SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Who Are You? pp. 7–15	• Describe who you are and what you like in an online profile • Greet and introduce people in various settings • Complete registration information with numbers	• Forms • Greetings, introductions, and goodbyes • Ordinal numbers	• *Be* statements and *yes/no* questions • Information questions with *be* Grammar Reference pp. 142–143	• Describe people • Make introductions • Give personal information
	Language and Life—Communication: Make an Interesting Online Profile			
Unit 2 Work/Life Balance pp. 17–25	• Talk about various jobs • Talk about members of your family • Discuss your family members and their jobs	• Work life • Family • Jobs	• Articles *a*, *an*, and no article • Possessive adjectives and *'s/s'* Grammar Reference pp. 143–144	• Talk about a famous person • Talk about family • Describe a picture
	Language and Life—Self-awareness: Find the Right Job for Your Interests and Abilities			
Unit 3 Fun and Games pp. 27–35	• Express likes and dislikes • Talk about and recommend free-time activities • Plan and talk about an event	• Likes and dislikes • Free-time activities • Special events	• Simple present statements and *yes/no* questions • The imperative Grammar Reference pp. 145–146	• Talk about things you like to do • Recommend free-time activities • Describe an event
	Language and Life—Creativity: Create an Interest Group for a Website			
Unit 4 That's Life! pp. 37–45	• Talk about daily activities • Talk about how often you do activities • Describe your day off	• Daily activities • Frequency and time expressions • Routine activities	• Simple present information questions • Frequency adverbs Grammar Reference pp. 146–147	• Interview a partner about daily activities • Talk about routine activities • Discuss the perfect day off
	Language and Life—Adaptability: Give Advice about Keeping Life Interesting			
Unit 5 Finding Your Way pp. 47–55	• Talk about places to live • Describe your neighborhood • Give directions	• Where you live • Places in a neighborhood • Directions	• Adjectives • *There is / There are* Grammar Reference pp. 148–149	• Talk about where you live • Discuss a neighborhood • Give directions
	Language and Life—Problem-solving: Create a Guide to Your Neighborhood			
Unit 6 Going Viral pp. 57–65	• Talk about social media use • Talk about computer equipment and vlogging • Talk about buying and selling online	• Emotions • Technology equipment • Technology phrases	• Present progressive • Present progressive vs. simple present Grammar Reference pp. 149–150	• Talk about routines and feelings • Discuss vlogs • Discuss online activity
	Language and Life—Critical Thinking: Analyze the Pros and Cons of A Digital Detox			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Repair It • Ask for repetition *Start Talking* • Add details *Start Talking* • Useful phrases	• Intonation in *yes/no* and information questions	Read a social media profile • Skill—Infer information Listen to short conversations of greetings • Skill—Listen for details Listen for personal details • Skill—Listen for numerical information	• Evaluate • Deduce	Write about a school calendar
Unit Review p. 16 **Study Skills** p. 127—Memory Strategies				
Keep Talking • Useful phrases *Repair It* • Check for understanding *Keep Talking* • Use notes	• *An* + vowel	Read an online article about a business owner • Skill—Scan Listen to a conversation about a family picture • Skill—Use visual clues Listen to a description of a family vacation picture • Skill—Predict	• Question • Analyze • Categorize	Write an online family profile
Unit Review p. 26 **Follow A Pro** p. 128—An IT Consultant ▶ An IT Professional				
Keep Talking • Emphasize preference *Keep Talking* • Give reasons *Keep Talking* • Express rules	• Third person *–s*	Read a magazine interview • Skill—Infer Listen to a phone conversation about an event • Skill—Take notes Listen to a recorded advertisement • Skill—Listen for gist	• Categorize • Understand • Recall	Create a poster to advertise a special event
Unit Review p. 36 **Study Skills** p. 129—Oral Presentations				
Start Talking • Give examples *Keep Talking* • Useful phrases *Keep Talking* • Express frequency	• Word stress in information questions	Read a blog post about a reporter's day • Skill—Scan Listen to an interview with an actress • Skill—Listen for specific information Listen to a radio show about daily routines • Skill—Listen for gist	• Analyze • Summarize • Recall	Write about the perfect day off
Unit Review p. 46 **Follow A Pro** p. 130—A Firefighter ▶ A Paramedic				
Keep Talking • Make guesses *Keep Talking* • Useful phrases *Start Talking* • Useful phrases	• Syllable stress in multi-syllable adjectives	Read an article about unusual places to live • Skill—Scan for specific information Listen to a radio show about neighborhoods • Skill—Listen for specific information Listen to conversations asking for directions • Skill—Listen for key words	• Apply • Evaluate • Analyze	Write an instant message
Unit Review p. 56 **Study Skills** p. 131—Research Skills				
Start Talking • Useful phrases *Keep Talking* • Show interest *Keep Talking* • Ask follow-up questions	• /ŋ/	Read an article about social media use and employment • Skill—Predict information Listen to vloggers describe their videos • Skill—Listen for fact and opinion Listen to an internet business owner • Skill—Listen for the main idea	• Analyze • Evaluate	Write a social media ad
Unit Review p. 66 **Follow A Pro** p. 132—A Chief Listening Officer ▶ A Social Media Manager				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 7 Fit for Life pp. 67–75	• Talk about parts of the body and abilities • Talk about sports and athletes • Describe skills and abilities	• Parts of the body • Ball game action words • Exercise words	• *Can/can't* (ability) • Adverbs of manner Grammar Reference pp. 151–152	• Talk about abilities • Describe a famous athlete • Role-play a job interview
	Language and Life—Decision-making: Design an Outdoor Gym for Your City			
Unit 8 Foodie? pp. 77–85	• Talk about food and tastes • Talk about types of food and ingredients • Follow and write a recipe	• Food and tastes • Food groups • Cooking	• Countable and uncountable nouns • *This/that/these/those* Grammar Reference pp. 152–153	• Talk about food preference • Discuss and recommend healthy foods • Discuss recipes
	Language and Life—Communication: Design a Restaurant Guide			
Unit 9 Seeing the World pp. 87–95	• Talk about travel • Give advice and suggestions • Talk about clothes to wear on a trip	• Travel • Tourism collocations • Clothes	• Verb + infinitive or gerund • *Should/could* for advice and possibility Grammar Reference pp. 154–155	• Plan a virtual tour • Role-play a phone conversation • Discuss a planned trip
	Language and Life—Collaboration: Create an Advertisement to Attract Tourists			
