

Scope and sequence

LEVEL 4	Learning outcomes	Grammar	Vocabulary
Classroom language Page 2			
Unit 1 Pages 3–12			
The news A <i>Stories in the news</i> B <i>I totally agree.</i> C <i>Survival stories</i> D <i>Creating news</i>	Students can . . . ☒ tell news stories ☒ agree and disagree with opinions ☒ ask questions and talk about a news story ☒ discuss a news story	Verb tenses Questions	News sections Actions in the news
Unit 2 Pages 13–22			
Communicating A <i>Language learning</i> B <i>One possibility is . . .</i> C <i>Have her text me.</i> D <i>Modern communication</i>	Students can . . . ☒ give and discuss language-learning tips ☒ express interests ☒ offer options ☒ talk about ways of communicating ☒ discuss their communication preferences	Present perfect continuous Verb + object + verb	Language learning-tips Communicate . . . or not?
Unit 3 Pages 23–32			
Food A <i>Street food</i> B <i>Sounds good to me.</i> C <i>Mix and bake</i> D <i>Chocolate!</i>	Students can . . . ☒ describe ways food is prepared ☒ give and accept recommendations ☒ describe steps in a recipe ☒ plan and describe a food tour	Present passive Time clauses	Food preparation Tastes and textures
Unit 4 Pages 33–42			
Behavior 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>	Students can . . . ☒ discuss how they would react to a situation ☒ express and acknowledge expectations ☒ talk about past hypothetical situations ☒ discuss ways to be kind	Second conditional Past modals for hypothetical situations	Polite and impolite behavior Word partners
Unit 5 Pages 43–52			
Travel and tourism 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>	Students can . . . ☒ make comparisons about cities ☒ report and respond to a problem ☒ report commands and advice ☒ discuss ideas for a festival in their town	Comparative and superlative Reporting commands and advice	Compound adjectives Travel talk
Unit 6 Pages 53–62			
The way we are A <i>Who are you?</i> B <i>Sorry, but can I ask something?</i> C <i>Wishing for change</i> D <i>Alternative therapies</i>	Students can . . . ☒ talk about character traits ☒ interrupt politely ☒ agree to an interruption ☒ talk about present wishes ☒ 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
Interactions: Agreeing with an opinion Disagreeing politely	Listening: Today's news News reports based on viewer-submitted photos Pronunciation: Reduced vowel sounds	Reading: "Citizen Journalism" A magazine article Writing: Become a citizen journalist	- Information exchange about news stories <i>Keep talking:</i> Interview about news-reading habits - Opinions on reading the news - Information exchange about headline news <i>Keep talking:</i> Board game to practice questions - A news blog
Interactions: Expressing interest Offering options	Listening: Options for English classes Favorite methods of communication Pronunciation: Unreleased final consonant sounds	Reading: "Too Much Information" A magazine article Writing: A conversation in writing	- Discussion of improving English to communicate successfully <i>Keep talking:</i> "Find someone who" activity about recent experiences - Role play about language class options - Personal anecdotes about communicating <i>Keep talking:</i> Role play of body language - Class survey about most popular ways of communicating
Interactions: Giving a recommendation Accepting a recommendation	Listening: Healthy eating habits The San Francisco Gourmet Chocolate Tour Pronunciation: Linked consonant and vowel sounds	Reading: "Chocolate – From Forest to Factory" A company brochure Writing: A recipe	- List of popular street foods <i>Keep talking:</i> Description of festival foods - Role play about finding time to cook - Description of an original snack <i>Keep talking:</i> Interview about fun food facts - A plan for a food tour
Interactions: Expressing an expectation Acknowledging an expectation	Listening: Cross-cultural differences Radio talk show about acts of kindness Pronunciation: Reduction of <i>have</i>	Reading: "Make Someone Happy" A magazine article Writing: An act of kindness	- Interviews about reactions to different situations <i>Keep talking:</i> Information exchange about reaction to dilemmas - Information exchange about customs in different countries - Information exchange about past hypothetical situations <i>Keep talking:</i> Discussion of right and wrong decisions - Discussion about kind acts
Interactions: Reporting a problem Responding to a problem	Listening: Hotel problems City festivals Pronunciation: Linking of same consonant sounds	Reading: "Welcome to Medellín, Colombia – The City of Everlasting Spring" A website Writing: Creating a home page	- Comparison of different cities <i>Keep talking:</i> Travel Adventures Game - Role play about a hotel situation - Advice for foreign visitors <i>Keep talking:</i> Interview about solutions to travel problems - A plan for a town festival
Interactions: Interrupting politely Agreeing to an interruption	Listening: Type A and Type B personalities Guided imagery Pronunciation: Stress in thought groups	Reading: "Therapies That Work!" An article Writing: About relaxation	- Discussion about job and personality matches <i>Keep talking:</i> Discussion of birth order and personality - Discussion about personality - Information exchange about making wishes <i>Keep talking:</i> Board game about wishes - Brainstorm creative ways to relax

