

# Scope and sequence

LEVEL 4	Learning outcomes	Grammar	Vocabulary
Classroom language Page 2			
<b>Unit 1</b> Pages 3–12			
<b>The news</b> A <i>Stories in the news</i> B <i>I totally agree.</i> C <i>Survival stories</i> D <i>Creating news</i>	<b>Students can...</b> <input checked="" type="checkbox"/> tell news stories <input checked="" type="checkbox"/> agree and disagree with opinions <input checked="" type="checkbox"/> ask questions and talk about a news story <input checked="" type="checkbox"/> discuss a news story	Verb tenses – statements Verb tenses – questions	News sections Actions in the news
<b>Unit 2</b> Pages 13–22			
<b>Communicating</b> A <i>Language learning</i> B <i>One possibility is...</i>  C <i>Have her message me.</i> D <i>Modern Communication</i>	<b>Students can...</b> <input checked="" type="checkbox"/> give and discuss language-learning tips <input checked="" type="checkbox"/> express interests <input checked="" type="checkbox"/> offer options <input checked="" type="checkbox"/> talk about ways of communicating <input checked="" type="checkbox"/> discuss their communication preferences	Preset perfect continuous Verb + object + verb	Language-learning tips Communicate... or not?
<b>Unit 3</b> Pages 23–32			
<b>Food</b> A <i>Street food</i> B <i>Sounds good to me.</i> C <i>Mix and bake</i> D <i>Future food</i>	<b>Students can...</b> <input checked="" type="checkbox"/> describe ways food is prepared <input checked="" type="checkbox"/> give and accept recommendations <input checked="" type="checkbox"/> describe steps in a recipe <input checked="" type="checkbox"/> discuss what people may eat in the future	Present passive Time clauses	Food preparation Tastes and textures
<b>Unit 4</b> Pages 33–42			
<b>Behavior</b> A <i>The right thing to do</i> B <i>I didn't realize that.</i> C <i>Doing things differently</i> D <i>Acts of kindness</i>	<b>Students can...</b> <input checked="" type="checkbox"/> discuss how they would react to situations <input checked="" type="checkbox"/> express and acknowledge expectations <input checked="" type="checkbox"/> talk about past hypothetical situations <input checked="" type="checkbox"/> discuss ways to be kind	Second conditional Past modals for hypothetical situations	Polite and impolite behavior Word partners
<b>Unit 5</b> Pages 43–52			
<b>Travel and tourism</b> A <i>Cities</i> B <i>I'll let someone know.</i> C <i>Travel experiences</i> D <i>My town, the best town</i>	<b>Students can...</b> <input checked="" type="checkbox"/> make comparisons about cities <input checked="" type="checkbox"/> report and respond to a problem <input checked="" type="checkbox"/> report commands and advice <input checked="" type="checkbox"/> discuss ideas for a festival in their town	Comparatives and superlatives Reporting commands and advice	Compound adjectives Travel talk
<b>Unit 6</b> Pages 53–62			
<b>The way we are</b> A <i>Who I am</i> B <i>Sorry, but can I ask something?</i>  C <i>Wishing for change</i> D <i>Alternative therapies</i>	<b>Students can...</b> <input checked="" type="checkbox"/> talk about character traits <input checked="" type="checkbox"/> interrupt politely <input checked="" type="checkbox"/> agree to an interruption <input checked="" type="checkbox"/> talk about present wishes <input checked="" type="checkbox"/> discuss ways to relax	Defining relative clauses <i>Wish</i>	Character traits Tips to manage stress

