SCOPE AND SEQUENCE

Unit/Chapter	Developing Reading Skills	Learning Target Vocabulary	Building on the Vocabulary	Using Critical Thinking	Practicing Writing
Unit 1 INTO THE WORLD OF BUSINESS					
Chapter 1: *Dreamers and Doers* **Page 2**	• Guessing meaning from context • Understanding topics and main ideas • Understanding text features • Reading for details: Recognizing what the writer does and doesn't say **Tips** • Reading first for the gist	*ad, client, come up with, design drive, earn, fair, hire, make a living, mean, risk, service, set up, turn (something) into, willing* **Tips** • Meanings of *drive* • *Client* vs. *customer* • Understanding parts of speech • Uses of *willing* • Meanings of *text* • Learning by writing sentences	• Word Grammar: Nouns, Verbs, and Phrasal Verbs	• **Examining** text structure • **Analyzing** human character • **Drawing** logical conclusions • **Citing evidence** from the text to support your opinion **Tips** • Practicing critical thinking	• Writing a paragraph about a young entrepreneur • Writing a paragraph about a career in business **Tips** • Citing evidence
Chapter 2: *Word-of-Mouth Advertising* **Page 14**	• Understanding text features • Understanding topics and main ideas • Reading for details **Tips** • Scanning • Understanding the writer's purpose	*advertising, announce, appear, as long as, avoid, consumer, developing, get rid of, goods, in return, major, sign up, volunteer, while, within* **Tips** • Meaning of *goods* • Uses of *in return for* • Meanings of *while*	• Word Grammar: Adjectives	• **Determining** what the text does and doesn't say • **Inferring** reasons for opinions • **Identifying** author purpose • **Drawing** comparisons **Tips** • Making inferences	• Writing a paragraph about an ad you remember • Writing a paragraph about your reaction to ads **Tips** • Taking time to revise
Chapter 3: *A Language on the Move* **Page 25**	• Understanding topics of paragraphs • Reading for details: Recognizing what a writer does and doesn't say • Summarizing **Tips** • Making a mental map of a text • Recognizing details	*deal with, economic, employee, financial, gain, huge, influence, invest, market, nature, particular, political, quality, quite, spread* **Tips** • Uses of *influence* • Meanings of *deal with* • Meanings of *particular*	• Word Grammar: Suffixes	• **Identifying** reasons for quotations • **Analyzing** word choice • **Applying** information from the reading to other contexts • **Supporting** your opinion **Tips** • Analyzing quotations	• Writing a paragraph about advice for learners of English • Writing a paragraph about your first experience learning English **Tips** • Writing a summary • Prewriting activities
Chapter 4: *When the Employees Own the Company* **Page 36**	• Understanding topics and main ideas • Reading for details: Recognizing what a writer does and doesn't say • Using graphic organizers **Tips** • Marking up a text	*believe in, besides, committee, community, condition, in charge of, organize, profit, provide, quality, react, right, security, such, uncertain* **Tips** • Uses of *profit* • Uses of *react (to)* • Use of *conditions*	• Studying Collocations: *Condition* and its word partners	• **Identifying** author purpose • **Examining** text structure • **Applying** ideas from the text to other situations • **Citing evidence** from the text **Tips** • Citing evidence from the text	• Writing a paragraph about the most important working conditions • Writing a paragraph about an experience organizing something **Tips** • Reading your writing aloud
Unit 1 *Checkpoint* **Page 48**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Word Families* • A Puzzle: *A Crossword Puzzle* • Building Dictionary Skills: *Superscripts*, *Finding Words* and *Phrases within Entries*				

Unit/Chapter	Developing Reading Skills	Learning Target Vocabulary	Building on the Vocabulary	Using Critical Thinking	Practicing Writing
Unit 2 HEALTH MATTERS					
Chapter 5: *Living to 100 and Beyond* **Page 56**	• Understanding the main idea of the reading • Taking notes • Stating major points • Using details to support major points **Tips** • Avoiding translating as you read	*actually, as well, beyond, forever, generally, increase, lifestyle, likely, limit, make a difference, make it, possibly, process, similar, treat* **Tips** • Meanings of *difference* • *Actual* and *actually* • Uses of *make it* • Uses of *increase* • Meanings of *beyond*	• Word Grammar: Adverbs	• **Inferring** the writer's meaning • **Analyzing** word use • **Evaluating** support for claims • **Supporting** your opinion **Tips** • Looking for evidence to support inferences	• Writing a paragraph about living to be 100 • Writing a journal entry about celebrating your 100th birthday **Tips** • Practice using new vocabulary
