

# Scope and Sequence

**PART 1**  
**Present and Past: Review and Expansion**

UNIT	GRAMMAR	READING
<b>1</b> <b>Simple Present and Present Progressive</b> Page 4 THEME Names	<ul style="list-style-type: none"> <li>Can use the simple present to describe habitual actions or unchanging facts</li> <li>Can use the present progressive to describe actions happening now</li> <li>Can use non-action verbs to describe states or situations</li> </ul>	<b>Social Science Article: <i>What's in a Name?</i></b> <ul style="list-style-type: none"> <li>Can scan a text in order to find specific information</li> </ul>
<b>2</b> <b>Simple Past and Past Progressive</b> Page 18 THEME First Meetings	<ul style="list-style-type: none"> <li>Can use the simple past to show that an action happened and was completed in the past</li> <li>Can use the past progressive to show that an action was in progress at a specific time in the past</li> <li>Can use the past progressive with the simple past to show an action interrupted by another action</li> <li>Can use the past progressive with <i>while</i> or <i>when</i> to show that two actions were in progress at the same time in the past</li> </ul>	<b>Biographical Article: <i>Super Couples</i></b> <ul style="list-style-type: none"> <li>Can follow chronological sequences in a biographical text</li> </ul>
<b>3</b> <b>Simple Past, Present Perfect, and Present Perfect Progressive</b> Page 33 THEME Hobbies and Interests	<ul style="list-style-type: none"> <li>Can recognize when to use the simple past, the present perfect, or the present perfect progressive</li> <li>Can use the present perfect (progressive) with <i>for/since</i> and time expressions to show that something was not completed in the past</li> <li>Can use the present perfect with adverbs of time to show that something happened at an indefinite time in the past</li> </ul>	<b>Narrative: <i>Adventures in Student Living</i></b> <ul style="list-style-type: none"> <li>Can scan a personal narrative to identify key details</li> </ul>
<b>4</b> <b>Past Perfect and Past Perfect Progressive</b> Page 48 THEME Musicians	<ul style="list-style-type: none"> <li>Can use the past perfect to show that something happened before a specific time in the past</li> <li>Can use the past perfect progressive to show that something was in progress before a specific time in the past</li> <li>Can use the past perfect (progressive) with the simple past to show the time order between two past events</li> <li>Can use adverbs such as <i>already</i>, <i>yet</i>, and <i>never</i> to emphasize the first event, and expressions with <i>by</i> to refer to the second event</li> </ul>	<b>Biographical Article: <i>The People's Conductor</i></b> <ul style="list-style-type: none"> <li>Can determine and sequence the order of events in an article about someone's life or career</li> </ul>

LISTENING	SPEAKING	WRITING	VOCABULARY
<p><b>A conversation about people</b></p> <p>■ Can identify people, based on descriptions in a conversation</p>	<p>■ Can ask people for personal details and introduce them to others</p> <p>■ Can narrate a video, describing what people are doing</p> <p>■ Can discuss naming customs in different countries</p>	<p>■ Can write a detailed paragraph about oneself</p>	<p>adjustment <sup>AWL</sup></p> <p>consist of <sup>AWL</sup></p> <p>convince <sup>AWL</sup></p> <p>identity <sup>AWL</sup></p> <p>in style <sup>AWL</sup></p> <p>provide</p>
<p><b>A personal narrative</b></p> <p>■ Can identify the order of events in a recorded description</p>	<p>■ Can describe one's first meeting with someone</p> <p>■ Can ask and answer questions about important life events</p> <p>■ Can create a story and present it to the class</p>	<p>■ Can write two paragraphs describing past events in an important relationship</p>	<p>accomplish</p> <p>cover (v)</p> <p>influential</p> <p>pursue <sup>AWL</sup></p> <p>recover <sup>AWL</sup></p> <p>research (n) <sup>AWL</sup></p>
<p><b>A conversation about hobbies</b></p> <p>■ Can recognize key ideas and details in a discussion about hobbies and personal interests</p>	<p>■ Can talk about hobbies and personal interests</p> <p>■ Can discuss routine accomplishments</p> <p>■ Can research an interesting hobby and present findings to the class</p>	<p>■ Can write a detailed paragraph about a recent trend</p>	<p>alternative (n) <sup>AWL</sup></p> <p>experiment (v)</p> <p>motivation <sup>AWL</sup></p> <p>passion</p> <p>survive <sup>AWL</sup></p> <p>trend (n) <sup>AWL</sup></p>
<p><b>An interview on a radio show</b></p> <p>■ Can understand the order of events in a radio program about career and life choices</p>	<p>■ Can ask and answer questions about past events and personal achievements</p> <p>■ Can discuss one's schedule for the previous day</p> <p>■ Can research a famous child prodigy and present findings to the class</p> <p>■ Can compare two similar scenes and discuss differences</p>	<p>■ Can write two paragraphs about a famous person's career and personal life</p>	<p>conduct (v) <sup>AWL</sup></p> <p>contract (n) <sup>AWL</sup></p> <p>ethnic <sup>AWL</sup></p> <p>inspire</p> <p>participate <sup>AWL</sup></p> <p>transform <sup>AWL</sup></p>