Unit 10 Life Stories pp. 97–105	• Talk about life events • Talk about your social life • Describe a personal experience	• From the reading • Social life collocations • Collocations with *get*, *have*, and *make*	• Simple past (affirmative statements) • Simple past (negative statements and questions) Grammar Reference pp. 155–156	• Talk about milestones • Discuss events in the past • Talk about a specific experience from the past
	Language and Life—Empathy: Give Advice Based on Your Experience for an Advice Column			
Unit 11 Planning Ahead pp. 107–115	• Talk about plans and intentions • Give and receive advice for saving money • Talk about career goals	• To-do lists • Money • Career plans collocations	• *Going to* • Direct and indirect objects Grammar Reference pp. 157–158	• Talk about predictions and plans • Role-play a conversation about saving money • Discuss career plans
	Language and Life—Self-direction: Make a Career Plan Based On Your Interests			
Unit 12 The Great Outdoors pp. 117–125	• Discuss climate and weather • Talk about natural features in geography • Describe outdoor activities	• From the reading • Natural features • Adjectives to describe natural features	• Comparative adjectives • Review of tenses Grammar Reference pp. 158–159	• Discuss weather • Talk about a natural place • Talk about outdoor activities
	Language and Life—Problem-solving: Present Ideas for Developing a Natural Area			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking • Useful phrases *Start Talking* • Buy time *Keep Talking* • Use imagination	• *Can/can't*	Read a magazine article about fitness gadgets • Skill—Read for gist Listen to people describe unusual sports • Skill—Listen for the main idea Listen to descriptions of exercises • Skill—Listen for specific information	• Analyze • Deduce • Evaluate	Write an email inquiring about a job
Unit Review p. 76 **Study Skills** p. 133—Effective Group Work				
Start Talking • Useful phrases *Keep Talking* • Useful phrases *Repair It* • Check for understanding	• Emphasis with *this/that/these/those*	Read posts from an online food forum • Skill—Read for the main idea Listen to an interview with street food vendors • Skill—Listen for specific information Listen to the steps of a recipe • Skill—Listen for specific information	• Apply • Analyze • Evaluate	Write a recipe
Unit Review p. 86 **Follow A Pro** p. 134—A Food Stylist ▶ A Baker				
Keep Talking • Take time to think *Keep Talking* • Useful phrases *Start Talking* • Follow-up questions	• *to*	Read an article about virtual travel • Skill—Scan Listen to a radio show about tourism • Skill—Listen for detail Listen to people talk about packing for a trip • Skill—Listen for gist	• Analyze • Recall • Deduce	Write advice for tourists
Unit Review p. 96 **Study Skills** p. 135—Formal vs. Informal Writing				
Start Talking • Useful phrases *Keep Talking* • Show interest *Start Talking* • Useful phrases	• the ending *–ed*	Read a biography on Malala Yousafzai • Skill—Scan for information Listen to a conversation about social life • Skill—Listen for main ideas Listen to personal stories • Skill—Listen for gist	• Summarize • Evaluate • Analyze	Write an email about a personal experience
Unit Review p. 106 **Follow A Pro** p. 136—An Event Organizer ▶ A Tour Guide				
Start Talking • Useful phrases *Keep Talking* • Suggest alternatives *Repair It* • Useful phrases	• *Going to*	Read an article about to-do lists • Skill—Read for the main idea Listen to a radio show about money • Skill—Listen for specific information Listen to a podcast about dream jobs • Skill—Listen for gist	• Apply • Calculate • Analyze	Write a journal entry about career plans
Unit Review p. 116 **Study Skills** p. 137—Personal Development				
Keep Talking • Useful phrases *Keep Talking* • Show interest *Keep Talking* • Useful phrases	• /ju/	Read a brochure about the Galapagos Islands • Skill—Scan for specific information Listen to a radio interview about waterfalls • Skill—Listen for specific information Listen to a conversation about visiting natural places in Mexico • Skill—Listen for detail	• Understand • Induce • Recall	Write a guidebook entry about a natural feature
Unit Review p. 126 **Follow A Pro** p. 138—A Forest Ranger ▶ A Botanist				

SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Extraordinary pp. 7–15	• Discuss role models • Talk about a memorable event • Write and talk about an anecdote	• Role models • Reactions • Family situations	• Past progressive • Past progressive vs. simple past Grammar Reference pp. 142–143	• Discuss events in a timeline • Describe personal events • Share anecdotes
	Language and Life—Communication: Present a Citizen Award			
Unit 2 Party! pp. 17–25	• Talk about an idea for a holiday • Talk about money and spending habits • Write about a celebration	• Unique holidays • Money and shopping • Food and drink packaging	• Quantifiers • *enough / not enough* Grammar Reference pp. 143–144	• Talk about new holidays • Discuss opinions about celebrations • Share ideas about special foods
	Language and Life—Creativity: Create a Graduation Ceremony			
Unit 3 What's Trending? pp. 27–35	• Talk about street entertainers in your area • Discuss activities of the past • Write and talk about viewing habits	• Street entertainers • The music industry • TV viewing	• Indefinite pronouns • *used to* Grammar Reference pp. 145–146	• Discuss street entertainers • Compare generations • Talk about TV viewing habits
	Language and Life—Decision-making: Design an Event to Save a Theater			
Unit 4 Your ID pp. 37–45	• Talk about personality types • Describe people with superlatives • Talk about who you are like	• Personality types • Different personalities • Characteristics	• *(not) as … as* • Superlative adjectives Grammar Reference pp. 146–147	• Describe a person's personality • Talk about your personality • Compare family members
	Language and Life—Interpersonal Communication: Understand and Interact with Different Personalities			
Unit 5 Prepping pp. 47–55	• Make predictions and express intentions • Make requests and ask permission • Talk about a social event	• Checking in • Making suggestions • Wedding customs	• Modals of intention, offer, and prediction • Modals of request and permission Grammar Reference pp. 148–149	• Role-play a conversation • Describe plans for a class party • Talk about a social event
	Language and Life—Global Competence: Understand and Appreciate Social Customs			
Unit 6 Changes pp. 57–65	• Talk about risk and change • Discuss life experiences • Discuss positive and negative effects of changes	• Status quo • Life experiences • Changing cities	• Present perfect with *for* and *since* • Present perfect with *ever* and *never* Grammar Reference pp. 149–150	• Discuss changes in your life • Talk about life experiences • Debate changes in your town
