and future tenses and modals ■ Can use the passive causative to talk about services or activities that people arrange for someone else to do 	<p>News Article: <i>Did He Get Away With It?</i></p> <ul style="list-style-type: none"> ■ Can understand and form opinions about theories presented in a linguistically complex news article
<p>7</p> <p>Passives: Part 2</p> <p>Page 105</p> <p>THEME Legends and Myths</p>	<ul style="list-style-type: none"> ■ Can use stative passives to describe situations or states ■ Can use regular passives to report ideas, opinions, and beliefs 	<p>Anthropology Passage: <i>The Strangest of Peoples</i></p> <ul style="list-style-type: none"> ■ Can distinguish between literal and allegorical meaning in an academic text

PART **4**
Gerunds and Infinitives

<p>8</p> <p>Gerunds</p> <p>Page 124</p> <p>THEME Friendship</p>	<ul style="list-style-type: none"> ■ Can use gerunds and gerund phrases in place of nouns, and as the subjects and objects of sentences ■ Can use a possessive noun or pronoun before a gerund to demonstrate possession 	<p>Magazine Article: <i>Friends</i></p> <ul style="list-style-type: none"> ■ Can infer the author's attitude in an expository text
<p>9</p> <p>Infinitives</p> <p>Page 140</p> <p>THEME Procrastination</p>	<ul style="list-style-type: none"> ■ Can use infinitives as subjects and objects in the simple, past, and passive forms ■ Can use verbs with infinitives and/or gerunds ■ Can use an adjective or noun followed by an infinitive 	<p>Magazine Article: <i>Seize the Day</i></p> <ul style="list-style-type: none"> ■ Can infer the interviewee's opinions on a subject from an interview transcript

LISTENING	SPEAKING	WRITING	VOCABULARY
An academic discussion ■ Can follow a group discussion on an academic topic	■ Can clarify own points and ideas about an ambiguous event, using linguistically sophisticated language	■ Can write a complex essay about a mystery, using modals to speculate about clues and possibilities	cohort debris hypothesize AWL nonetheless AWL potential AWL specification AWL stem from theory AWL
An interview about a crime ■ Can identify key details in a fast-paced interview conducted by native speakers	■ Can critically evaluate evidence presented in an article to discuss and speculate about a crime	■ Can write a linguistically complex essay about a crime, using the passive voice to illustrate actions	diminish AWL equip (with) AWL inadvertently notwithstanding AWL presumably AWL proceed (to) AWL recover AWL reveal AWL
A news bulletin about a natural disaster ■ Can follow chronological sequences in extended informal speech at natural speed	■ Can contribute fluently and naturally to a conversation about an academic topic	■ Can write a linguistically complex discursive essay about a legend or myth from one's culture	devote (to) AWL focal obtain AWL participation AWL practitioner AWL predominate AWL repulsive ritual
A telephone conversation between friends ■ Can identify key details in a telephone conversation between native speakers, spoken at a normal rate	■ Can contribute to group discussions about personal topics, even when speech is fast-paced and colloquial	■ Can write a well-developed, grammatically varied essay about a personal experience	abandon AWL coincide AWL compatible AWL context AWL likewise AWL naive seek AWL vulnerable
A news bulletin about a prison escape ■ Can recognize key information in a news bulletin spoken by a native speaker and containing reported speech	■ Can contribute fluently and naturally to a personal interview, alternating between answering and asking questions	■ Can write a well-developed, grammatically varied essay about a personal experience	connotation illustrate AWL motivate AWL scenario AWL straightforward AWL syndrome widespread AWL

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PART 5

Nouns

UNIT	GRAMMAR	READING
10 Count and Non-Count Nouns Page 160 THEME Health	<ul style="list-style-type: none"> Can use common nouns, proper nouns, regular and irregular count and non-count nouns, and nouns that are only plural Can make certain non-count nouns countable by adding a phrase that gives them a form, a limit, or a container 	TV Program Transcript: <i>Concerned About Health? Ask the Expert.</i> <ul style="list-style-type: none"> Can infer the interviewee's opinion on a subject from a long and linguistically complex interview transcript
11 Definite and Indefinite Articles Page 178 THEME Disappearing Species	<ul style="list-style-type: none"> Can use indefinite nouns to describe things that are non-specific or general Can use definite nouns to describe a particular person, place, or thing Can use indefinite and definite articles in a variety of different situations Can use no article with names of people, the names of most countries, and habitual locations 	Scientific Article: <i>Going, Going . . . Gone?</i> <ul style="list-style-type: none"> Can follow abstract argumentation, for example, the balancing of alternatives and the drawing of a conclusion
12 Quantifiers Page 194 THEME Study Skills	<ul style="list-style-type: none"> Can use a variety of different quantifiers with count and non-count nouns Can use <i>some</i>, <i>a few</i>, and <i>a little</i> with affirmative statements, and <i>any</i>, <i>few</i>, and <i>little</i> with negative statements PRONUNCIATION Reducing of in Quantifiers	Advice Column: <i>The Study Habits of Successful Students</i> <ul style="list-style-type: none"> Can infer the author's attitude in a complex text that presents advice or suggestions
13 Modification of Nouns Page 211 THEME Expectations	<ul style="list-style-type: none"> Can use participial adjectives, noun modifiers, and compound modifiers to modify nouns Can put multiple modifiers in a fixed order PRONUNCIATION Modifiers of Nouns	Expository Article: <i>I Hope for It, but I Don't Expect It</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex text that details different people's personal experiences

