

# Scope and Sequence

## Module 1 Vacations Around the World, pages 5–16

| Lessons                 | Structures  | Vocabulary  | Functions   |
|-------------------------|---|---|---|
| 1 On Vacation           | <ul style="list-style-type: none"> <li>• present tense review</li> <li>• past tense review</li> </ul> | <ul style="list-style-type: none"> <li>• confusing verbs</li> <li>• phrasal verbs with <i>get</i></li> <li>• synonyms</li> <li>• languages</li> </ul> | <ul style="list-style-type: none"> <li>• making suggestions and objections</li> <li>• asking for tourist information</li> </ul> |
| 2 European Vacation     |   |   |   |
| 3 A Family Vacation     |   |   |   |
| 4 It's All Greek to Me! |   |   |   |

### Project Self Assessment

## Module 2 The World of Sport, pages 17–28

| Lessons                | Structures  | Vocabulary   | Functions   |
|------------------------|---|--|---|
| 1 The Olympic Games    | <ul style="list-style-type: none"> <li>• present perfect and past simple</li> <li>• future forms</li> <li>• articles</li> </ul> | <ul style="list-style-type: none"> <li>• word formation</li> <li>• sports</li> </ul> | <ul style="list-style-type: none"> <li>• joining a sports club</li> <li>• making offers and requests</li> </ul> |
| 2 Sports Crazy         |   |  |   |
| 3 Unusual Sports       |   |  |   |
| 4 The Paralympic Games |   |  |   |

### Project Self Assessment

## Module 3 Food and Health, pages 29–40

| Lessons             | Structures  | Vocabulary  | Functions   |
|---------------------|---|---|---|
| 1 A Healthy Life    | <ul style="list-style-type: none"> <li>• countable and uncountable nouns</li> <li>• <i>some, any, no</i></li> <li>• <i>(a) few, (a) little, much, many</i></li> </ul> | <ul style="list-style-type: none"> <li>• confusing words</li> <li>• idioms</li> <li>• health</li> </ul> | <ul style="list-style-type: none"> <li>• expressing likes and dislikes</li> <li>• asking for and giving advice</li> </ul> |
| 2 Under the Weather |   |   |   |
| 3 Diets             |   |   |   |
| 4 Food for Thought  |   |   |   |

### Project Self Assessment

## Module 4 Animals, pages 41–52

| Lessons                   | Structures  | Vocabulary  | Functions   |
|---------------------------|---|---|---|
| 1 Pets                    | <ul style="list-style-type: none"> <li>• modal verbs</li> <li>• adjectives and adverbs</li> <li>• comparison</li> </ul> | <ul style="list-style-type: none"> <li>• word formation</li> <li>• animals</li> </ul> | <ul style="list-style-type: none"> <li>• persuading</li> <li>• expressing willingness or refusal</li> </ul> |
| 2 Animal Cruelty          |   |   |   |
| 3 Dangerous Animals       |   |   |   |
| 4 A Walk on the Wild Side |   |   |   |

### Project Self Assessment

## Module 5 Technology and Work, pages 53–64

| Lessons                      | Structures  | Vocabulary  | Functions   |
|------------------------------|---|---|---|
| 1 Computers in the Workplace | <ul style="list-style-type: none"> <li>• the infinitive</li> <li>• the gerund</li> <li>• exclamatory and emphatic structures</li> </ul> | <ul style="list-style-type: none"> <li>• word formation</li> <li>• confusing words</li> <li>• adjectives</li> </ul> | <ul style="list-style-type: none"> <li>• expressing certainty, probability, and doubt</li> <li>• leaving a telephone message</li> </ul> |
| 2 Making a Living            |   |   |   |
| 3 Applying for a Job         |   |   |   |
| 4 Sparks of Genius           |   |   |   |