Chapter 6: *What Causes the Placebo Effect?* **Page 67**	• Quoting and paraphrasing • Understanding reference words • Summarizing **Tips** • First reading vs. rereading • The function of *actual/actually*	*affect, block, break a habit, chemistry, explanation, further, have something to do with, prove, recent, response, role, simply, staff, treatment, trick* **Tips** • Meanings of *response* • Meaning of *play a role* • *Affect* vs. *effect* • Uses of *staff* • Meaning of *findings*	• Word Grammar: *Farther* vs. *Further*	• **Synthesizing** information • **Analyzing** word choice • **Applying** information from the text • **Assessing** implications	• Writing a paragraph about volunteering for a research study • Writing a paragraph about going to the doctor **Tips** • Making lists to organize ideas
Chapter 7: *Tears* **Page 79**	• Quoting and paraphrasing • Understanding major points • Summarizing **Tips** • The function of *in fact*	*blow, chemical, differ, emotional, flow, go ahead, liquid, material, mental, normal, notice, rate, surface, throughout, view* **Tips** • *Emotion* and *emotional* • Uses of *throughout* • Uses of *notice*	• Studying Collocations: Verbs Used with *View*	• **Analyzing** language used in the text • **Citing evidence** from the text • **Identifying** the writer's point of view • **Supporting** your opinion **Tips** • Being aware of the writer's point of view	• Writing a paragraph about a personal experience of crying • Writing an opinion paragraph about crying **Tips** • Using quotations to express the writer's ideas
Chapter 8: *The Power of Touch* **Page 90**	• Understanding text features: Uses of parentheses • Understanding topics and main ideas • Quoting and paraphrasing **Tips** • Reading about scientific studies	*benefit, condition, culture, development, drop, hug, key, improve, independent, physical, press, raise, reduce, set, stress* **Tips** • Uses of *benefit* • Meanings of *stress* • Uses of *improve* • *Drop* and *reduction*	• Word Grammar: The Suffix *-al*	• **Differentiating** between fact and opinion • **Recognizing** author purpose • **Inferring** information • **Reacting** to claims in a text • **Analyzing** language used in the text **Tips** • Facts vs. opinions	• Writing a paragraph about researching observations • Writing a paragraph about the sense most important to you **Tips** • Using the five senses in descriptive writing
Unit 2 *Checkpoint* **Page 101**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Transitive and Intransitive Verbs* • A Puzzle: *Word Search* • Building Dictionary Skills: *Understanding Codes in the Dictionary*				

Unit/Chapter	Developing Reading Skills	Learning Target Vocabulary	Building on the Vocabulary	Using Critical Thinking	Practicing Writing
Unit 3 EXPLORING TECHNOLOGY					
Chapter 9: *A History of Telling Time* **Page 110**	• Recognizing text organization • Understanding reference words **Tips** • The function of reference words	*accurate, advanced, attend, demand, equal, exact, fairly, high-tech, measure, modern, portable, set, shadow, technology, transportation* **Tips** • Gerunds • Meanings of *technology* and *technologies* • *Advanced* and *advance* • Meaning of *chronological order* • Understanding *solution*	• Word Grammar: Using *Port* to Form Words	• **Identifying** problems and solutions • **Explaining** the text • **Brainstorming** examples • **Examining** your own position **Tips** • Connecting problems with solutions	• Writing a paragraph about a popular saying about time • Writing a paragraph about being on time **Tips** • Providing reasons for your opinions
Chapter 10: *The Screen vs. the Printed* **Page 121**	• Recognizing text organization • Supporting details • Summarizing **Tips** • Noticing text organization	*at least, behavior, carry out, deserve, electronic, in particular, on the other hand, practice, replace, resource, respond, section, so far, take (something) seriously, whenever* **Tips** • Meaning of *deserve* • The prefix *e-* (for *electronic*) • Collocations with *resources* • Uses of *on the other hand*	• Word Grammar: *Behavior, Practice,* and *Habit*	• **Identifying** author purpose • **Drawing** comparisons • **Inferring** opinions • **Understanding** a metaphor **Tips** • Recognizing the purpose of a comparison	• Writing a paragraph about reading electronic texts • Writing a paragraph comparing reading purposes **Tips** • Using a T-chart to organize ideas