	Language and Life—Collaboration: List Recommendations for Visitors Discovering Your Town			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking • Language for speculation *Repair It* • Replacement words *Start Talking* • -Sequencing words	• Vowel + consonant + *e*	Read a biography • Skill—Skim a text Listen to people recall memorable events • Skill—Listen for specific information Listen to a story about look-alikes • Skill—Predict the story	• Evaluate • Analyze • Understand	Write an anecdote
Unit Review p. 16 **Study Skills** p. 127—Using Personal Experience				
Keep Talking • Give reasons *Start Talking* • Give opinions *Keep Talking* • Ask follow-up questions	• Phonemes *ch* and *sh*	Read about unofficial celebrations • Skill—Predict the topic Listen to a conversation about the business of holidays • Skill—Identify opinions Listen to a Chinese dumpling recipe • Skill—Listen for specific information	• Analyze • Evaluate	Write about a celebration
Unit Review p. 26 **Follow a Pro** p. 128—A Hotel Manager ▶ An Event Planner				
Start Talking • Make notes *Keep Talking* • Ask for opinions *Keep Talking* • Qualifying phrases	• Reduced form of *used to*	Read a magazine article about street entertainers • Skill—Identify main ideas Listen to an interview with a music producer • Skill—Listen for numbers Listen to a recording about TV viewing habits • Skill—Identify opinions	• Understand • Evaluate	Write about your viewing habits
Unit Review p. 36 **Study Skills** p. 129—Designing a Questionnaire				
Keep Talking • Show disagreement *Keep Talking* • Talk about life events *Keep Talking* • Make comparisons	• Stress on the adjective in *as … as / not as … as*	Read an article about personality types • Skill—Summarize Listen to a lecture about personalities of a team • Skill—Identify tone Listen to a recording about family personalities • Skill—Listen for detail	• Apply • Predict	Write about a movie character
Unit Review p. 46 **Follow a Pro** p. 130—A School Psychologist ▶ A Teacher				
Keep Talking • Useful phrases *Keep Talking* • Make requests *Start Talking* • Practice giving a talk	• Word stress with modal auxiliaries	Read a dialogue about a hotel reservation • Skill—Scan Listen to a conversation about a class party • Skill—Listen for gist Listen to a conversation about wedding etiquette • Skill—Listen for main ideas	• Predict • Remember • Analyze	Write about weddings
Unit Review p. 56 **Study Skills** p. 131—Organizing to Help Memorization				
Keep Talking • Useful phrases *Keep Talking* • Reacting to information *Keep Talking* • Point of view	• Present perfect contractions	Read an article about status quo bias • Skill—Identify examples Listen to a recording about bucket lists • Skill—Listen for main ideas Listen to a radio show about changing cities • Skill—Listen for specific information	• Analyze • Create • Understand	Write about your city
Unit Review p. 66 **Follow a Pro** p. 132—An Interior Designer ▶ An Urban Planner				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 7 Get to Work pp. 67–75	• Talk about being career-ready • Discuss a successful person • Talk about skills and qualifications	• Career readiness • Success • Employability skills	• Present perfect with *already, yet,* and *just* • Present perfect and simple past Grammar Reference pp. 151–152	• Discuss how career-ready you are • Talk about someone with a nontraditional career • Discuss your creativity
	Language and Life—Problem-solving: Create a Business Plan for an Entrepreneur			
Unit 8 Downtime pp. 77–85	• Talk about kids' activities that adults like doing • Make plans and talk about preferences • Express your opinion	• Kidult activities • Leisure activities • Adjectives of feeling	• Gerund phrases as subject and object • Verb + gerund or infinitive Grammar Reference pp. 152–153	• Explain enjoyable kids' activities • Discuss weekend activities • Talk about doing nothing
	Language and Life—Mindfulness: Select Calming Activities to Relax Your Mind			
Unit 9 Room for Me pp. 87–95	• Talk about types of housing • Talk about living preferences • Discuss future changes in the home	• Housing solutions • Living together • Appliances	• Future forms • Future possibility and certainty Grammar Reference pp. 154–155	• Discuss housing • Talk about future possibilities • Talk about homes of the future
	Language and Life—Decision-making: Use a Decision Matrix to Plan and Develop a Neighborhood			
Unit 10 Wellbeing pp. 97–105	• Talk about study habits • Talk about hypothetical conditions • Write about small life changes	• Brain power • Accidents and illnesses • Collocations with *get*	• Zero and first conditional • Second conditional Grammar Reference pp. 155–156	• Express opinions about study habits • Role-play a conversation about illnesses • Discuss getting in shape and healthy
	Language and Life—Critical Thinking: Create Campaigns to Improve Public Health			
Unit 11 Use and Reuse pp. 107–115	• Talk about what things are made of • Talk about inventions and gifts • Discuss uses of plastic	• Product lifecycles • Clothing materials • Collocations connected to materials	• Simple present passive • Simple past passive Grammar Reference pp. 157–158	• Discuss the lifecycle of a plastic bottle • Talk about a gift you received • Compare how you use plastic
	Language and Life—Innovation: Suggest Upcycling Projects			
Unit 12 I'm a Member pp. 117–125	• Talk about social groups • Discuss networking • Talk about belonging to youth tribes	• Types of community • Networking • Appearance	• Reflexive pronouns • Review of tenses Grammar Reference pp. 158–159	• Discuss social groups • Talk about expanding your network • Discuss subcultures
	Language and Life—Media Literacy: Design an Ad Campaign to Reach a Target Group			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Keep Talking • Give negative answers *Keep Talking* • Express doubt *Start Talking* • Describe images	• *y* /j/ and *j* /dʒ/	Read an informative article about career readiness • Skill—Understand vocabulary in context Listen to an interview with an entrepreneur • Skill—Understand attitude Listen to a lecture about employability skills • Skill—Identify key words	• Summarize • Analyze	Write a personal statement
Unit Review p. 76 **Study Skills** p. 133—Creativity				
Start Talking • Describe an activity *Keep Talking* • Agree with a proposal *Start Talking* • Explain a concept	• *–ould* words	Read an article about kidult activities • Skill—Read for main ideas Listen to people plan weekend activities • Skill—Listen for details Listen to a class discussion about the psychology of doing nothing • Skill—Listen for reasons	• Apply • Analyze • Understand	Write a blog entry
Unit Review p. 86 **Follow a Pro** p. 134—A Resort Activities Coordinator ▶ A Recreational Coordinator				