<sup>AWL</sup> = Academic Word List item

## PART 2

### Future: Review and Expansion

UNIT	GRAMMAR	READING
<b>5</b> <b>Future and Future Progressive</b> Page 68 THEME Life in the Future	<ul style="list-style-type: none"> <li>Can use <i>will</i> or <i>be going to</i> to discuss future facts and predictions</li> <li>Can use <i>will</i> when making quick decisions, offers, and promises, and <i>be going to</i> or the present progressive when making plans</li> <li>Can use the simple present to discuss future scheduled events</li> <li>Can use the future progressive to describe an action that will be in progress at a specific time in the future</li> <li>Can use the simple present or the present progressive in future time clauses</li> </ul>	<b>Information Article: <i>Cities of the Future</i></b> <ul style="list-style-type: none"> <li>Can understand important points and details in a lengthy article about a scientific topic</li> </ul>
<b>6</b> <b>Future Perfect and Future Perfect Progressive</b> Page 86 THEME Goals	<ul style="list-style-type: none"> <li>Can use the future perfect to show that something will happen before a specific time in the future</li> <li>Can use the future perfect progressive to show that something will be in progress until a specific time in the future</li> <li>Can use the future perfect (progressive) with the simple present to show the time order between two future events</li> <li>Can use adverbs such as <i>already</i> and <i>yet</i> to emphasize the first event, and expressions with <i>by</i> to refer to the second event</li> </ul>	<b>Business Article: <i>Young Entrepreneur Looks Toward the Future</i></b> <ul style="list-style-type: none"> <li>Can scan a text about a business topic in order to find specific information</li> </ul>

## PART 3

### Negative and Tag Questions, Additions and Responses

<b>7</b> <b>Negative Yes/No Questions and Tag Questions</b> Page 102 THEME Places to Live	<ul style="list-style-type: none"> <li>Can use a range of negative <i>yes/no</i> questions and tag questions to check information or comment on a situation</li> <li>Can answer negative <i>yes/no</i> questions and tag questions</li> </ul> <b>PRONUNCIATION</b> Intonation of tag questions	<b>Interview Transcripts: <i>It's a Great Place to Live, Isn't It?</i></b> <ul style="list-style-type: none"> <li>Can scan interview transcripts for key information</li> </ul>
<b>8</b> <b>Additions and Responses: <i>So, Too, Neither, Not either, and But</i></b> Page 118 THEME Similarities and Differences	<ul style="list-style-type: none"> <li>Can use additions with <i>so, too, neither, or not either</i> to express similarity</li> <li>Can use additions with <i>but</i> to express difference</li> <li>Can use short responses with <i>so, too, neither, or not either</i> to express agreement</li> <li>Can use short responses with <i>but</i> to express disagreement</li> </ul>	<b>Scientific Article: <i>The Twin Question: Nature or Nurture?</i></b> <ul style="list-style-type: none"> <li>Can extract specific information from a long, linguistically complex text on a scientific topic</li> </ul>

