# Scope and Sequence Level 3

**TEEN INVESTIGATORS**

**L:** Listening; **P:** Pronunciation; **R:** Reading; **Sp:** Speaking; **St:** Structures; **TT:** Text type; **V:** Vocabulary; **W:** Writing

| UNIT 1 Life-long learning conditions, pay, requirements | CULTURE | LANGUAGE ARTS | CITIZENSHIP | STEM | DEBATE | REVIEW |
|---|---|---|---|---|---|---|
| | When does compulsory education start and end? | What are vocational training programs? | Why must we keep learning? | What are the advantages of online learning? | Old people can't learn new things. | |
| **V: types of learning situations** | Present simple, Wh-questions | Present continuous | University of third age / Modals, have to / need to / want to | Couldn't (past contrast) | Present perfect & present prefect continuous | Review of all language from the unit |

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| | CULTURE | LANGUAGE ARTS | CITIZENSHIP | STEM | DEBATE | REVIEW |
|---|---|---|---|---|---|---|
| **UNIT 2 Fashion** | How does clothing change in different cultures? | How do we write about fashion? | What makes something fashionable? | How does technology influence fashion? | Fast fashion should be banned. | |
| **V:** clothes, textiles | Past simple, continuous | **TT:** magazine article about latest fashions Language for describing textiles & clothes | Seen as / thought to be. Sesired by; because of | New textiles | | Review of all language from the unit |

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| UNIT 3 Comedy | CULTURE | LANGUAGE ARTS | CITIZENSHIP | STEM | DEBATE | REVIEW |
|---|---|---|---|---|---|---|
| | Why don't we all find the same things funny? | What types of jokes are there? | When is a joke not funny? | What's the science behind illusions? | It's important to be able to laugh at yourself. | |
| **V:** irony, sarcasm, slap-stick, pun, shaggy dog stories, punch line, set up | Second conditional | **TT:** Comedy sketch | Word building | Conditionals, will (in experiments) | Reflexives, each other, couldn't / able to | Review of all language from the unit |

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| UNIT 4 Communication | CULTURE | LANGUAGE ARTS | CITIZENSHIP | STEM | DEBATE | REVIEW |
|---|---|---|---|---|---|---|
| | Why are minority languages important? | How does purpose affect style? | How do we change language according to who we speak to? | How does the brain process language? | Oral skills are more important than written skills. | |
| **V:** slang, flag codes, changing language | | **TT:** examples of purpose about same subject | Register, slang | Present simple, conjunctions, sequencing | How often, What for, fluency, accuracy, | Review of all language from the unit |

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| UNIT 5 An Animal's World | CULTURE | LANGUAGE ARTS | CITIZENSHIP | STEM | DEBATE | REVIEW |
|---|---|---|---|---|---|---|
| | What do animals mean to different cultures? | WHow do we write about animals? | What jobs do / did animals do? | What are the different social groups in the animal world? | We shouldn't use animals for experiments. | |
| **V:** scientific names | There has always been ... | **TT:** poetry<br>Past perfect | So that, instead of, rather than, as well as | Why? So that ... | unless, as long as | Review of all language from the unit |

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| | CULTURE | LANGUAGE ARTS | CITIZENSHIP | STEM | DEBATE | REVIEW |
|---|---|---|---|---|---|---|
| **UNIT 6 Conflict** | What creates conflict between cultures? | How do pacts help us to avoid conflicts? | How do you deal with conflicts? | Who owns scientific discoveries? | Everybody loses in a war. | |
| | beliefs, practices, resources | **TT:** Pacts style contracts with teens. First conditional. Until, or if | It's helpful if … | Subject / object. Second conditional | When clauses; every / no / some / anybody | Review of all language from the unit |

# Scope and Sequence Level 3

**TEEN INVESTIGATORS**

| UNIT 7 Money | CULTURE | LANGUAGE ARTS | CITIZENSHIP | STEM | DEBATE | REVIEW |
|---|---|---|---|---|---|---|
| | What is a cashless society? | How does money influence the life choices of …? | How can you be responsible about money? | What is inflation? | Money belongs to the person who earns it. | |
| **V:** spending; saving, earning, budgeting, donating | Past, present, future | **TT:** money idioms in an excerpt from a novel (Dickens style) | saving, earning, donating | Once x happens. The … is deducted and … future: going to, Phrasal verbs, compound nouns | First conditional. Phrasal verbs, compound nouns | Review of all language from the unit |

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| UNIT 8 On to Your Future | CULTURE | LANGUAGE ARTS | CITIZENSHIP | STEM | DEBATE | REVIEW |
|---|---|---|---|---|---|---|
| | When are you allowed to …? | What do you want from the future? | How do you get a job? | How will AI change the skills we need? | The teens are the best years of your life. | |
| **V:** jobs, lifestyle, Will for speculation; first and second conditional | Conjunctions for contrast (but, or). | **TT:** personal account of aspirations. Future tenses. will | Second conditional / personality type questions: What would you do if …? | future | | Review of all language from the unit |