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about health issues</p> <p>■ Can identify important details from a fast-paced conversation</p>	<p>■ Can orally convey information from different sources, reconstructing arguments to present the overall result</p>	<p>■ Can write a well-developed, grammatically varied essay about personal attributes</p>	<p>advocate (v) AWL</p> <p>authority AWL</p> <p>category AWL</p> <p>deviate AWL</p> <p>hence AWL</p> <p>imperative (adj)</p> <p>in moderation</p> <p>offset AWL</p>
<p>A conversation about a controversial topic</p> <p>■ Can follow a fast-paced conversation between fluent speakers well enough to form one's own opinion about the topics discussed</p>	<p>■ Can contribute to a group discussion about a controversial topic, using linguistically complex language</p>	<p>■ Can write a linguistically complex discursive essay about a topic of environmental or social importance</p>	<p>considerable AWL</p> <p>crucial AWL</p> <p>diversity AWL</p> <p>institute (v) AWL</p> <p>nevertheless AWL</p> <p>restrict AWL</p> <p>strategy AWL</p> <p>vanish</p>
<p>A conversation between a professor and a student</p> <p>■ Can follow a fast-paced conversation held by fluent speakers</p>	<p>■ Can consult a variety of sources, using one's findings give a linguistically complex presentation about a country</p>	<p>■ Can write a well-developed essay that clearly states one's opinion about how to improve study habits</p>	<p>allocate AWL</p> <p>approximate (adj) AWL</p> <p>aspect AWL</p> <p>despair (v)</p> <p>orientation AWL</p> <p>precise AWL</p> <p>refine AWL</p> <p>ultimately AWL</p>
<p>A conversation about performance</p> <p>■ Can follow a fast-paced conversation well enough to recognize key details</p>	<p>■ Can contribute fluently and naturally to a literary analysis of a short story or poem</p>	<p>■ Can write a discursive essay that discusses people's expectations about major life events in detail</p>	<p>contrary AWL</p> <p>emerge AWL</p> <p>ensure AWL</p> <p>intense AWL</p> <p>outcome AWL</p> <p>persist AWL</p> <p>rave (about)</p> <p>thereby AWL</p>

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PART 6

Adjective Clauses

UNIT	GRAMMAR	READING
14 Adjective Clauses: Introduction Page 228 THEME Personality	<ul style="list-style-type: none"> Can use <i>who, which, that, whose, where, and when</i> with adjective clauses to modify nouns Can use adjective clauses as subjects or objects of sentences Can distinguish between identifying and nonidentifying adjective clauses, using commas with nonidentifying adjective clauses <p>PRONUNCIATION Identifying and Nonidentifying Adjective Clauses</p>	<p>Psychology Article: <i>What Type Are You?</i></p> <ul style="list-style-type: none"> Can extract information and ideas from a linguistically complex text about an academic subject
15 Adjective Clauses and Phrases Page 247 THEME Culture Shock	<ul style="list-style-type: none"> Can use adjective clauses with prepositions Can use the pattern quantifier + <i>of</i> + relative pronoun to refer to people or things, and noun + <i>of which</i> to refer to things only Can reduce or change adjective clauses to adjective phrases 	<p>Sociology Article: <i>What Is Culture Shock?</i></p> <ul style="list-style-type: none"> Can recognize organizational patterns within a linguistically complex text