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A discussion about a conference</p> <p>■ Can follow a group discussion, identifying important details such as the speakers' schedules and plans</p>	<p>■ Can discuss schedules, reaching agreement on plans</p> <p>■ Can offer a detailed opinion about a controversial topic relating to technology</p>	<p>■ Can write two paragraphs about a hypothetical scenario that is set in the future</p>	<p>challenge (n) <b>AWL</b></p> <p>individual (n) <b>AWL</b></p> <p>innovative <b>AWL</b></p> <p>technology <b>AWL</b></p> <p>vehicle <b>AWL</b></p> <p>vertical (adj)</p>
<p>A conversation about entrepreneurship</p> <p>■ Can follow a fast-paced conversation about professional aspirations, identifying key details</p>	<p>■ Can talk about someone's future goals and accomplishments</p> <p>■ Can discuss personal long-term goals and how to achieve them</p>	<p>■ Can write a detailed paragraph about a classmate's future goals and what that person is doing to achieve these goals</p>	<p>affordable</p> <p>convert (v) <b>AWL</b></p> <p>corporate (adj) <b>AWL</b></p> <p>initiative <b>AWL</b></p> <p>meanwhile</p> <p>status <b>AWL</b></p>
<p>On-the-street conversations</p> <p>■ Can identify important details from fast-paced conversations</p>	<p>■ Can interview a classmate, asking questions and checking information</p> <p>■ Can discuss details about cities around the world, asking questions and checking information</p>	<p>■ Can write an interview transcript about a classmate's home city, commenting on and checking information</p>	<p>attracted (adj)</p> <p>constant (adj) <b>AWL</b></p> <p>extremely</p> <p>originally</p> <p>structure (n) <b>AWL</b></p> <p>supply (v)</p>
<p>A first-date conversation</p> <p>■ Can identify key details about people in a conversation</p>	<p>■ Can discuss similarities and differences between two people</p> <p>■ Can conduct online research about twins separated at birth and report findings</p> <p>■ Can discuss the controversial topic of nature vs. nurture and give own opinion</p>	<p>■ Can write two paragraphs about the similarities and differences between two people</p>	<p>complex (adj) <b>AWL</b></p> <p>factor (n) <b>AWL</b></p> <p>identical <b>AWL</b></p> <p>image <b>AWL</b></p> <p>investigate <b>AWL</b></p> <p>reserved (adj)</p>

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# PART 4

## Gerunds, Infinitives, and Phrasal Verbs

UNIT	GRAMMAR	READING
<b>9</b> <b>Gerunds and Infinitives: Review and Expansion</b> Page 136 THEME Fast Food	<ul style="list-style-type: none"> <li>Can use a gerund as the subject or the object of a verb</li> <li>Can use a range of verbs followed by a gerund or an infinitive</li> <li>Can use a gerund after a preposition or a phrasal verb, and an infinitive after certain adjectives or nouns</li> <li>Can use infinitives to express purpose</li> <li>Can use gerunds and infinitives to make general statements</li> </ul>	<b>Social Science Article:</b> <i>Fast Food in a Fast World</i> <ul style="list-style-type: none"> <li>Can recognize significant points and ideas in an article about a popular trend</li> </ul>
<b>10</b> <b>Make, Have, Let, Help, and Get</b> Page 152 THEME Zoos and Marine Theme Parks	<ul style="list-style-type: none"> <li>Can use <i>make, have, get, or let</i> to show how someone causes or allows another person/animal to do something</li> <li>Can use <i>help</i> to show that someone makes things easier for another person/animal</li> </ul>	<b>Opinion Article:</b> <i>That's Entertainment?</i> <ul style="list-style-type: none"> <li>Can recognize significant points and arguments in an opinion article on a controversial topic</li> </ul>
<b>11</b> <b>Phrasal Verbs: Review and Expansion</b> Page 165 THEME Telemarketing	<ul style="list-style-type: none"> <li>Can use a range of phrasal verbs</li> <li>Can use transitive phrasal verbs with or without separated objects</li> <li>Can use intransitive phrasal verbs</li> <li>Can use phrasal verbs with preposition combinations</li> </ul>	<b>Magazine Article:</b> <i>Welcome Home!</i> <ul style="list-style-type: none"> <li>Can identify specific information in a linguistically complex article</li> </ul>