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<b>Interactions:</b> Agreeing with an opinion Disagreeing politely	<b>Listening:</b> Today's news News reports based on viewer-submitted photos <b>Pronunciation:</b> Reduced vowel sounds	<b>Reading:</b> "Citizen Journalism" A magazine article <b>Writing:</b> Become a citizen journalist	<ul style="list-style-type: none"> <li>Information exchange about news stories</li> <li><i>Keep talking:</i> Interview about news-reading habits</li> <li>Opinions on reading the news</li> <li>Information exchange about headline news</li> <li><i>Keep talking:</i> Board game to practice questions</li> <li>A news blog</li> </ul>
<b>Interactions:</b> Expressing interest Offering opinions	<b>Listening:</b> Options for English classes Favorite methods of communication <b>Pronunciation:</b> Unreleased final consonant sounds	<b>Reading:</b> "Too Much Information" A magazine article <b>Writing:</b> A conversation in writing	<ul style="list-style-type: none"> <li>Discussion of improving English to communicate successfully</li> <li><i>Keep talking:</i> "Find someone who" activity about recent experiences</li> <li>Role play about language class options</li> <li>Personal anecdotes about communicating</li> <li><i>Keep talking:</i> Role play of body language</li> <li>Class survey about most popular ways of communicating</li> </ul>
<b>Interactions:</b> Giving a recommendation Accepting a recommendation	<b>Listening:</b> Healthy eating habits The San Francisco Gourmet Chocolate Tour <b>Pronunciation:</b> Linked consonant and vowel sounds	<b>Reading:</b> "What Will You Be Eating 25 Years from Today?" A magazine article <b>Writing:</b> A recipe	<ul style="list-style-type: none"> <li>List of popular street foods</li> <li><i>Keep talking:</i> Description of festival foods</li> <li>Role play about finding time to cook</li> <li>Description of an original snack</li> <li><i>Keep talking:</i> Interview about fun food facts</li> <li>A plan for a food tour</li> </ul>
<b>Interactions:</b> Expressing an expectation Acknowledging an expectation	<b>Listening:</b> Cross-cultural differences Radio talk show about acts of kindness <b>Pronunciation:</b> Reduction of <i>have</i>	<b>Reading:</b> "Make Someone Happy" A magazine article <b>Writing:</b> An act of kindness	<ul style="list-style-type: none"> <li>Interviews about reactions to different situations</li> <li><i>Keep talking:</i> Information exchange about reaction to dilemmas</li> <li>Information exchange about customs in different countries</li> <li>Information exchange about past hypothetical situations</li> <li><i>Keep talking:</i> Discussion of right and wrong decisions</li> <li>Discussion about kind acts</li> </ul>
<b>Interactions:</b> Reporting a problem Responding to a problem	<b>Listening:</b> Hotel problems City festivals <b>Pronunciation:</b> Linking of same consonant sounds	<b>Reading:</b> "Welcome to Medellin, Columbia – The City of Everlasting Spring" A website <b>Writing:</b> Creating a home page	<ul style="list-style-type: none"> <li>Comparison of different cities</li> <li><i>Keep talking:</i> Travel adventure game</li> <li>Role play about a hotel situation</li> <li>Advice for foreign visitors</li> <li><i>Keep talking:</i> Interview about solutions to travel problems</li> <li>A plan for a town festival</li> </ul>
<b>Interactions:</b> Interrupting politely Agreeing to an interruption	<b>Listening:</b> Type A and Type B personalities Guided imagery <b>Pronunciation:</b> Stress in thought groups	<b>Reading:</b> "Therapies That Work!" An article <b>Writing:</b> About relaxation	<ul style="list-style-type: none"> <li>Discussion about job and personality matches</li> <li><i>Keep talking:</i> Discussion of birth order and personality</li> <li>Discussion about personality</li> <li>Information exchange about making wishes</li> <li><i>Keep talking:</i> Board game about wishes</li> <li>Brainstorm creative ways to relax</li> </ul>



LEVEL 4	Learning outcomes	Grammar	Vocabulary
<b>Unit 7</b> Pages 63–72 <b>New ways of thinking</b> A <i>Inventions</i> B <i>Got any suggestions?</i>  C <i>Accidental inventions</i> D <i>Making life easier</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> describe important inventions <input checked="" type="checkbox"/> elicit ideas <input checked="" type="checkbox"/> suggesting solutions <input checked="" type="checkbox"/> discuss how things have been improved <input checked="" type="checkbox"/> describe something they invented	So and <i>such</i> The passive	Positive and negative descriptions Verb and noun formation
<b>Unit 8</b> Pages 73–82 <b>Lessons in life</b> A <i>Why did I do that?</i> B <i>I'm sure you'll do fine.</i>  C <i>What if . . . ?</i> D <i>A day to remember</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> describe events in the past <input checked="" type="checkbox"/> express worry <input checked="" type="checkbox"/> reassure someone <input checked="" type="checkbox"/> talk about how things might have been <input checked="" type="checkbox"/> describe a memorable day	Past perfect Third conditional	Prefixes: <i>mis-</i> , <i>dis-</i> , and <i>re-</i> Expression with <i>make</i> and <i>get</i>
<b>Unit 9</b> Pages 83–92 <b>Can you believe it?</b> A <i>Everyday explanations</i> B <i>I'm pretty sure that . . .</i> C <i>History's mysteries</i> D <i>Unexplained abilities</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> speculate about everyday situations <input checked="" type="checkbox"/> express probability and improbability <input checked="" type="checkbox"/> ask and speculate about historical events <input checked="" type="checkbox"/> discuss the power of memory	Past modals for speculating Embedded questions	Suffixes <i>-ful</i> and <i>-less</i> Mysterious events
<b>Unit 10</b> Pages 93–102 <b>Perspectives</b> A <i>A traffic accident</i> B <i>As I was saying . . .</i> C <i>There's always an explanation</i> D <i>Seeing things differently</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> report what people say <input checked="" type="checkbox"/> change and return to the topic <input checked="" type="checkbox"/> report what people ask <input checked="" type="checkbox"/> discuss different perspectives	Reported statements Reported <i>yes / no</i> questions	Three-word phrasal verbs Verbs + prepositions
<b>Unit 11</b> Pages 103–112 <b>The real world</b> A <i>Getting it done</i> B <i>Let me see . . .</i>  C <i>Future goals</i> D <i>My career</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> talk about getting things done <input checked="" type="checkbox"/> take time to think in an interview <input checked="" type="checkbox"/> close an interview <input checked="" type="checkbox"/> ask and talk about future goals <input checked="" type="checkbox"/> discuss future careers	Causative <i>get</i> and <i>have</i> Future continuous vs. future with <i>will</i>	Word partners Setting goals
<b>Unit 12</b> Pages 113–122 <b>Finding solutions</b> A <i>Environmental concerns</i> B <i>That's a good point.</i> C <i>My community</i> D <i>Getting involved</i>	<b>Students can . . .</b> <input checked="" type="checkbox"/> discuss environmental trends <input checked="" type="checkbox"/> support and not support an opinion <input checked="" type="checkbox"/> discuss ways to improve their community <input checked="" type="checkbox"/> discuss ways to raise awareness	Present continuous passive Infinitive passive Linking words	Preventing pollution Community improvement

