## SCOPE AND SEQUENCE

### UNIT 1

**Urban Planning: Safe Cities**

**Main Ideas and Supporting Details**

- **Reading**
  - Finding the main idea in reading quickly: Skimming
  - Finding details when reading: Scanning

- **Listening**
  - Preparing for lectures to improve comprehension
  - Listening for a speaker’s main point(s)
  - Listening for supporting details

- **Writing**
  - Writing a thesis statement
  - Using parallel structure

- **Integrated Writing Task**
  - Writing an expository essay about planning safe cities

### UNIT 2

**Business: Leadership Behavior**

**Organizational Structure**

- **Reading**
  - Recognizing multiple organizational patterns
  - Recognizing relationships among ideas in a text

- **Listening**
  - Organizing information
  - Recognizing relationships among parts of a lecture

- **Speaking**
  - Presenting relationships among ideas clearly when speaking

- **Integrated Speaking Task**
  - Presenting an oral response to a case study about a company having leadership problems
UNIT 3

Environmental Science: Forest Fires

Coherence and Cohesion

Listening
- Using sentence structure to create coherence
- Recognizing speech markers

Reading
- Creating cohesion in a paragraph
- Recognizing cohesion in a text
- Creating special emphasis by starting a sentence with a negative expression

Writing
- Persuading your reader
- Using pronoun agreement

Integrated Writing Task
- Writing a persuasive essay about allowing people to live near forested areas

UNIT 4

Art History: Defining Cubism

Summarizing

Reading
- Paraphrasing: The first step to summarizing
- Using synonyms
- Recognizing summary statements and conclusions when reading
- Summarizing information

Listening
- Distinguishing essential from non-essential information in a lecture
- Recognizing digressions or asides

Speaking
- Participating in a debate

Integrated Speaking Task
- Preparing and presenting a pair debate about cubism as fashion art
### SCOPE AND SEQUENCE

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<td><strong>Physical Science:</strong> Nanotechnology</td>
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#### Synthesizing Information

**Reading**
- Recognizing the relationship between abstract concepts and concrete information

**Listening**
- Recognizing the relationship between two spoken sources

**Writing**
- Elaborating on information
- Selecting and presenting related information from a variety of sources

**Integrated Writing Task**
- Writing a short report about an innovation and how it was diffused

#### Fact and Opinion

**Listening**
- Identifying and evaluating information presented to support a position
- Recognizing a speaker’s degree of certainty

**Reading**
- Distinguishing between facts and opinions

**Speaking**
- Expressing and supporting opinions

**Integrated Speaking Task**
- Preparing and delivering a short oral report about applying precautionary principle to nanotechnology
**Microbiology: Fighting Infectious Diseases**

**Purpose**

**Listening**
- Recognizing a speaker’s purpose
- Understanding thought groups
- Using intonation
- Understanding sentence stress (rhythm)
- Recognizing how thought groups, intonation, and stress express a speaker’s attitude

**Reading**
- Recognizing a writer’s purpose
- Recognizing a writer’s secondary purpose

**Speaking**
- Taking into account audience needs

**Integrated Speaking Task**
- Preparing and delivering an oral presentation about combating the spread of infectious diseases and antibiotic resistance

**Children’s Literature: Characteristics of the Genre**

**Inference**

**Reading**
- Gathering information to make inferences

**Listening**
- Making inferences about a speaker’s intention

**Writing**
- Introducing a specific book in an essay or oral presentation
- Identifying and using rhetorical devices

**Integrated Writing Task**
- Writing an analytical essay about a children’s story