# PART 5

## Adjective Clauses

<b>12</b> <b>Adjective Clauses with Subject Relative Pronouns</b> Page 182 THEME Personality Types and Friends	<ul style="list-style-type: none"> <li>Can use sentences with adjective clauses beginning with subject relative pronouns such as <i>who, that, which, or whose</i> to identify or give additional information about nouns</li> <li>Can use identifying and nonidentifying adjective clauses</li> </ul> <p><b>PRONUNCIATION</b> Identifying and nonidentifying adjective clauses</p>	<b>Psychology Article:</b> <i>Extroverts and Introverts</i> <ul style="list-style-type: none"> <li>Can identify specific information in a linguistically complex article</li> </ul>
<b>13</b> <b>Adjective Clauses with Object Relative Pronouns</b> Page 199 THEME The Immigrant Experience	<ul style="list-style-type: none"> <li>Can use adjective clauses beginning with object relative pronouns such as <i>who(m), that, which, or whose</i> to identify or give additional information about nouns</li> <li>Can use adjective clauses beginning with <i>where</i> or <i>when</i></li> <li>Can use identifying and nonidentifying adjective clauses</li> <li>Can use adjective clauses as objects of verbs and prepositions</li> </ul>	<b>Online Book Review:</b> <i>Stories of a New Generation of Immigrants</i> <ul style="list-style-type: none"> <li>Can identify specific information in a book review</li> </ul>

LISTENING	SPEAKING	WRITING	VOCABULARY
<p><b>A conversation about school food services</b></p> <p>■ Can identify key details in a conversation</p>	<p>■ Can complete a questionnaire and discuss results</p> <p>■ Can make cross-cultural comparisons about a familiar topic</p> <p>■ Can conduct online research on fast food and report findings</p>	<p>■ Can write two paragraphs describing pluses and minuses of a certain type of food</p>	<p>appealing (adj)</p> <p>consequence <b>AWL</b></p> <p>convenience</p> <p>globe <b>AWL</b></p> <p>objection</p> <p>reliability <b>AWL</b></p>
<p><b>A conversation between a student and a teacher</b></p> <p>■ Can recognize how one speaker influences the other and gets that person do something</p>	<p>■ Can describe how someone has influenced one's life</p> <p>■ Can contribute to a group discussion about a controversial topic</p>	<p>■ Can write three paragraphs about a controversial topic, giving arguments for and against and stating one's personal opinion</p>	<p>cruel</p> <p>former</p> <p>humane</p> <p>physical <b>AWL</b></p> <p>rebel (v)</p> <p>reinforcement <b>AWL</b></p>
<p><b>A phone conversation with a telemarketer</b></p> <p>■ Can identify key details in a conversation</p>	<p>■ Can justify and sustain views clearly by providing relevant explanations and arguments</p> <p>■ Can analyze and discuss advertisements</p>	<p>■ Can write two paragraphs describing a personal experience and what one learned from the experience</p>	<p>authorities <b>AWL</b></p> <p>eliminate <b>AWL</b></p> <p>equivalent <b>AWL</b></p> <p>feature (n) <b>AWL</b></p> <p>firmly</p> <p>tactic</p>
<p><b>A conversation between friends at a high-school reunion</b></p> <p>■ Can identify the people described in a conversation</p>	<p>■ Can take a personality quiz and discuss the results</p> <p>■ Can give an opinion and examples in response to a literary quote or an international proverb</p> <p>■ Can complete a questionnaire and discuss the answers</p>	<p>■ Can write two paragraphs describing the ideal friend and one's best friend</p>	<p>contradict <b>AWL</b></p> <p>require <b>AWL</b></p> <p>sensitive</p> <p>tendency</p> <p>trait</p> <p>unique <b>AWL</b></p>
<p><b>A description of a childhood room</b></p> <p>■ Can follow a personal narrative well enough to identify specific details</p>	<p>■ Can conduct online research about a successful immigrant and report findings</p> <p>■ Can give an opinion and examples in response to a literary quote</p>	<p>■ Can write a description of a place from one's childhood and why the place was important</p>	<p>compelling (adj)</p> <p>encounter (v) <b>AWL</b></p> <p>generation <b>AWL</b></p> <p>issue (n) <b>AWL</b></p> <p>poverty</p> <p>struggle (v)</p>