### Project Self Assessment

| Speaking   | Listening   | Writing   | Project   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>giving information about the local area and customs</li> <li>discussing brochures</li> <li>comparing vacations</li> </ul> | <ul style="list-style-type: none"> <li>listening for specific information</li> <li>listening and matching</li> <li>pronunciation /æ/, /ɑ:r/, and /ʌ/</li> </ul> | <ul style="list-style-type: none"> <li>an e-mail</li> </ul> | <ul style="list-style-type: none"> <li>a phrase book</li> </ul> |

| Speaking  | Listening  | Writing  | Project  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>discussing sports</li> <li>joining a club</li> <li>making decisions</li> </ul> | <ul style="list-style-type: none"> <li>listening and note-taking</li> <li>pronunciation: silent letters</li> </ul> | <ul style="list-style-type: none"> <li>a letter</li> </ul> | <ul style="list-style-type: none"> <li>a sports newspaper</li> </ul> |

| Speaking   | Listening  | Writing  | Project  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>discussing the food pyramid</li> <li>discussing healthy and unhealthy diet</li> </ul> | <ul style="list-style-type: none"> <li>listening for specific information</li> <li>pronunciation: /s/ and /ʃ/</li> </ul> | <ul style="list-style-type: none"> <li>an article</li> </ul> | <ul style="list-style-type: none"> <li>a healthy eating leaflet</li> </ul> |

| Speaking  | Listening   | Writing   | Project  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>discussing the benefits of pets</li> <li>discussing warning signs</li> <li>comparing pictures</li> </ul> | <ul style="list-style-type: none"> <li>listening for general information</li> <li>listening and note-taking</li> <li>pronunciation: intonation</li> </ul> | <ul style="list-style-type: none"> <li>an anecdote</li> </ul> | <ul style="list-style-type: none"> <li>an animal tour</li> </ul> |

| Speaking   | Listening  | Writing   | Project   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>discussing jobs</li> <li>role-playing an interview</li> </ul> | <ul style="list-style-type: none"> <li>listening for specific information</li> <li>pronunciation: vowel differentiation</li> </ul> | <ul style="list-style-type: none"> <li>an application letter</li> </ul> | <ul style="list-style-type: none"> <li>an invention report</li> </ul> |

## Module 6 Extreme Weather, pages 65–76

| Lessons             | Structures   | Vocabulary  | Functions   |
|---------------------|--|---|---|
| 1 The Weather       | <ul style="list-style-type: none"> <li>• unreal past</li> <li>• <i>would rather</i> and <i>had better</i></li> <li>• conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>• meaning from context</li> <li>• types of weather</li> <li>• world building</li> <li>• environment</li> </ul> | <ul style="list-style-type: none"> <li>• calling the emergency services</li> <li>• expressing past regrets</li> </ul> |
| 2 Climate Change    |  |   |   |
| 3 Pollution         |  |   |   |
| 4 A Day to Remember |  |   |   |

### Project Self Assessment

## Module 7 Crime, pages 77–88

| Lessons                    | Structures   | Vocabulary  | Functions  |
|----------------------------|--|---|--|
| 1 A Nasty Trick            | <ul style="list-style-type: none"> <li>• question tags</li> <li>• <i>so, neither, nor do I</i></li> <li>• passive voice</li> </ul> | <ul style="list-style-type: none"> <li>• crime</li> </ul> | <ul style="list-style-type: none"> <li>• reporting a crime</li> <li>• giving opinions</li> </ul> |
| 2 Punishments              |  |   |  |
| 3 Crime Stories            |  |   |  |
| 4 Getting Away With Murder |  |   |  |

### Project Self Assessment

## Module 8 Transportation, pages 89–100

| Lessons                         | Structures   | Vocabulary   | Functions   |
|---------------------------------|--|--|---|
| 1 Moving Around                 | <ul style="list-style-type: none"> <li>• first and second conditional</li> <li>• conditional structures</li> </ul> | <ul style="list-style-type: none"> <li>• transportation</li> <li>• travel</li> </ul> | <ul style="list-style-type: none"> <li>• asking for information at a train station</li> <li>• making a complaint</li> </ul> |
| 2 Incredible Transportation     |  |  |   |
| 3 Public Transportation         |  |  |   |
| 4 Pirates of the Atlantic Ocean |  |  |   |