Keep Talking • Ask for opinions *Keep Talking* • Ask for reasons for opinions *Keep Talking* • Give reasons for opinions	• /aʊ/ and /oʊ/	Read an article about housing solutions • Skill—Predict Listen to a conversation about where to live • Skill—Listen for attitude Listen to a talk about solar panels • Skill—Take notes	• Understand • Evaluate	Write an opinion paragraph
Unit Review p. 96 **Study Skills** p. 135—Problem Solving				
Start Talking • State agreement or disagreement *Keep Talking* • Ask about an illness *Start Talking* • Make a statement stronger	• Intonation in conditional sentences	Read an article on ways to improve your memory • Skill—Scan Listen to an interview with a health expert • Skill—Listen for cause and effect Listen to a dialogue about a fitness program • Skill—Listen for gist	• Brainstorm • Evaluate • Understand	Write a website comment
Unit Review p. 106 **Follow a Pro** p. 136—A Family Physician ▶ A Physical Therapist				
Start Talking • Order steps in a process *Keep Talking* • State who made something *Start Talking* • State alternatives	• Silent *t*	Read an article about the lifecycle of a T-shirt • Skill—Understand words from context Listen to an interview about accidental discoveries • Skill—Listen for key words Listen to a lecture on upcycling items • Skill—Listen for gist	• Brainstorm • Understand • Analyze	Write an email
Unit Review p. 116 **Study Skills** p. 137—Using Precise Language in Academic Writing				
Start Talking • Make a guess *Start Talking* • Show certainty *Keep Talking* • Further a point	• -/s/ vs. /ʃ/	Read an article on types of community • Skill—Understand the main ideas Listen to a podcast about networking • Skill—Listen for the main ideas Listen to an interview about different social groups • Skill—Listen for gist	• Analyze • Understand	Write a description
Unit Review p. 126 **Follow a Pro** p. 138—An Entrepreneur ▶ An Entrepreneur				

SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Incredible Lives pp. 7–15	• Discuss possible devices that could help disabled people • Ask and answer questions about your achievements • Describe survival situations	• Technology and disability • Noun suffixes • Character adjectives	• Stative and dynamic verbs • Expressing ability Grammar Reference pp 142–143	• Describe a device to help disabled people • Talk about personal achievements • Talk about survival situation
	Language and Life—Decision Making: Manage a Survival Situation			
Unit 2 The Animal Connection pp. 17–25	• Talk about which are the most intelligent animals • Discuss possible jobs with animals • Make arguments for and against people owning exotic pets	• Animal intelligence • Careers with animals • Animals	• Tag questions • Articles Grammar Reference pp 143–144	• Discuss which animals are most intelligent • Talk about working with animals • Argue for and against keeping wild animals
	Language and Life—Problem Solving: Find Solutions to Help Stray Animals			
Unit 3 Think About It pp. 27–35	• Ask and answer questions about confirmation bias • Discuss the importance of expert systems in your future career • Compare different creative uses for things	• Confirmation bias • Word formation • Phrasal verbs	• Future time clauses (*after, as soon as, before, until, when*) • Present perfect progressive Grammar Reference pp 145–146	• Discuss confirmation bias • Talk about expert systems • Compare different objects
	Language and Life—Design Thinking: Design an App			
Unit 4 Beyond Words pp. 37–45	• Present a subject you know • Ask questions and assess someone's body language • Decide on the best means of communication for different situations	• Communication • Ways to communicate • Emojis	• Infinitives with *to* • Separable and non-separable phrasal verbs Grammar Reference pp 146–147	• Give a presentation • Make statements about yourself • Discuss ways to communicate
	Language and Life—Reason Effectively: Discuss Ideas to Improve Communication Problems			
Unit 5 One Planet pp. 47–55	• Discuss global warming problems • Talk about solutions • Brainstorm products	• Climate change • Taking action • Materials and products	• Review of conditionals • Present and future hopes and wishes Grammar Reference pp 148–149	• Discuss global warming • Discuss environmental solutions • Discuss if measures are practical
	Language and Life—Global Competence: Explain and Discuss Ideas about Environmental Issues			
Unit 6 Moments in Time pp. 57–65	• Compare different generational use of technology • Share your opinions about inventions • Brainstorm quiz questions about people in history	• Change • *–ed* and *–ing* adjectives • Adjective suffixes	• Past perfect • Defining relative clauses Grammar Reference pp 149–150	• Compare lists • Discuss an opinion poll • Create a quiz
	Language and Life—Decision Making: Choose a New UNESCO Site			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking • Start a discussion *Repair It* • Express lack of understanding *Keep Talking* • Justify choices	• Word stress with *–ity*	Read an article about technology and disability • Skill—Predict information Listen to part of a lecture about amazing abilities • Skill—Recognize signposts Listen to a podcast about Juliane Koepcke • Skill—Listen for specific information	• Apply • Evaluate • Analyze	Write a blog post about a survival situation
Unit Review p. 16 **Study Skills**—Effective Time Management				
Keep Talking • Invite agreement *Start Talking* • Hypotheticals *Keep Talking* • Disagree politely	• *The*	Read a blog post about animal intelligence • Skill—Understand examples Listen to a careers talk • Skill—Use key information to predict content Listen to a zoo's presentation • Skill—Listen for key words	• Recall • Analyze • Evaluate	Write an opinion post
Unit Review p. 26 **Follow a Pro**—A Wildlife Photographer ▶ Marine Biologist				
Keep Talking • Give yourself time to think *Start Talking* • Start talking *Keep Talking* • Further suggestions	• say, says, said	Read an article about confirmation bias • Skill—Identify the topic Listen to a radio call-in show about AI • Skill—Listen for attitude Listen to a talk about being creative • Skill—Listen for main ideas	• Analyze • Evaluate • Apply	Write an informal email about being productive
Unit Review p. 36 **Study Skills**—Making a Presentation or Giving a Talk				
Keep Talking • Speak to a group *Keep Talking* • Provide more information *Keep Talking* • Make meaning clearer	• Electronic communication	Read an article about communication • Skill—Read for gist Listen to a podcast • Skill—Listen for specific information Listen to a lecture about communication technology • Skill—Listen for the order of events	• Evaluate • Apply • Predict	Write an informal text message as a formal email
Unit Review p. 46 **Follow a Pro**—A PR Professional ▶ Translator/Interpreter				