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# PART 6

## Modals: Review and Expansion

UNIT	GRAMMAR	READING
<b>14</b> <b>Modals and Similar Expressions: Review</b> Page 220 THEME Social Networking	<ul style="list-style-type: none"> <li>Can use a range of modals and similar expressions to express ability, possibility, advice, necessity, prohibition, or conclusions</li> <li>Can use <i>may</i>, <i>might</i>, or <i>could</i> to express future possibility</li> </ul>	Social Science Article: <i>Staying Connected</i> <ul style="list-style-type: none"> <li>Can extract information, ideas, and opinions from a linguistically complex article</li> </ul>
<b>15</b> <b>Advisability in the Past</b> Page 238 THEME Regrets	<ul style="list-style-type: none"> <li>Can use a range of past modals to express past advisability, regret, or criticism</li> </ul> <p><b>PRONUNCIATION</b> <i>Should have, Could have, Might have, and Ought to have</i></p>	Psychology Article: <i>Useless Regrets</i> <ul style="list-style-type: none"> <li>Can infer people's opinions based on the information in a linguistically complex article</li> </ul>
<b>16</b> <b>Speculations About the Past</b> Page 252 THEME Unsolved Mysteries	<ul style="list-style-type: none"> <li>Can use a range of past modals to speculate about past events and draw possible or probable conclusions based on facts</li> </ul> <p><b>PRONUNCIATION</b> <i>Could(n't) have, May have, and Might have</i></p>	Archaeology Article: <i>The Iceman</i> <ul style="list-style-type: none"> <li>Can speculate and draw conclusions based on the information in a factual article</li> </ul>

# PART 7

## The Passive

<b>17</b> <b>The Passive: Overview</b> Page 270 THEME Geography	<ul style="list-style-type: none"> <li>Can differentiate between active and passive sentences</li> <li>Can use the passive with the simple present, the simple past, or the present perfect of transitive verbs</li> <li>Can determine when to mention the agent or not</li> <li>Can use the passive with <i>by</i> + agent when it is important to mention the agent</li> </ul>	Magazine Article: <i>Geography: The Best Subject on Earth</i> <ul style="list-style-type: none"> <li>Can identify specific information in a linguistically complex article</li> </ul>
<b>18</b> <b>The Passive with Modals and Similar Expressions</b> Page 287 THEME International Cooperation	<ul style="list-style-type: none"> <li>Can use the passive with a range of modals and similar expressions to express certainty in the future, ability or possibility, future possibility or impossibility, advice or necessity</li> </ul>	Social Science Article: <i>Close Quarters</i> <ul style="list-style-type: none"> <li>Can identify specific information in a linguistically complex article</li> </ul>

PART 7 CONTINUES ▼



LISTENING	SPEAKING	WRITING	VOCABULARY
<p><b>A conversation about Facebook</b></p> <p>■ Can identify key details in a conversation</p>	<p>■ Can discuss social networking websites, giving opinions</p> <p>■ Can take a quiz and compare answers with classmates</p> <p>■ Can discuss the advantages and disadvantages of social networking</p>	<p>■ Can write a blog entry about plans and events in the near future</p>	<p>content (n)</p> <p>involved (adj) <b>AWL</b></p> <p>limit (v)</p> <p>network (v) <b>AWL</b></p> <p>resource <b>AWL</b></p> <p>respond <b>AWL</b></p>
<p><b>A personal narrative about regrets</b></p> <p>■ Can follow a personal narrative well enough to identify specific details</p>	<p>■ Can take a survey and discuss the results</p> <p>■ Can discuss a situation, examining people's actions and giving opinions as to what the people should have done</p>	<p>■ Can write three paragraphs describing a past problem and evaluating what should or shouldn't have been done</p>	<p>examine</p> <p>exhausted (adj)</p> <p>paralyzed (adj)</p> <p>perceive <b>AWL</b></p> <p>strategy <b>AWL</b></p> <p>unrealistic</p>
<p><b>Conversations between archaeology students</b></p> <p>■ Can identify key details in conversations and match each conversation with a picture</p>	<p>■ Can discuss ancient objects, speculating on what they are and what they might have been used for</p> <p>■ Can discuss and speculate on new facts found about the Iceman</p>	<p>■ Can write a detailed paragraph speculating about an unsolved mystery</p>	<p>assume <b>AWL</b></p> <p>decade <b>AWL</b></p> <p>indicate <b>AWL</b></p> <p>preserve (v)</p> <p>speculation</p> <p>victim</p>
<p><b>An academic lecture about Haiti</b></p> <p>■ Can follow an academic lecture well enough to identify key details and complete notes</p>	<p>■ Can discuss and interpret an international proverb</p> <p>■ Can engage in an extended conversation about geographical locations and resources found there</p> <p>■ Can take a quiz and compare answers with classmates</p>	<p>■ Can write an essay about a country one knows well</p>	<p>edition <b>AWL</b></p> <p>explorer</p> <p>inhabitant</p> <p>mission</p> <p>publication <b>AWL</b></p> <p>respect (n)</p>
<p><b>Conversations from a science-fiction movie dialog</b></p> <p>■ Can follow conversations well enough to identify key details</p>	<p>■ Can discuss rules for group living in close quarters</p> <p>■ Can make recommendations for improvement of one's environment</p> <p>■ Can discuss the pros and cons of investing money in space projects</p>	<p>■ Can write one or two paragraphs describing the ideal school for diplomacy</p>	<p>assemble <b>AWL</b></p> <p>benefit (v) <b>AWL</b></p> <p>concern (n)</p> <p>cooperate <b>AWL</b></p> <p>perspective <b>AWL</b></p> <p>undertaking <b>AWL</b></p>