PART 7

Adverbs

16 Adverbs: Sentence, Focus, and Negative Page 266 THEME Controversial Issues	<ul style="list-style-type: none"> Can use sentence adverbs to modify the meaning of entire sentences Can use focus adverbs before verbs to emphasize a word or phrase Can use negative adverbs at the beginning of sentences to emphasize negative meaning Can force inversion with <i>here, there, neither, and so</i> <p>PRONUNCIATION Stressed Words After Focus Adverbs</p>	<p>Radio Transcript: <i>Time to Sound Off</i></p> <ul style="list-style-type: none"> Can identify and make judgments about different opinions in a linguistically complex interview or transcript
17 Adverb Clauses Page 282 THEME Sports	<ul style="list-style-type: none"> Can use a variety of adverb clauses to indicate when, where, why, or under what condition something happens Can use adverb clauses of contrast such as <i>whereas, even though, and while</i> to establish contrast with ideas expressed in independent clauses 	<p>Sports Editorial: <i>Are Sports Still Sporting?</i></p> <ul style="list-style-type: none"> Can follow abstract argumentation in an editorial, such as the balancing of alternatives and the drawing of conclusions

PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about university life</p> <p>■ Can follow a fast-paced conversation about life in a university setting</p>	<p>■ Can summarize findings appropriately in an oral report about a famous person</p>	<p>■ Can write a linguistically complex essay that supports an opinion with a multitude of ideas, facts, or references</p>	<p>conflict (n) AWL</p> <p>data AWL</p> <p>discount (v)</p> <p>enable AWL</p> <p>gravitate</p> <p>insight AWL</p> <p>moreover</p> <p>secure (adj) AWL</p>
<p>A conversation between a student and a guidance counselor</p> <p>■ Can follow a fast-paced conversation between native speakers</p>	<p>■ Can use a complex graphic to describe their own cultural experiences, using linguistically complex language</p>	<p>■ Can write a grammatically rich, discursive essay that describes a cultural experience in detail</p>	<p>adjustment AWL</p> <p>attain AWL</p> <p>convert (v) AWL</p> <p>disorientation</p> <p>dwarf (v)</p> <p>flexible AWL</p> <p>maturity AWL</p> <p>whereas AWL</p>
<p>An excerpt from a radio call-in show</p> <p>■ Can follow a fast-paced conversation about a controversial topic, identifying the speakers' opinions</p>	<p>■ Can contribute fluently and naturally to a group debate about a controversial topic</p>	<p>■ Can write a well-developed, grammatically varied essay that states and explains one's opinion on a controversial topic</p>	<p>compulsory</p> <p>controversial AWL</p> <p>fundamentally AWL</p> <p>inherent</p> <p>interfere (with)</p> <p>promote AWL</p> <p>stereotype (n)</p> <p>voluntary AWL</p>
<p>An interview with an athlete</p> <p>■ Can follow a fast-paced interview given by a fluent speaker well enough to recall detailed information</p>	<p>■ Can offer, defend, and elicit an opinion that's derived from a quotation</p>	<p>■ Can write a well-developed, grammatically varied essay that discusses the pros and cons of sports</p>	<p>awry</p> <p>derive AWL</p> <p>factor (n) AWL</p> <p>infer AWL</p> <p>lurk</p> <p>parallel AWL</p> <p>prevalence</p> <p>shift (v) AWL</p>

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UNIT	GRAMMAR	READING
▼ PART 7 CONTINUED		
18 Adverb and Adverbial Phrases Page 298 THEME Compassion	<ul style="list-style-type: none"> ■ Can change adverb clauses of time and reason to adverb and adverbial phrases ■ Can change an adverb clause with the simple past or the past perfect to an adverb phrase by changing the verb to <i>having</i> + past participle 	Magazine Article: <i>Compassion</i> <ul style="list-style-type: none"> ■ Can identify a sequence of events in a linguistically complex article
19 Connectors Page 315 THEME Memory	<ul style="list-style-type: none"> ■ Can use a range of common transition words to sequence events ■ Can use both coordinating and subordinating conjunctions to connect ideas within and between sentences ■ Can use a variety of transitions to connect sentences with independent clauses and blocks of text 	Scientific Article: <i>Try to Remember</i> <ul style="list-style-type: none"> ■ Can infer the author's attitude in a linguistically complex academic text