Start Talking • Speak for a group *Keep Talking* • Talk about problems and solutions *Keep Talking* • Comment on ideas	• Word stress in verb phrases	Read an online article about climate change • Skill— Identify explanations, definitions, and examples Listen to a radio show about environmental problems • Skill—Listen for main ideas Listen to a class discussion about environmental solutions • Skill—Listen for details	• Summarize • Analyze • Categorize	Write an essay about environmental projects
Unit Review p. 56 **Study Skills**—Improving Reading Speed				
Keep Talking • Circumlocution *Keep Talking* • Interrupting politely *Keep Talking* • Express interest and surprise	• Stress in multisyllable adjectives	Read an article about technological changes • Skill—Scan Listen to some interviews about inventions • Skill—Listen for supporting details Listen to a podcast about a famous person • Skill—Listen for numerical information	• Predict • Evaluate • Question	Write a short biographical essay
Unit Review p. 66 **Follow a Pro**—An Archeologist ▶ Mechanical Engineer				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 7 Looking Back pp. 67–75	• Talk about things that a business should have done differently • Discuss things you should not have bought • Recall events you regret	• Phrasal verbs • *spend, lose, waste* • Collocations	• *Should/shouldn't have* • Past perfect for wishes about the past Grammar Reference pp 151–152	• Talk about what people should have done differently • Talk about things you regret buying • Tell an anecdote
	Language and Life—Interpersonal Communication: Plan and Give a Presentation about a Product			
Unit 8 A New Home? pp. 77–85	• Talk about hypothetical events in history • Role play an interview with an astronaut • Discuss your opinions of space exploration	• Extinction of the dinosaurs • Space • Space program inventions	• Third conditional • Indirect questions Grammar Reference pp 152–153	• Speculate about alternative histories • Role-play an interview • Discuss space exploration
	Language and Life—Reason Effectively: Select a Space Team			
Unit 9 The World of News pp. 87–95	• Give your opinions on fake news, journalists and citizen journalists • Compare real and fake news stories • Role-play a job interview for a news career	• News • News stories • News careers	• *So, such, too, enough* • Modals of deduction Grammar Reference pp 154–155	• Discuss news now • Discuss how you knew a news story was true or fake • Role-play a job interview
	Language and Life—Problem Solving: Discuss Ideas to Improve Newspaper Sales			
Unit 10 Got It? pp. 97–105	• Talk about your talents and abilities • Ask and answer questions for a talent show audition • Share advice on how to succeed in the music industry	• Talents and abilities • Phrasal verbs • Idioms and sayings connected to success	• Reported speech: statements • Reported speech: questions Grammar Reference pp 155–156	• Talk about something someone can do well • Talk about talent show contestants • Discuss the usefulness of advice
	Language and Life—Communication: Hold a Talent Contest			
Unit 11 Money in the Bank pp. 107–116	• Discuss who you would employ if you were a millionaire • Share ideas about what to do with a fortune • Compare your budget with that of a partner	• Money • Money verbs and nouns • Paying for things	• Causatives with *have, get* and *make* • Verbs with gerund, infinitive or both Grammar Reference pp 156–158	• Discuss jobs to do yourself • Talk about how to use a lot of money • Talk about monthly budgets
	Language and Life—Collaborate: Manage a Budget			
Unit 12 Inside Advertising pp. 117–126	• Discuss the advertising of energy drinks • Talk about ads that you like and dislike • Debate the effects of advertising	• From the reading Advertising • Advertising campaigns • Discourse markers	• Passive voice: other tenses • Comparative and superlative adverbs Grammar Reference pp 158–159	• Discuss whether to ban advertisements • Talk about improving ad campaigns • Debate the effects of images in advertising
	Language and Life—Media Literacy: Make a TV Ad			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking • Tell an anecdote *Keep Talking* • Give reasons *Start Talking* • Set the scene	• /s/ and /z/	Read an online article about famous mistakes • Skill—Synthesize Listen to a radio interview about regret • Skill—Listen for reasons Listen to a talk about types of regret • Skill—Listen for main ideas	• Evaluate • Analyze • Apply	Write a blog post about regrets
Unit Review p. 76 **Study Skills**—Structuring Your Writing				
Keep Talking • Express probability *Keep Talking* • Ask polite questions *Keep Talking* • Clarify reasons for opinions	• Consonant clusters with /s/	Read an article about the dinosaurs • Skill—Predict Listen to an interview about life in space • Skill—Listen for specific information Listen to a panel discussion about space • Skill—Listen for main ideas	• Analyze • Question • Recall	Write a blog post about space exploration
Unit Review p. 86 **Follow a Pro**—An Astrobiologist ▶ Astronomer				
Keep Talking • Ask for opinions *Repair It* • Interrupt politely *Keep Talking* • Interview techniques	• /ə/ versus /r/	Read texts about news • Skill—Identifying text types Listen to a lecture about fake news • Skill—Listen for information order Listen to an interview about being a foreign correspondent • Skill—Listen for opinions	• Analyze • Apply • Deduce	Write about a job
Unit Review p. 96 **Study Skills**—Making Notes				
Keep Talking • Your achievements *Keep Talking* • Talk in front of a group *Keep Talking* • Use idioms carefully	• Stress in phrasal verbs	Read a text about great artists • Skill—Recognize fact and opinion Listen to excerpts from a TV talent show • Skill—Identify attitude Listen to a radio call-in show about the music industry • Skill—Listen to take notes	• Question • Analyze • Evaluate	Write an informal email
Unit Review p. 106 **Follow a Pro**—A Talent Scout ▶ Musician				
Start Talking • Talk about imagined future situations *Start Talking* • Collaborate on creative ideas *Keep Talking* • Talk or avoid talking about money	• /tʃ/ versus /ʃ/	Read a job ad, article and business profile about the gig economy • Skill—Read for the main idea Listen to an interview about charity • Skill—Listen for specific information Listen to a radio show about managing money • Skill—Listen for the main idea	• Question • Apply • Recall	Write an email listing key points
Unit Review p. 116 **Study Skills**—Personal Development				
Keep Talking • Take turns in a discussion *Repair It* • Getting back on track *Keep Talking* • Paraphrase	• Filler sounds and words	Read an article about advertising • Skill—Identify missing sentences Listen to an ad • Skill—Listen for inference Listen to an interview about advertising • Skill—Recognize discourse markers	• Evaluate • Symbolize • Induce	Write a 'for' and 'against' essay about retouching images
Unit Review p. 126 **Follow a Pro**—A Digital Copywriter ▶ Video Editor				

SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 It's a Mystery! pp. 8–19	• Talk about animal mysteries • Describe a natural phenomenon • Ask and answer questions about ancient mysteries	• Adjectives with *–al*, *–ic*, *–ical*, *–ious*, or *–ous* • The natural world • Verb collocations	• Present and past tenses • Adjective order	• Create a story about a mysterious disappearance • Discuss the causes of a natural phenomenon
			Grammar Reference pp. 156–157	Speaking Practice p. 148
	Life Skills—Global Competence			
Unit 2 Starting Up pp. 20–31	• Share your ideas about family businesses • Compare management styles • Discuss different work environments	• Phrasal verbs in business • Compound nouns • Collocations with *work*	• Quantifiers • Obligation, permission, prohibition	• Talk about starting a family business • Discuss preferences in management styles
			Grammar Reference pp. 158–159	Speaking Practice p. 148
	Life Skills—Self-management			
Unit 3 Blending Worlds pp. 32–43	• Examine cultural habits and customs • Share ideas on culture shock • Analyze cultural diversity in different environments	• Prefixes: *un–*, *in–*, *im–* • Feelings • Dependent prepositions	• Verbs + gerund/ infinitive: changes in meaning • *be/get used to*	• Talk about your eating habits • Discuss causes of culture shock
			Grammar Reference pp. 160–161	Speaking Practice p. 149
	Life Skills—Cultural Awareness			
Unit 4 Lifelong Learning pp. 44–55	• Talk about the characteristics of a good educator • Compare and contrast learning situations and styles • Discuss the benefits of using the time during and after college	• Topic word formation • Phrasal verbs • Skills	• Past perfect vs past perfect progressive • *Prefer / would prefer / would rather*	• Discuss what makes a good educator • Talk about skills you would like to learn
			Grammar Reference pp. 162–163	Speaking Practice p. 149
	Life Skills—Empathy			
Unit 5 Media Matters pp. 56–67	• Talk about trends in movies • Evaluate the pros and cons of fame • Share ideas on careers in social media	• Movies • Noun suffixes • Social media	• Creating emphasis • Reported speech	• Discuss your movie preferences • Give an oral summary
			Grammar Reference pp. 164–165	Speaking Practice p. 150
	Life Skills—Resilience			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Stress patterns in adjectives	Read an article about animal migration • Skill—Identify the purpose of parts of a text	Listen to an interview about ancient engineering • Skill—Listen for key words	Write about a natural phenomenon using descriptive paragraphs	Questioning	Effective group work
Unit Review p. 19	**Exam Skills** p. 128—Speaking: Talk About Photographs				
• Sentence stress with quantifiers	Read an article about management styles • Skill—Use a graphic organizer to take notes	Listen to an interview about a family business • Skill—Understand opinion and attitude	Write an informal email using parallel structure	Evaluating	Developing ideas in a group
Unit Review p. 31	**Skills for Pros** p. 130—Fostering Teamwork ▶				
• *Be/get used to*	Read about a student exchange trip • Skill—Identify main ideas	Listen to people talk about diversity • Skill—Identify the speaker	Write a blog about eating habits in your home country using sentence variety	Recalling	Intercultural communication
Unit Review p. 43	**Exam Skills** p. 132—Reading: Identify Parts of Speech				
• *Been*—pronunciation in connected speech	Read online comments • Skill—Identify text type	Listen to a college radio show • Skill—Identify reasons	Write a pro and con essay	Comparing and contrasting	Encouraging group discussion
Unit Review p. 55	**Skills for Pros** p. 134—Interpersonal Effectiveness ▶				
• Emphatic stress for contrast	Read an article about social media jobs • Skill—Use knowledge to predict content	Listen to a talk about movie-making trends • Skill—Listen for details	Write a movie review	Summarizing	Adapting language
Unit Review p. 67	**Exam Skills** p. 136—Writing: Write a Short Message				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 6 In the Lab pp. 68–79	• Share ideas on the factors that lead to success • Consider the ethics in science • Identify, interpret and simplify information	• Adverb + adjective collocations • Science word formation • Magnetism	• Conditionals review • Conditional conjunctions and phrases	• Discuss factors for academic success • Talk about ethical situations
			Grammar Reference pp. 166–167	Speaking Practice p. 150
	Life Skills—Openness			
Unit 7 Hit the Road pp. 80–91	• Share stories about traveling • Discuss tourist development • Talk about marketing vacation destinations	• Travel expressions • Compound adjectives • Marketing	• Past modals of deduction • Verb + object + infinitive	• Tell an amusing travel story • Discuss renovation vs rebuilding
			Grammar Reference pp. 168–169	Speaking Practice p. 151
	Life Skills—Communication			
Unit 8 Future Innovations pp. 92–103	• Share ideas on the positive and negative impacts of engineering • Talk about future changes to the workplace • Consider the impact of a technological product	• Phrasal-prepositional verbs • Suffixes forming verbs • Physical actions	• Relative clauses • Noun clauses as subjects and objects	• Talk about an engineering project • Discuss technology of the future
			Grammar Reference pp. 170–171	Speaking Practice p. 151
	Life Skills—Inquiry			
Unit 9 Trendsetter pp.104–115	• Discuss clothes and fashion • Talk about innovative products • Analyze trends in language	• Fashion collocations • Noun modifiers • Trends in language	• The gerund as an object of a preposition • Future passive and passive review	• Talk about clothes and fashion • Do an oral product review
			Grammar Reference pp. 172–173	Speaking Practice p. 152
	Life Skills—Innovation			
Unit 10 Mind Over Matter pp. 116–127	• Share feelings toward procrastination • Discuss ways to have and plan for big dreams • Talk about the psychology of selling	• Phrasal verbs • Verb phrases • Prefixes	• Future in the past • Future progressive	• Discuss whether or not you are a procrastinator • Talk about plans for your future dreams
			Grammar Reference pp. 174–175	Speaking Practice p. 152
	Life Skills—Growth Mindset			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Intonation in conditionals	Read an article about ethical science • Skill—Identify reasons	Listen to a lecture about magnetism • Skill—Identify key information	Write a for/against essay	Interpreting	Simplifying information
Unit Review p. 79 **Skills for Pros** p. 138—Analytical Thinking ▶					
• Pausing for dramatic effect	Read interesting travel stories • Skill—Identify the order of events	Listen to a radio interview about tourist development • Skill—Listen to distinguish fact and opinion	Write a persuasive argument	Brainstorming	Translating for everyday situations
Unit Review p. 91 **Exam Skills** p. 140—Listening: Use Visuals to Predict What You Will Hear					