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## PART 8 Conditional Sentences

UNIT	GRAMMAR	READING
▼ PART 7 CONTINUED		
<b>19</b> <b>The Passive Causative</b> Page 301 THEME Personal Services	<ul style="list-style-type: none"> <li>Can use the passive causative to describe services people arrange for someone to do for them</li> <li>Can use the passive causative with <i>by</i> + agent when the agent is new or important information</li> </ul>	Fashion Magazine Article: <i>Body Art</i> <ul style="list-style-type: none"> <li>Can identify specific information in an article on a familiar topic</li> </ul>
<b>20</b> <b>Present Real Conditional Sentences</b> Page 316 THEME Shopping	<ul style="list-style-type: none"> <li>Can use present real conditional sentences with <i>if/when</i> to describe real conditions and results that are certain, such as general truths and habits</li> <li>Can use modals or similar expressions in the result clause to express possibility, advice, or necessity</li> <li>Can use an imperative in the result clause to express instructions, commands, or invitations</li> </ul>	Information Article: <i>Pick and Click: Shopping@Home</i> <ul style="list-style-type: none"> <li>Can identify specific information in an article on a familiar topic</li> </ul>
<b>21</b> <b>Future Real Conditional Sentences</b> Page 331 THEME Cause and Effect	<ul style="list-style-type: none"> <li>Can use future real conditional sentences with <i>if/unless</i> to describe real conditions and results that are certain</li> <li>Can use modals or similar expressions in the result clause to express possibility, advice, or necessity</li> </ul>	Magazine Article: <i>Knock on Wood!</i> <ul style="list-style-type: none"> <li>Can identify specific information in an article on a familiar topic</li> </ul>
<b>22</b> <b>Present and Future Unreal Conditional Sentences</b> Page 344 THEME Wishes	<ul style="list-style-type: none"> <li>Can use present and future unreal conditional sentences to describe unreal conditions and results that are untrue, imagined, or impossible</li> <li>Can use <i>might</i> or <i>could</i> in the result clause to express possibility</li> <li>Can give advice using <i>If I were you</i></li> <li>Can use <i>wish</i> to express wishes related to the present or future</li> </ul>	Fairy Tale: <i>The Fisherman and His Wife</i> <ul style="list-style-type: none"> <li>Can identify specific information in a story</li> </ul>
<b>23</b> <b>Past Unreal Conditional Sentences</b> Page 359 THEME Alternate Histories	<ul style="list-style-type: none"> <li>Can use past unreal conditional sentences to describe past unreal conditions and results that are untrue, imagined, or impossible</li> <li>Can use <i>might have</i> or <i>could have</i> in the result clause to express possibility</li> <li>Can use <i>wish</i> + past perfect to express regret or sadness</li> </ul>	Information Article: <i>What if...?</i> <ul style="list-style-type: none"> <li>Can extract specific information from a linguistically complex article</li> </ul>