Chapter 11: *Appropriate Technologies* **Page 133**	• Identifying problems and solutions • Recognizing cause and effect • Supporting details **Tips** • Reviewing advice for readers	*appropriate, attach, be better off, engineering, grain, load, method, model, plenty, pollution, production, realize, rural, solve, the environment* **Tips** • The meaning of *environment* • The meaning of *engineering* • *Rural* vs. *urban*	• Word Grammar: The Suffix *-tion*	• **Analyzing** cause and effect • **Interpreting** a person's actions • **Distinguishing** fact from opinion • **Examining** a writer's word choices **Tips** • Making inferences about the people in a text	• Writing a paragraph about a technology you depend on • Writing a summary paragraph about a situation from the reading **Tips** • Ordering your reasons
Chapter 12: *Technology in Science Fiction* **Page 144**	• Scanning • Paraphrasing • Summarizing	*adventure, century, confused, description, exist, imagination, in spite of, make up, neither . . . nor, predict, scientific, set, society, style, take off* **Tips** • *Predict* and *prediction* • Using *in spite of* • *Confused* vs. *confusing* • *Imagine, imagination,* and *imaginary*	• Word Grammar: *In Spite of* and *Despite*	• **Identifying** examples that illustrate a concept • **Applying** ideas from the text to another context • **Examining** language in the text • **Interpreting** clues in the text **Tips** • Using clues to make inferences	• Writing a paragraph about science fiction • Writing a paragraph about your future life and technology **Tips** • Writing titles • Describing the setting
Unit 3 *Checkpoint* **Page 155**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Antonyms* • A Puzzle: *A Crossword* • Building Dictionary Skills: *Words with Multiple Meanings*				

Unit/Chapter	Developing Reading Skills	Learning Target Vocabulary	Building on the Vocabulary	Using Critical Thinking	Practicing Writing
Unit 4 THE ENVIRONMENT					
Chapter 13: *Small Ride, Big Trouble* **Page 162**	• Understanding the main idea of the reading • Recognizing the writer's point of view • Recognizing cause and effect • Recognizing problems and solutions **Tips** • Questioning the writer's point of view	*blame, border, competition, decrease, engine, estimate, fuel, harm, income, interest, loan, maintain, meanwhile, passenger, vehicle* **Tips** • Uses of *blame* • Uses of *decrease* • Uses of *estimate* • *Competition* and its word family	• Word Grammar: Words Related to Money	• **Interpreting** figurative language • **Brainstorming** alternative solutions • **Inferring** people's motivations • **Citing evidence** from the text **Tips** • Literal meanings and metaphors	• Writing a paragraph about pollution • Writing a paragraph about the environment **Tips** • Using transition words
Chapter 14: *Your Trees, My Trees, Our Trees* **Page 173**	• Understanding main ideas • Supporting details • Differentiating between fact and opinion **Tips** • Rereading the introduction and conclusion	*carbon dioxide, consume, diameter, get involved, grateful, ink, keep up with, look into, oxygen, population, renewable, rubber, shade, soil, valuable* **Tips** • Uses of *keep up (with)* • *Value* and *valuable* • Meanings of *consume*	• Studying Collocations: Using *Involve*	• **Identifying** author purpose • **Evaluating** reasons • **Examining** word choice • **Citing evidence** from the text **Tips** • Making an argument	• Writing a paragraph about an experience changing your behavior • Writing a paragraph about feeling grateful **Tips** • Writing a topic sentence
Chapter 15: *Would You Eat Bugs to Save the World?* **Page 184**	• Understanding main ideas, major points, and supporting details • Using graphic organizers: Venn diagram • Differentiating between fact and opinion **Tips** • Taking notes in a chart or diagram	*be open to, current, destroy, educate, environmental, expert, force, in favor of, in terms of, protein, require, set out, source, speak out, unless* **Tips** • Uses of *force* • Uses of *source (of)* • Uses of *speak out* • Meaning of *current events*	• Word Grammar: *Unless*	• **Interpreting** figurative language • **Evaluating** an argument • **Citing evidence** from the text • **Understanding** author purpose **Tips** • Following the writer's argument	• Writing a letter about David Gracer's efforts • Writing a paragraph about an experience speaking out **Tips** • Identifying sources