• Phrasal-prepositional verbs	Read an article about engineering • Skill—Understand main ideas	Listen to an interview about work in the future • Skill—Make inferences	Write an opinion blog post	Speculating	Linking to previous knowledge
Unit Review p. 103 **Skills for Pros** p. 142—Fostering Innovation ▶					
• Contrastive stress	Read an article about dressing at work • Skill—Develop active reading	Listen to a professor talk about language • Skill—Use form to guess meaning	Write an online product review	Assessing	Leading a group
Unit Review p. 115 **Exam Skills** p. 144—General: Use Your Time Wisely					
• Word stress with prefixes	Read about the psychology of selling • Skill—Identify topic sentences	Listen to a class discussion about procrastination • Skill—Listen for specific words	Write a formal email	Drawing conclusions	Translating for formal communication
Unit Review p. 127 **Skills for Pros** p. 146—Stress Management ▶					

SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Glocal pp. 8–19	• Share your ideas on local and global businesses • Talk about finance and cryptocurrencies • Make arguments for and against global trade	• Trade • Phrasal verbs • Finance vocabulary	• Review of perfect forms • Articles	• Discuss the origins of products • Share your ideas about governments and local businesses
			Grammar Reference pp. 156–157	Speaking Practice p. 148
	Life Skills—Inquiry			
Unit 2 Sports Update pp. 20–31	• Discuss ways to change sports • Talk about technology and sports • Talk about sports management	• Nouns and verbs with the same form • Business and economics • Adjectives and adverb collocations	• Verb + gerund • Relative pronouns with *–ever* and *no matter*	• Compare your ideas on biomechanics • Discuss the different statements about sports
			Grammar Reference pp. 158–159	Speaking Practice p. 148
	Life Skills—Equality			
Unit 3 Medicine on the Mend pp. 32–43	• Discuss medical services • Talk about technology in medicine • Compare different medical beliefs	• Dependent prepositions • Medical terms • Verbs of thought	• Mixed conditionals • Clauses of contrast and purpose	• Compare your ideas about a newspaper story • Discuss ideas for the competition
			Grammar Reference pp. 160–161	Speaking Practice p. 149
	Life Skills—Critical literacy			
Unit 4 The World We Build pp. 44–55	• Ask and answer questions about planned communities • Share ideas on sustainable architecture • Talk about the importance of sustainable design	• Urban areas • Sustainable architecture • Verb prefixes *dis–*, *out–*, and *un–*	• Inverted conditionals • Review of adverbs	• Discuss the pros and cons of a planned community • Talk about your plans for sustainable buildings
			Grammar Reference pp. 162–163	Speaking Practice p. 149
	Life Skills—Decision-making			
Unit 5 Our Changing Future pp. 56–67	• Make predictions about the future • Brainstorm solutions to future global issues • Talk about changes in population trends	• Progress • Adverbs of attitude • Verb + noun + infinitive	• Future perfect • Future perfect progressive	• Share your future predictions • Discuss predictions of daily life in the year 3000
			Grammar Reference pp. 164–165	Speaking Practice p. 150
	Life Skills—Global competence			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Stress in compound nouns	Read a blog post about finance • Skill—Recognize the purpose and audience	Listen to a conversation about global and local businesses • Skill—Listen for reasons and explanations	Write a report	Summarizing	Working effectively in a group
Unit Review p. 19	**Exam Skills** pp. 128–129				
• Nouns and verbs with the same form	Read an article about ways to improve sports • Skill—Identify opinions	Listen to a conversation about the Olympics • Skill—Understand attitude	Write a summary using a survey	Deducing	Translating for informal communication
Unit Review p. 31	**Skills for Pros** pp. 130–131 ▶				
• Silent letters	Read an article about medical services • Skill—Predict content using visuals	Listen to a radio show about technological innovations in medicine • Skill—Use context clues to infer meaning	Write a blog post about medical tech	Analyzing	Communicating between cultures
Unit Review p. 43	**Exam Skills** pp. 132–133				
• /ʌ/, /ʊ/, and /uː/	Read a poster for a competition • Skill—Identify reasons	Listen to an interview • Skill—Listen for agreement and disagreement	Write an email proposal	Symbolizing	Simplifying information
Unit Review p. 55	**Skills for Pros** pp. 134–135 ▶				
• Adverbs of attitude	Read an opinion about inventions • Skill—Identify main ideas	Listen to a science podcast about future resources • Skill—Understand reference	Write an opinion post about future world problems	Brainstorming	Adapting language
Unit Review p. 67	**Exam Skills** pp. 136–137				

	Outcomes	Vocabulary	Grammar	Speaking
Unit 6 Time to Play pp. 68–79	• Compare attitudes toward gaming • Discuss the importance of playing games • Talk about animals that play games	• Interpersonal phrases • Reporting verbs • Suffixes with *–ic*	• Passive reporting structures • Reduced adverb time clauses	• Talk about games that you play • Compare your quiz results
			Grammar Reference pp. 166–167	Speaking Practice p. 150
	Life Skills—Interpersonal communication			
Unit 7 A Sense of Community pp. 80–91	• Ask and answer questions about the place you live • Make a proposal for a charity • Talk about belonging to a community	• Describing places • Phrases with *make* and *do* • Nouns from phrasal verbs	• Negative inversions • The subjunctive	• Discuss what is important to you in a city or town • Talk about supporting charities
			Grammar Reference pp. 168–169	Speaking Practice p. 151
	Life Skills—Well-being			
Unit 8 Bright Ideas pp. 92–103	• Share ideas about life hacks • Discuss possible solutions to a problem together • Compare attitudes toward creativity	• Word formation • Adverb + adjective collocations • Career success	• Paired conjunctions • Reduced adverb cause-effect clauses	• Discuss creative solutions to a problem • Talk about life hacks in your life
			Grammar Reference pp. 170–171	Speaking Practice p. 151
	Life Skills—Self-direction			
Unit 9 Beyond the Limit pp.104–115	• Discuss extreme jobs and resilience • Ask and answer questions about an innovative product • Compare your ideas about risk-taking	• Scientific collocations • Expressions with *self–* • Feelings	• Reduced relative clauses • Cleft sentences	• Talk about jobs related to natural disasters • Talk about resilience and doing extreme activities
			Grammar Reference pp. 172–173	Speaking Practice p. 152
	Life Skills—Resilience			
Unit 10 Why We Do What We Do pp. 116–127	• Share ideas about acceptable and unacceptable behaviors • Compare different beliefs on human perception • Discuss pros and cons of generalizations	• Word families • Describing feelings • Verbs of influence	• Participle clauses • The passive voice with infinitives and gerunds	• Talk about acceptable and unacceptable behavior • Discuss human perception
