

















# SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
<b>Unit 1</b> Glocal pp. 8–19 	<ul style="list-style-type: none"> <li>• Share your ideas on local and global businesses</li> <li>• Talk about finance and cryptocurrencies</li> <li>• Make arguments for and against global trade</li> </ul>	<ul style="list-style-type: none"> <li>• Trade</li> <li>• Phrasal verbs</li> <li>• Finance vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Review of perfect forms</li> <li>• Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the origins of products</li> <li>• Share your ideas about governments and local businesses</li> </ul>
			Grammar Reference pp. 156–157	Speaking Practice p. 148
Life Skills—Inquiry				
<b>Unit 2</b> Sports Update pp. 20–31 	<ul style="list-style-type: none"> <li>• Discuss ways to change sports</li> <li>• Talk about technology and sports</li> <li>• Talk about sports management</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns and verbs with the same form</li> <li>• Business and economics</li> <li>• Adjectives and adverb collocations</li> </ul>	<ul style="list-style-type: none"> <li>• Verb + gerund</li> <li>• Relative pronouns with <i>-ever</i> and <i>no matter</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compare your ideas on biomechanics</li> <li>• Discuss the different statements about sports</li> </ul>
			Grammar Reference pp. 158–159	Speaking Practice p. 148
Life Skills—Equality				
<b>Unit 3</b> Medicine on the Mend pp. 32–43 	<ul style="list-style-type: none"> <li>• Discuss medical services</li> <li>• Talk about technology in medicine</li> <li>• Compare different medical beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent prepositions</li> <li>• Medical terms</li> <li>• Verbs of thought</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed conditionals</li> <li>• Clauses of contrast and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Compare your ideas about a newspaper story</li> <li>• Discuss ideas for the competition</li> </ul>
			Grammar Reference pp. 160–161	Speaking Practice p. 149
Life Skills—Critical literacy				
<b>Unit 4</b> The World We Build pp. 44–55 	<ul style="list-style-type: none"> <li>• Ask and answer questions about planned communities</li> <li>• Share ideas on sustainable architecture</li> <li>• Talk about the importance of sustainable design</li> </ul>	<ul style="list-style-type: none"> <li>• Urban areas</li> <li>• Sustainable architecture</li> <li>• Verb prefixes <i>dis-</i>, <i>out-</i>, and <i>un-</i></li> </ul>	<ul style="list-style-type: none"> <li>• Inverted conditionals</li> <li>• Review of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the pros and cons of a planned community</li> <li>• Talk about your plans for sustainable buildings</li> </ul>
			Grammar Reference pp. 162–163	Speaking Practice p. 149
Life Skills—Decision-making				
<b>Unit 5</b> Our Changing Future pp. 56–67 	<ul style="list-style-type: none"> <li>• Make predictions about the future</li> <li>• Brainstorm solutions to future global issues</li> <li>• Talk about changes in population trends</li> </ul>	<ul style="list-style-type: none"> <li>• Progress</li> <li>• Adverbs of attitude</li> <li>• Verb + noun + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>• Future perfect</li> <li>• Future perfect progressive</li> </ul>	<ul style="list-style-type: none"> <li>• Share your future predictions</li> <li>• Discuss predictions of daily life in the year 3000</li> </ul>
			Grammar Reference pp. 164–165	Speaking Practice p. 150
Life Skills—Global competence				

Pronunciation	Reading	Listening	Writing	Thinking Skill	 Confident Communicator
<ul style="list-style-type: none"> <li>Stress in compound nouns</li> </ul>	Read a blog post about finance <ul style="list-style-type: none"> <li>Skill—Recognize the purpose and audience</li> </ul>	Listen to a conversation about global and local businesses <ul style="list-style-type: none"> <li>Skill—Listen for reasons and explanations</li> </ul>	Write a report	Summarizing	Working effectively in a group
Unit Review p. 19 <b>Exam Skills</b> pp. 128–129					
<ul style="list-style-type: none"> <li>Nouns and verbs with the same form</li> </ul>	Read an article about ways to improve sports <ul style="list-style-type: none"> <li>Skill—Identify opinions</li> </ul>	Listen to a conversation about the Olympics <ul style="list-style-type: none"> <li>Skill—Understand attitude</li> </ul>	Write a summary using a survey	Deducing	Translating for informal communication
Unit Review p. 31 <b>Skills for Pros</b> pp. 130–131 					
<ul style="list-style-type: none"> <li>Silent letters</li> </ul>	Read an article about medical services <ul style="list-style-type: none"> <li>Skill—Predict content using visuals</li> </ul>	Listen to a radio show about technological innovations in medicine <ul style="list-style-type: none"> <li>Skill—Use context clues to infer meaning</li> </ul>	Write a blog post about medical tech	Analyzing	Communicating between cultures
Unit Review p. 43 <b>Exam Skills</b> pp. 132–133					
<ul style="list-style-type: none"> <li>/ɹ/, /ʊ/, and /uː/</li> </ul>	Read a poster for a competition <ul style="list-style-type: none"> <li>Skill—Identify reasons</li> </ul>	Listen to an interview <ul style="list-style-type: none"> <li>Skill—Listen for agreement and disagreement</li> </ul>	Write an email proposal	Symbolizing	Simplifying information
Unit Review p. 55 <b>Skills for Pros</b> pp. 134–135 					
<ul style="list-style-type: none"> <li>Adverbs of attitude</li> </ul>	Read an opinion about inventions <ul style="list-style-type: none"> <li>Skill—Identify main ideas</li> </ul>	Listen to a science podcast about future resources <ul style="list-style-type: none"> <li>Skill—Understand reference</li> </ul>	Write an opinion post about future world problems	Brainstorming	Adapting language
Unit Review p. 67 <b>Exam Skills</b> pp. 136–137					