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<b>Interactions:</b> Eliciting an idea Suggesting a solution	<b>Listening:</b> Unusual solutions to unusual problems i-Cybie, a robot dog <b>Pronunciation:</b> Emphatic stress	<b>Reading:</b> “Technology Helps Japan’s Elderly” An article <b>Writing:</b> An Invention	<ul style="list-style-type: none"> <li>• Discussion of inventions</li> <li>• <i>Keep talking:</i> Promoting creative products</li> <li>• Vote on inventive solutions</li> <li>• Discussion of improvements to early innovations</li> <li>• <i>Keep talking:</i> Discussion of product improvements</li> <li>• Description of an original invention</li> </ul>
<b>Interactions:</b> Expressing worry Reassuring someone	<b>Listening:</b> Worrisome situations Memorable days <b>Pronunciation:</b> Reduction of had	<b>Reading:</b> “Tuesday, January 9, 2007” A magazine article <b>Writing:</b> About a memorable day	<ul style="list-style-type: none"> <li>• Information exchange about past experiences</li> <li>• <i>Keep talking:</i> Picture story</li> <li>• Role play about difficult situations</li> <li>• Description of personal experiences that might have been different</li> <li>• <i>Keep talking:</i> Discussion of possible outcomes in different situations</li> <li>• Description of a memorable day</li> </ul>
<b>Interactions:</b> Expressing probability Expressing improbability	<b>Listening:</b> Mind-reading “The Magpies and the Bell,” a South Korean folktale <b>Pronunciation:</b> Intonation in embedded questions	<b>Reading:</b> “The Woman Who Can’t forget” A magazine article <b>Writing:</b> An origin myth	<ul style="list-style-type: none"> <li>• Discussion of possible explanations for unusual everyday events</li> <li>• <i>Keep talking:</i> Speculations about pictured events</li> <li>• Information exchange about probability</li> <li>• Discussion of possible explanations for historical mysteries</li> <li>• <i>Keep talking:</i> Descriptions and speculations about unsolved mysteries</li> <li>• Story-telling from different cultures</li> </ul>
<b>Interactions:</b> Changing the topic Returning to a topic	<b>Listening:</b> Three conversations about sports Interview for the Proust Questionnaire <b>Pronunciation:</b> Linked vowel sounds with /w / and /ɹ /	<b>Reading:</b> “The Dress” A lecture <b>Writing:</b> Questionnaire results	<ul style="list-style-type: none"> <li>• “Whisper the sentence” game to report what people say</li> <li>• <i>Keep talking:</i> “Find the differences” activity about eyewitness reports</li> <li>• Discussion about sports</li> <li>• “Find someone who” activity about famous people</li> <li>• <i>Keep talking:</i> Survey about general topics</li> <li>• Questionnaire about thoughts and values</li> </ul>
<b>Interactions:</b> Taking time to think Closing an interview	<b>Listening:</b> Plans to get things done A job interview <b>Pronunciation:</b> Reduction of will	<b>Reading:</b> “Jobs of the future” An article <b>Writing:</b> A letter of interest	<ul style="list-style-type: none"> <li>• Discussion about ways to prepare for an interview</li> <li>• <i>Keep talking:</i> Match the places and the activities</li> <li>• Role play about a job interview</li> <li>• Discussion of future goals</li> <li>• <i>Keep talking:</i> Survey about life in the future</li> </ul>
<b>Interactions:</b> Supporting an opinion Not supporting an opinion	<b>Listening:</b> Bottled water and the environment How people help solve community issues <b>Pronunciation:</b> Rise-falling and low falling tones	<b>Reading:</b> “El Sistema: Social Change Through Music” A magazine article <b>Writing:</b> A letter to a community leader	<ul style="list-style-type: none"> <li>• Discussion of environmental trends</li> <li>• <i>Keep talking:</i> Board game about the environment</li> <li>• Comparison of opinions about issues</li> <li>• Discussion about ways to improve the quality of life of people in the community</li> <li>• <i>Keep talking:</i> A plan for a community improvement project</li> <li>• Information exchange about raising awareness</li> </ul>