			Grammar Reference pp. 174–175	Speaking Practice p. 152
	Life Skills—Social awareness			

Pronunciation	Reading	Listening	Writing	Thinking Skill	Confident Communicator
• Stress patterns in *–ic* words	Read an article about animals that play • Skill—Read to understand explanations and examples	Listen to four different native speakers • Skill—Listen to understand different native speakers	Write a review	Predicting	Encouraging group discussion
Unit Review p. 79 **Skills for Pros** pp. 138–139 ▶					
• Stress in nouns from phrasal verbs	Read a social media post • Skill—Recognize cause and effect	Listen to three people who work in different roles • Skill—Listen for similarities and differences	Write a formal email proposal	Evaluating	Developing ideas in a group
Unit Review p. 91 **Exam Skills** pp. 140–141					
• Intonation in reduced adverb clauses	Read an article about creativity • Skill—Make inferences	Listen to a conversation between two friends • Skill—Listen for main ideas	Write a self-appraisal	Categorizing	Linking to previous knowledge
Unit Review p. 103 **Skills for Pros** pp. 142–143 ▶					
• Stress in multisyllable adjectives	Read Daryl Jane's story • Skill—Predict content	Listen to a podcast • Skill—Identify opinions and attitudes	Write a process description	Questioning	Leading a group
Unit Review p. 115 **Exam Skills** pp. 144–145					
• the /ɜ˞:/ sound	Read a text about group psychology • Skill—Read for specific information	Listen to a podcast • Skill—Listen for generalizations	Write a final draft	Inducing	Managing a difficult conversation
Unit Review p. 127 **Skills for Pros** pp. 146–147 ▶					

SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
Unit 1 Me pp. 5–13	• Introduce yourself • Talk about your nationality and language • Share information about your family	• Introductions and greetings • Countries and nationalities • Family	• *be* statements • Subject pronouns and *be* statements • *yes/no* questions with *be* Grammar Reference pp. 70–71	• Make introductions • Give personal information • Ask questions about a partner's family
	Language and Life—Communication: Personal Information			
Unit 2 My Place pp. 15–23	• Introduce your partner • Talk about classroom objects • Talk about where things are in a room	• Describing places • Your things • Prepositions of place 1	• *be* information questions • *a/an* singular and plural nouns • *There is / There are* Grammar Reference pp. 71–73	• Describe a person • Talk about your classroom • Describe a room
	Language and Life—Communication: Hotel Room			
Unit 3 Life and Work pp. 25–33	• Share information about people in your class • Ask and answer questions • Talk about how often you do things	• Jobs • Prepositions of time • Daily activities	• Simple present statements • *yes/no* questions with simple present • Adverbs of frequency Grammar Reference pp. 73–74	• Talk about a partner's life • Ask a partner *yes/no* questions • Discuss routines
	Language and Life—Communication: Meet Someone			
Unit 4 My City pp. 35–43	• Ask and answer questions about a tour • Ask for and give directions • Talk about your clothes	• Places in a city • Prepositions of place 2 • Clothes	• Simple present information questions • Imperatives • *this/that/these/those* Grammar Reference pp. 74–76	• Ask and answer questions about a tour • Ask for and give directions • Describe clothes
	Language and Life—Communication: Shop			
Unit 5 Free Time pp. 45–53	• Talk about what you can/can't do • Talk about objects in a classroom • Discuss the weather in different places	• Free-time activities • Subjects • Types of weather	• *can/can't* • Possessive 's • Present progressive statements Grammar Reference pp. 76–78	• Find out about free-time activities people in the class can/can't do • Talk about people's possessions • Tell a partner what you are doing / not doing
	Language and Life—Communication: Your City			
Unit 6 Health pp. 55–63	• Describe people's appearance • Talk about food and meals • Ask and answer a quiz	• The face and body • Food • Feelings	• *have* • *some* and *any* • Review Grammar Reference pp. 78–79	• Describe someone to a partner • Plan a meal with a partner • Complete a class quiz
	Language and Life—Communication: Cafe			

Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking • Join a conversation *Repair It* • Correct yourself *Keep Talking* • Ask questions	• Word stress	Listen to a short conversation with an introduction • Skill—Listen for names Read a selection of ID cards • Skill—Locate information in a text Listen to a short conversation about a family • Skill—Understand key words	• Evaluate • Analyze	An introduction
Unit Review p. 14 **Study Skills**—Using a Dictionary				
Keep Talking • Give extra information *Keep Talking* • Ask questions *Keep Talking* • Check you understand	• Plural nouns	Listen to an interview • Skill—Use visuals to predict content Listen to a radio show • Skill—Listen for main idea Read a college webpage • Skill—Identify the topic	• Analyze • Evaluate • Brainstorm	A text message
Unit Review p. 24 **Follow A Pro**—Online Teacher				
Repair It • Ask questions *Keep Talking* • Check you understand *Keep Talking* • Useful phrases	• Word stress in questions	Read a magazine article about jobs • Skill—Scan for jobs Listen to a job interview • Skill—Listen for names, dates and numbers Read an online article about a hotel • Skill—Recognize different text types	• Evaluate • Analyze	A post
Unit Review p. 34 **Study Skills**—Recording Vocabulary				
Keep Talking • Take turns *Keep Talking* • Finish a conversation *Repair It* • Useful phrases	• Vowel sounds 1	Read an informative text • Skill—Locate information in a text Listen to a short conversation with directions • Skill—Understand key words Listen to people's shopping routines • Skill—Identify information	• Analyze • Evaluate	A description
Unit Review p. 44 **Follow A Pro**—Tour Guide				
Keep Talking • Explain your answer *Keep Talking* • Useful phrases *Keep Talking* • Show understanding	• Stress in *can/can't*	Listen to a college radio show • Skill—Listen for main idea Read a college webpage • Skill—Scan for key words Listen to a group video call • Skill—Listen for reasons	• Analyze • Recall • Brainstorm	A blog
Unit Review p. 54 **Study Skills**—Practicing Vocabulary				
Keep Talking • Think about your answer *Keep Talking* • Useful phrases *Keep Talking* • Ask follow-up questions	• Vowel sounds	Listen to two conversations describing people • Skill—Identify information Read two different types of text • Skill—Recognize different text types Listen to a radio interview • Skill—Identify information in an introduction	• Analyze • Evaluate • Predict	An online review
Unit Review p. 64 **Follow A Pro**—Food Scientist				