PART 8

Noun Clauses

20 Noun Clauses: Subjects, Objects, and Complements Page 334 THEME Birth Order	<ul style="list-style-type: none"> ■ Can form and use noun clauses as subjects, objects, and complements ■ Can form and use embedded questions ■ Can form and use noun clauses with <i>that</i>, <i>the fact that</i>, <i>if</i>, and <i>whether</i> ■ Can add <i>-ever</i> to the end of <i>wh-</i> words to produce words that introduce noun clauses 	Psychology Article: <i>Does It Matter When You Were Born?</i> <ul style="list-style-type: none"> ■ Can recognize a connection between different theories in an academically rigorous text
21 Direct and Indirect Speech Page 352 THEME Communication and Misunderstanding	<ul style="list-style-type: none"> ■ Can report what someone said using direct and indirect speech in both question and sentence form ■ Can make the necessary changes to verb tenses, modals, possessive adjectives, and pronouns when using reported speech 	Interview Transcript: <i>Understanding Misunderstandings</i> <ul style="list-style-type: none"> ■ Can extract information, ideas, and opinions from a respected expert in her field

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A news broadcast about world affairs</p> <p>■ Can infer opinions in a linguistically complex news broadcast</p>	<p>■ Can contribute to a fast-paced group discussion about experiences that were witnessed in the past</p>	<p>■ Can write a complex discursive essay about a situation that was witnessed or experienced in the past</p>	<p>civility confrontation dawn (on) decrepit elude media ooze (v) status AWL</p>
<p>An excerpt from a workshop</p> <p>■ Can identify a speaker's point of view in a linguistically complex presentation</p>	<p>■ Can give one's opinion in response to a literary quote and comment on the opinions of others</p>	<p>■ Can write a detailed discursive essay about a memorable experience from the past</p>	<p>core AWL deteriorate enhance AWL highlight AWL induce AWL mitigate recollect vivid</p>
<p>A conversation about a child's problems</p> <p>■ Can follow a fast-paced conversation between a family therapist and the parents of a troubled child</p>	<p>■ Can elicit and participate in a conversation that is based on data from a survey or questionnaire</p>	<p>■ Can apply an academic theory to one's personal life in a well-developed, grammatically varied essay</p>	<p>compelling (adj) configuration conscientious enterprise innovator AWL niche (n) sole (adj) AWL temperament</p>
<p>An interview about communication techniques</p> <p>■ Can identify the main ideas and opinions in a fast-paced interview with an expert in her field</p>	<p>■ Can discuss communication techniques in a group setting, using linguistically complex language</p>	<p>■ Can write a complex essay that uses direct and indirect speech to provide a detailed account of an event witnessed in the past</p>	<p>address (v) arbitrary AWL distressed (adj) duration AWL inhibit AWL rancor rigid AWL self-righteous</p>

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PART **9**
Conditionals
and the
Subjunctive

UNIT	GRAMMAR	READING
22 Conditionals; Other Ways to Express Unreality Page 374 THEME Achievements and Inventions	<ul style="list-style-type: none"> ■ Can use real conditionals to refer to general truths, facts, habits, and repeated events ■ Can use present and past unreal conditionals to refer to hypothetical (counterfactual) past results of a previous action or situation ■ Can use <i>wish</i> and <i>if only</i> to express sadness or a desire for a different situation 	Scientific Article: <i>How Would Our World Be Different?</i> <ul style="list-style-type: none"> ■ Can extract information, ideas, and opinions from a linguistically complex text
23 More Conditions; The Subjunctive Page 392 THEME Advice	<ul style="list-style-type: none"> ■ Can use implied and inverted conditions ■ Can use the subjunctive as a verb form to express unreal conditions, wishes, and possibilities ■ Can use the subjunctive with the base form of the verb in noun clauses following verbs and adjectives of advice, necessity, and urgency 	Advice Column: <i>Ask Rosa</i> <ul style="list-style-type: none"> ■ Can extract information, ideas, and opinions from a complex text that offers advice or suggestions

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A classroom discussion</p> <p>■ Can follow a fast-paced classroom discussion about a technological concept</p>	<p>■ Can use real and unreal conditionals to discuss actual and hypothetical situations</p>	<p>■ Can write a linguistically complex, highly detailed essay about the impact of a technological development or invention</p>	<p>attribute (to) AWL</p> <p>e.g.</p> <p>evolve AWL</p> <p>formulate AWL</p> <p>i.e.</p> <p>mutually AWL</p> <p>ubiquitous</p> <p>utilize AWL</p>
<p>A conversation about advice</p> <p>■ Can follow a fast-paced conversation held by fluent speakers</p>	<p>■ Can give a formal presentation to a group of peers, advising them to choose specific actions or outcomes</p>	<p>■ Can write a linguistically complex discursive essay that uses the subjunctive to describe past experiences related to following advice</p>	<p>capable AWL</p> <p>manipulate AWL</p> <p>mediate AWL</p> <p>overbearing</p> <p>semblance</p> <p>slob</p> <p>resistant</p> <p>violate AWL</p>

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