Chapter 16: *A Small Creature with a Big Job* **Page 195**	• Understanding main ideas, major points, and supporting details • Determining text organization • Recognizing cause and effect **Tips** • Paying attention to chronological order	*agriculture, at least, call on, crisis, crop, essential, hunt, immediately, lie, motor, occur, pesticide, productive, threat, yet* **Tips** • *Crisis* and *crises* • Meaning of *essentials* • *Threat* and *threaten* • *Productive* and its word family • Meanings of *hunt* • Meanings of *call on*	• Word Grammar: *Occur, Take Place,* and *Happen*	• **Analyzing** word choice • **Identifying** author purpose • **Synthesizing** information • **Perceiving** connections between texts **Tips** • Citing experts to strengthen a argument	• Writing a paragraph about environmental problems • Writing a paragraph about urban vs. rural life **Tips** • Using your dictionary to find synonyms
Unit 4 *Checkpoint* **Page 206**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Word Families* • A Puzzle: *Word Search* • Building Dictionary Skills: *Words with Multiple Meanings*				

Unit/Chapter	Developing Reading Skills	Learning Target Vocabulary	Building on the Vocabulary	Using Critical Thinking	Practicing Writing
Unit 5 ECONOMICS					
Chapter 17: *Economics – What's It All About* **Page 216**	• Understanding main ideas, major points, and supporting • Recognizing cause and effect • Understanding the writer's purpose **Tips** • Understanding *after all*	*after all, approach, debt, economics, exchange, individual, labor, loss, necessary, opportunity, property, rise, scarce, since, trade* **Tips** • Uses of *after all* • *Loss* and its word family • Meanings of *rise* • *Exchange* vs. *trade* • Uses of *trade*	• Word Grammar: *Economics* and Its Word Family	• **Applying** ideas from the reading • **Examining** word choice • **Analyzing** costs and benefits • **Comparing** ideas • **Citing evidence** from the text **Tips** • Using a T-chart to make comparisons	• Writing a paragraph about the costs and benefits of studying English • Writing a paragraph about decisions your government has made **Tips** • Organizing a paragraph about pros and cons
Chapter 18: *Supply and Demand* **Page 227**	• Understanding the main idea • Understanding text features: Subheadings • Understanding major points and supporting details **Tips** • Making and checking predictions about a text • Studying diagrams in a text	*as, assume, attractive, balance, bring in, bring up, cross, drive up, effective, other than, quantity, run out (of), significant, term, to sum up* **Tips** • Uses of *run out (of)* • Uses of *to sum up* • Meanings of *as* • Uses of *term*	• Word Grammar: Prefixes Meaning *Not*	• **Examining** word choice • **Analyzing** a diagram • **Interpreting** figurative language • **Applying** ideas from the reading	• Writing a paragraph about your behavior as a consumer • Writing a paragraph about luxuries and necessities **Tips** • Using quotation marks when you quote
Chapter 19: *Behavioral Economics* **Page 238**	• Reading for details: Recognizing what a writer does and doesn't say • Understanding the writer's purpose • Summarizing	*admit, borrower, even though, fake, frequently, get in the way, go through, hand out, help oneself, in relation to, nevertheless, ordinary, sensible, surround, thought* **Tips** • *Borrower* and *lender* • Uses of *go through* • Uses of *admit (to* or *that)*	• Word Grammar: *Even Though* and *Nevertheless*	• **Judging** behavior described in a text • **Imagining** a person's motivation • **Analyzing** word choice • **Synthesizing** information **Tips** • Synthesizing information	• Writing a paragraph about your own economic decision making • Writing a paragraph about a choice you made as a consumer **Tips** • Using transition words
Chapter 20: *The Economics of Happiness* **Page 250**	• Understanding the main idea • Understanding text organization: Chronological order • Understanding major points **Tips** • Determining the timing or order of events	*argue, as for, central, citizen, growth, percentage, poll, position, rate, reveal, satisfied, scale, tear apart, therefore, wealth* **Tips** • Meanings of *argue* • *Therefore* and *so* • Uses of *reveal*	• Studying Collocations: Prepositions	• **Interpreting** figurative language • **Distinguishing** among various beliefs • **Citing evidence** from the text • **Inferring** information from the text **Tips** • Inferring ideas from the structure of a text	• Writing a paragraph about the happiness of people in your country • Writing a paragraph comparing ourselves with others **Tips** • Developing your skills as a writer
Unit 5 *Checkpoint* **Page 261**	• Look Back • Reviewing Vocabulary • Expanding Vocabulary: *Word Families* • A Puzzle: *A Crossword* • Building Dictionary Skills: *Phrasal Verbs with Multiple Meanings*				