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Unit 7 Pages 63–72			
New ways of thinking A <i>Inventions</i> B <i>Got any suggestions?</i> C <i>Accidental inventions</i> D <i>Making life easier</i>	Students can . . . ☒ describe important inventions ☒ elicit ideas ☒ suggest solutions ☒ discuss how things have been improved ☒ describe something they invented	<i>So</i> and <i>such</i> Passive	Positive and negative descriptions Verb and noun formation
Unit 8 Pages 73–82			
Lessons in life 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>	Students can . . . ☒ describe events in the past ☒ express worry ☒ reassure someone ☒ talk about how things might have been ☒ describe a memorable day	Past perfect Third conditional	Prefixes: <i>mis-</i> , <i>dis-</i> , and <i>re-</i> Expressions with <i>make</i> and <i>get</i>
Unit 9 Pages 83–92			
Can you explain it? A <i>Everyday explanations</i> B <i>I'm pretty sure that . . .</i> C <i>History's mysteries</i> D <i>Explanations from long ago</i>	Students can . . . ☒ speculate about everyday situations ☒ express probability and improbability ☒ ask and speculate about historical events ☒ tell a story from their culture	Past modals for speculating Embedded questions	Suffixes: <i>-ful</i> and <i>-less</i> Mysterious events
Unit 10 Pages 93–102			
Perspectives A <i>A traffic accident</i> B <i>As I was saying, . . .</i> C <i>There's always an explanation.</i> D <i>Thoughts, values, and experiences</i>	Students can . . . ☒ report what people say ☒ change and return to the topic ☒ report what people ask ☒ discuss thoughts and values	Reported statements Reported <i>yes / no</i> questions	Three-word phrasal verbs Verbs + prepositions
Unit 11 Pages 103–112			
The real world A <i>Getting it done</i> B <i>Let me see . . .</i> C <i>Future goals</i> D <i>My career</i>	Students can . . . ☒ talk about getting things done ☒ take time to think in an interview ☒ close an interview ☒ ask and talk about future goals ☒ discuss future careers	Causative <i>get</i> and <i>have</i> Future continuous vs. future with <i>will</i>	Word partners Setting goals
Unit 12 Pages 113–122			
Finding solutions A <i>Environmental concerns</i> B <i>That's a good point.</i> C <i>My community</i> D <i>Getting involved</i>	Students can . . . ☒ discuss environmental trends ☒ support and not support an opinion ☒ discuss ways to improve their community ☒ 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
Interactions: Eliciting an idea Suggesting a solution	Listening: Unusual solutions to unusual problems i-Cybie, a robot dog Pronunciation: Emphatic stress	Reading: "Technology Helps Japan's Elderly" An article Writing: An invention	• Discussion of inventions • <i>Keep talking:</i> Promoting creative products • Vote on inventive solutions • Discussion of improvements to early innovations • <i>Keep talking:</i> Discussion of product improvements • Description of an original invention
Interactions: Expressing worry Reassuring someone	Listening: Worrisome situations Memorable days Pronunciation: Reduction of <i>had</i>	Reading: "The Story of My Life" A book excerpt Writing: About a memorable day	• Information exchange about past experiences • <i>Keep talking:</i> Picture story • Role play about difficult situations • Description of personal experiences that might have been different • <i>Keep talking:</i> Discussion of possible outcomes in different situations • Description of a memorable day
Interactions: Expressing probability Expressing improbability	Listening: Mind-reading "The Magpies and the Bell," a Korean folktale Pronunciation: Intonation in embedded questions	Reading: "How the Kangaroo Got Its Pouch" A myth Writing: A myth about how a kangaroo got its pouch	• Discussion of possible explanations for unusual everyday events • <i>Keep talking:</i> Speculations about pictured events • Information exchange about probability • Discussion of possible explanations for historical mysteries • <i>Keep talking:</i> Descriptions and speculations about unsolved mysteries • Story-telling from different cultures
Interactions: Changing the topic Returning to a topic	Listening: Three conversations about sports Interview for the Proust Questionnaire Pronunciation: Linked vowel sounds with /w/ and /y/	Reading: "The Proust Questionnaire" An interview Writing: Questionnaire results	• "Whisper the sentence" game to report what people say • <i>Keep talking:</i> "Find the differences" activity about eyewitness reports • Discussion about sports • "Find someone who" activity about famous people • <i>Keep talking:</i> Survey about general topics • Questionnaire about thoughts and values
Interactions: Taking time to think Closing an interview	Listening: Plans to get things done A job interview Pronunciation: Reduction of <i>will</i>	Reading: "Jobs of the future" A website Writing: A letter of interest	• Discussion about ways to prepare for an interview • <i>Keep talking:</i> Match the places and the activities • Role play about a job interview • Discussion of future goals • <i>Keep talking:</i> Survey about life in the future • Information exchange about career interests
Interactions: Supporting an opinion Not supporting an opinion	Listening: Bottled water and the environment How people help solve community issues Pronunciation: High and flat tones	Reading: "The Elephant Men" A magazine article Writing: A letter to a community leader	• Discussion of environmental trends • <i>Keep talking:</i> Board game about the environment • Comparison of opinions about issues • Discussion about ways to improve the quality of life of people in the community • <i>Keep talking:</i> A plan for a community improvement project • Information exchange about raising awareness