LISTENING	SPEAKING	WRITING	VOCABULARY
<p><b>A conversation between father and daughter</b></p> <p>■ Can identify key details in a conversation about tasks on a To Do list</p>	<p>■ Can talk about plans and preparations for a trip to another country</p> <p>■ Can compare <i>Before</i> and <i>After</i> pictures of a person and discuss changes in appearance</p> <p>■ Can discuss steps people from different cultures take to improve their appearance</p>	<p>■ Can write one or two paragraphs describing preparations for a future event</p>	<p>caution (n)</p> <p>expand <b>AWL</b></p> <p>option <b>AWL</b></p> <p>permanent (adj)</p> <p>risk (n)</p> <p>temporary (adj) <b>AWL</b></p>
<p><b>Announcements in an airport and aboard a plane</b></p> <p>■ Can infer correct information from public announcements</p>	<p>■ Can discuss and complete an online order form</p> <p>■ Can discuss shopping in different places</p> <p>■ Can compare the advantages and disadvantages of shopping in stores and shopping online</p>	<p>■ Can write a short article describing things to do and see in one's city or town</p>	<p>consumer <b>AWL</b></p> <p>dispute (v)</p> <p>policy <b>AWL</b></p> <p>precaution</p> <p>secure (adj) <b>AWL</b></p> <p>site (n) <b>AWL</b></p>
<p><b>An interview with a candidate for student council president</b></p> <p>■ Can follow an animated conversation well enough to identify details</p>	<p>■ Can discuss common problems and possible solutions</p> <p>■ Can discuss superstitions, giving opinions and making cross-cultural comparisons</p>	<p>■ Can write a short speech about what one will do if elected class or school president</p>	<p>anticipate <b>AWL</b></p> <p>attitude <b>AWL</b></p> <p>confident</p> <p>insight <b>AWL</b></p> <p>percent <b>AWL</b></p> <p>widespread <b>AWL</b></p>
<p><b>A modern fairy tale</b></p> <p>■ Can follow a recorded story well enough to identify key details</p>	<p>■ Can discuss common problems and give advice</p> <p>■ Can discuss hypothetical questions and wishes</p>	<p>■ Can write a detailed paragraph describing a wish one has for oneself or society, and what might happen if it came true</p>	<p>consent (v) <b>AWL</b></p> <p>embarrassed (adj)</p> <p>enchanted (adj)</p> <p>furious</p> <p>grant (v) <b>AWL</b></p> <p>regular (adj)</p>
<p><b>Conversations about past events</b></p> <p>■ Can follow animated conversations well enough to identify key information about past events</p>	<p>■ Can speculate about past events or hypothetical situations</p> <p>■ Can analyze past situations and evaluate the decisions made</p> <p>■ Can talk about a past decision one regrets and about what one wishes had happened and why</p>	<p>■ Can write one or two paragraphs speculating about what would have happened if an important event hadn't taken place</p>	<p>alternate (adj) <b>AWL</b></p> <p>dominate <b>AWL</b></p> <p>occur <b>AWL</b></p> <p>outcome <b>AWL</b></p> <p>parallel (adj) <b>AWL</b></p> <p>version <b>AWL</b></p>

**AWL** = Academic Word List item

**PART 9**  
**Indirect  
Speech and  
Embedded  
Questions**

UNIT	GRAMMAR	READING
<b>24</b> <b>Direct and Indirect Speech</b> Page 376 THEME Truth and Lies	<ul style="list-style-type: none"> <li>■ Can report what others said using direct and indirect speech</li> <li>■ Can use a range of common reporting verbs in both direct and indirect speech</li> <li>■ Can correctly punctuate statements in direct speech</li> <li>■ Can make tense and pronoun changes in indirect speech</li> </ul>	<b>Social Science Article:</b> <i>The Truth About Lying</i> <ul style="list-style-type: none"> <li>■ Can identify specific information in a linguistically complex article</li> </ul>
<b>25</b> <b>Tense Changes in Indirect Speech</b> Page 392 THEME Extreme Weather	<ul style="list-style-type: none"> <li>■ Can report other people's statements using indirect speech, making tense and time-word changes</li> <li>■ Can use modals in indirect speech</li> <li>■ Can recognize verbs that do not change in indirect speech</li> <li>■ Can use appropriate time words in indirect speech</li> </ul>	<b>Scientific Article:</b> <i>Force of Nature</i> <ul style="list-style-type: none"> <li>■ Can attribute quoted speech to appropriate speakers based on the information in an article</li> </ul>
<b>26</b> <b>Indirect Instructions, Commands, Advice, Requests, Invitations</b> Page 408 THEME Health Issues	<ul style="list-style-type: none"> <li>■ Can report other people's instructions, commands, advice, requests, and invitations, using indirect speech with infinitives</li> </ul>	<b>Radio Interview Transcript:</b> <i>Here's to Your Health</i> <ul style="list-style-type: none"> <li>■ Can identify specific information in a linguistically complex text</li> </ul>
<b>27</b> <b>Indirect Questions</b> Page 420 THEME Job Interviews	<ul style="list-style-type: none"> <li>■ Can report other people's questions, using indirect speech</li> <li>■ Can use <i>if</i>, <i>whether</i>, or a <i>wh</i>- word to begin indirect questions</li> <li>■ Can use proper verb tense and word order in indirect questions</li> </ul>	<b>Business Article:</b> <i>The Stress Interview</i> <ul style="list-style-type: none"> <li>■ Can identify specific information in a linguistically complex article</li> </ul>
<b>28</b> <b>Embedded Questions</b> Page 437 THEME Tipping Around the World	<ul style="list-style-type: none"> <li>■ Can use sentences with embedded questions to ask for information or express something one doesn't know</li> <li>■ Can use <i>if</i>, <i>whether</i>, or a <i>wh</i>- word to begin embedded questions</li> <li>■ Can use statement word order in embedded questions</li> </ul>	<b>Interview Transcript:</b> <i>The Tip: Who? When? and How much?</i> <ul style="list-style-type: none"> <li>■ Can extract specific information from a linguistically complex text</li> </ul>