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	Outcomes	Vocabulary	Grammar	Speaking
<b>Unit 6</b> Time to Play pp. 68–79 	<ul style="list-style-type: none"> <li>• Compare attitudes toward gaming</li> <li>• Discuss the importance of playing games</li> <li>• Talk about animals that play games</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal phrases</li> <li>• Reporting verbs</li> <li>• Suffixes with <i>-ic</i></li> </ul>	<ul style="list-style-type: none"> <li>• Passive reporting structures</li> <li>• Reduced adverb time clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about games that you play</li> <li>• Compare your quiz results</li> </ul>
			Grammar Reference pp. 166–167	Speaking Practice p. 150
Life Skills—Interpersonal communication				
<b>Unit 7</b> A Sense of Community pp. 80–91 	<ul style="list-style-type: none"> <li>• Ask and answer questions about the place you live</li> <li>• Make a proposal for a charity</li> <li>• Talk about belonging to a community</li> </ul>	<ul style="list-style-type: none"> <li>• Describing places</li> <li>• Phrases with <i>make</i> and <i>do</i></li> <li>• Nouns from phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Negative inversions</li> <li>• The subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what is important to you in a city or town</li> <li>• Talk about supporting charities</li> </ul>
			Grammar Reference pp. 168–169	Speaking Practice p. 151
Life Skills—Well-being				
<b>Unit 8</b> Bright Ideas pp. 92–103 	<ul style="list-style-type: none"> <li>• Share ideas about life hacks</li> <li>• Discuss possible solutions to a problem together</li> <li>• Compare attitudes toward creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Word formation</li> <li>• Adverb + adjective collocations</li> <li>• Career success</li> </ul>	<ul style="list-style-type: none"> <li>• Paired conjunctions</li> <li>• Reduced adverb cause-effect clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss creative solutions to a problem</li> <li>• Talk about life hacks in your life</li> </ul>
			Grammar Reference pp. 170–171	Speaking Practice p. 151
Life Skills—Self-direction				
<b>Unit 9</b> Beyond the Limit pp.104–115 	<ul style="list-style-type: none"> <li>• Discuss extreme jobs and resilience</li> <li>• Ask and answer questions about an innovative product</li> <li>• Compare your ideas about risk-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific collocations</li> <li>• Expressions with <i>self-</i></li> <li>• Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced relative clauses</li> <li>• Cleft sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about jobs related to natural disasters</li> <li>• Talk about resilience and doing extreme activities</li> </ul>
			Grammar Reference pp. 172–173	Speaking Practice p. 152
Life Skills—Resilience				
<b>Unit 10</b> Why We Do What We Do pp. 116–127 	<ul style="list-style-type: none"> <li>• Share ideas about acceptable and unacceptable behaviors</li> <li>• Compare different beliefs on human perception</li> <li>• Discuss pros and cons of generalizations</li> </ul>	<ul style="list-style-type: none"> <li>• Word families</li> <li>• Describing feelings</li> <li>• Verbs of influence</li> </ul>	<ul style="list-style-type: none"> <li>• Participle clauses</li> <li>• The passive voice with infinitives and gerunds</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about acceptable and unacceptable behavior</li> <li>• Discuss human perception</li> </ul>
			Grammar Reference pp. 174–175	Speaking Practice p. 152
Life Skills—Social awareness				

Pronunciation	Reading	Listening	Writing	Thinking Skill	 Confident Communicator
<ul style="list-style-type: none"> <li>Stress patterns in –ic words</li> </ul>	Read an article about animals that play <ul style="list-style-type: none"> <li>Skill—Read to understand explanations and examples</li> </ul>	Listen to four different native speakers <ul style="list-style-type: none"> <li>Skill—Listen to understand different native speakers</li> </ul>	Write a review	Predicting	Encouraging group discussion
Unit Review p. 79 <b>Skills for Pros</b> pp. 138–139 					
<ul style="list-style-type: none"> <li>Stress in nouns from phrasal verbs</li> </ul>	Read a social media post <ul style="list-style-type: none"> <li>Skill—Recognize cause and effect</li> </ul>	Listen to three people who work in different roles <ul style="list-style-type: none"> <li>Skill—Listen for similarities and differences</li> </ul>	Write a formal email proposal	Evaluating	Developing ideas in a group
Unit Review p. 91 <b>Exam Skills</b> pp. 140–141					
<ul style="list-style-type: none"> <li>Intonation in reduced adverb clauses</li> </ul>	Read an article about creativity <ul style="list-style-type: none"> <li>Skill—Make inferences</li> </ul>	Listen to a conversation between two friends <ul style="list-style-type: none"> <li>Skill—Listen for main ideas</li> </ul>	Write a self-appraisal	Categorizing	Linking to previous knowledge
Unit Review p. 103 <b>Skills for Pros</b> pp. 142–143 					
<ul style="list-style-type: none"> <li>Stress in multisyllable adjectives</li> </ul>	Read Daryl Jane’s story <ul style="list-style-type: none"> <li>Skill—Predict content</li> </ul>	Listen to a podcast <ul style="list-style-type: none"> <li>Skill—Identify opinions and attitudes</li> </ul>	Write a process description	Questioning	Leading a group
Unit Review p. 115 <b>Exam Skills</b> pp. 144–145					
<ul style="list-style-type: none"> <li>the /ɜː/ sound</li> </ul>	Read a text about group psychology <ul style="list-style-type: none"> <li>Skill—Read for specific information</li> </ul>	Listen to a podcast <ul style="list-style-type: none"> <li>Skill—Listen for generalizations</li> </ul>	Write a final draft	Inducing	Managing a difficult conversation
Unit Review p. 127 <b>Skills for Pros</b> pp. 146–147 