### Project Self Assessment

## Module 9 Help and Advice, pages 101–112

| Lessons                  | Structures   | Vocabulary   | Functions  |
|--------------------------|--|--|--|
| 1 Parents and Teenagers  | <ul style="list-style-type: none"> <li>• the causative use of <i>have</i></li> <li>• reported speech</li> <li>• reporting verbs</li> </ul> | <ul style="list-style-type: none"> <li>• word formation</li> <li>• common expressions</li> </ul> | <ul style="list-style-type: none"> <li>• giving advice and reassuring</li> <li>• making apologies and excuses</li> </ul> |
| 2 Charity                |  |  |  |
| 3 Teenage Dilemmas       |  |  |  |
| 4 Painting Away Problems |  |  |  |

### Project Self Assessment

## Module 10 The Arts, pages 113–124

| Lessons             | Structures   | Vocabulary   | Functions   |
|---------------------|--|--|---|
| 1 Entertainment     | <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• clauses of contrast, result, reason, time, or purpose</li> <li>• participles</li> </ul> | <ul style="list-style-type: none"> <li>• word formation</li> <li>• descriptive adjectives</li> </ul> | <ul style="list-style-type: none"> <li>• buying tickets at the theater</li> <li>• accepting and refusing an invitation</li> </ul> |
| 2 Making Movies     |  |  |   |
| 3 Movie Reviews     |  |  |   |
| 4 Music to Our Ears |  |  |   |

### Project Self Assessment

| Speaking  | Listening  | Writing  | Project  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• discussing the weather</li> <li>• discussing climate change</li> <li>• making decisions about the environment</li> </ul> | <ul style="list-style-type: none"> <li>• listening for general and specific information</li> <li>• pronunciation: difficult words</li> </ul> | <ul style="list-style-type: none"> <li>• an essay</li> </ul> | <ul style="list-style-type: none"> <li>• an emergency instruction leaflet</li> </ul> |

| Speaking   | Listening  | Writing   | Project  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• giving opinions about punishments</li> <li>• discussing a crime</li> <li>• providing solutions</li> </ul> | <ul style="list-style-type: none"> <li>• listening for general and specific information</li> <li>• pronunciation: rising and falling intonation</li> </ul> | <ul style="list-style-type: none"> <li>• a short story</li> </ul> | <ul style="list-style-type: none"> <li>• a crime plot</li> </ul> |

| Speaking  | Listening  | Writing  | Project  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• comparing pictures</li> <li>• discussing a timetable</li> <li>• coming to a consensus</li> </ul> | <ul style="list-style-type: none"> <li>• listening for specific information</li> <li>• listening and matching</li> <li>• pronunciation: /æ/ and /ʌ/</li> </ul> | <ul style="list-style-type: none"> <li>• a report</li> </ul> | <ul style="list-style-type: none"> <li>• a history of transportation poster</li> </ul> |

| Speaking   | Listening  | Writing   | Project   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• describing arguments</li> <li>• solving problems and giving advice</li> </ul> | <ul style="list-style-type: none"> <li>• listening for general and specific information</li> <li>• pronunciation: intonation of "mmm"</li> </ul> | <ul style="list-style-type: none"> <li>• a school magazine article</li> </ul> | <ul style="list-style-type: none"> <li>• a biography</li> </ul> |

| Speaking   | Listening  | Writing  | Project   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• discussing a play</li> <li>• comparing actors and actresses</li> <li>• deciding what to do</li> </ul> | <ul style="list-style-type: none"> <li>• listening for general and specific information</li> <li>• pronunciation: transcribing phonetic symbols</li> </ul> | <ul style="list-style-type: none"> <li>• a movie review</li> </ul> | <ul style="list-style-type: none"> <li>• a play or movie</li> </ul> |