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>Conversations between friends and coworkers</p> <ul style="list-style-type: none"> <li>Can follow animated conversations well enough to identify key details</li> </ul>	<ul style="list-style-type: none"> <li>Can have a discussion about lying</li> <li>Can give an opinion and examples in response to a literary quote or international proverb</li> <li>Can complete a questionnaire and compare answers with classmates</li> </ul>	<ul style="list-style-type: none"> <li>Can write one or two paragraphs about a past conversation, reporting what was said using direct and indirect speech</li> </ul>	<p>aware <b>AWL</b>  justify <b>AWL</b>  majority <b>AWL</b>  nevertheless <b>AWL</b>  reveal (v) <b>AWL</b>  survey (n) <b>AWL</b></p>
<p>A conversation about a recent weather report</p> <ul style="list-style-type: none"> <li>Can identify key details in a discussion about a weather report</li> </ul>	<ul style="list-style-type: none"> <li>Can conduct a simple interview and report the other person's answers</li> <li>Can do an online search about an extreme weather event and report findings</li> </ul>	<ul style="list-style-type: none"> <li>Can write two paragraphs about an extreme weather event, reporting another person's experience</li> </ul>	<p>devastation  exceed <b>AWL</b>  extreme  inevitable <b>AWL</b>  shelter (n)  whereas <b>AWL</b></p>
<p>A conversation about a visit to a headache clinic</p> <ul style="list-style-type: none"> <li>Can identify key details in a conversation about medical advice</li> </ul>	<ul style="list-style-type: none"> <li>Can discuss health problems and possible home remedies</li> <li>Can report on how someone followed instructions</li> </ul>	<ul style="list-style-type: none"> <li>Can write one or two paragraphs describing a health problem one had and reporting the advice one received</li> </ul>	<p>astonishing  fatigue (n)  interfere  monitor (v) <b>AWL</b>  persist <b>AWL</b>  remedy (n)</p>
<p>A conversation about a job interview</p> <ul style="list-style-type: none"> <li>Can identify key details in a conversation about a job interview</li> </ul>	<ul style="list-style-type: none"> <li>Can role-play a job interview and discuss with classmates</li> <li>Can talk about a personal experience with a job interview</li> <li>Can complete a questionnaire about work values, discuss answers, and report conversations</li> </ul>	<ul style="list-style-type: none"> <li>Can write a report on a job interview</li> </ul>	<p>appropriate (adj) <b>AWL</b>  candidate  evaluation <b>AWL</b>  handle (v)  potential (adj) <b>AWL</b>  pressure (n)</p>
<p>A call-in radio show about tipping</p> <ul style="list-style-type: none"> <li>Can understand a call-in radio program well enough to identify information</li> </ul>	<ul style="list-style-type: none"> <li>Can discuss tipping around the world, giving opinions</li> <li>Can talk about problems encountered during first-time experiences</li> <li>Can role-play a conversation between a hotel clerk and a guest asking for information</li> </ul>	<ul style="list-style-type: none"> <li>Can write a detailed paragraph about a confusing or surprising situation</li> </ul>	<p>clarify <b>AWL</b>  custom  depend on  logical <b>AWL</b>  ordinary  ultimate <b>AWL</b></p>

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