

Scope and Sequence

Unit	Common Errors	Vocabulary in Academic Writing	Kinds of Writing
1 Nouns and Noun Phrases	1.1 Does a singular count noun have a determiner? 1.2 Does a count noun have a plural ending? 1.3 Is the noun plural or not? 1.4 Does the noun need an article or not? 1.5 Do you need <i>much</i> or <i>a great deal of</i> ?	<i>Nouns from the Academic Word List</i> attitude distinction outcome bias enforcement procedure colleague incidence publication device	Classification: <i>Measuring Earthquakes</i> Problem–Solution: <i>Job Satisfaction of Hospital Doctors</i>
2 Writing about the Past	2.1 Do you need simple past or simple present? 2.2 Do you need verb + <i>-ing</i> ? 2.3 Do you need simple past or past progressive? 2.4 Do you need simple past or past perfect?	<i>Verbs Frequently Used in Past Progressive</i> become look try do make use get take work have	Descriptive: <i>Guernica</i> Narrative: <i>The 1989 World Series</i>
3 Using the Present Perfect	3.1 Do you need present perfect or simple present? 3.2 Do you need present perfect or simple past?	<i>Verbs Frequently Used in Present Perfect</i> be have see become lead show come make take find	Descriptive: <i>Flipped Classrooms</i> Narrative: <i>A Brief History of Flight</i>
4 Using Word Forms	4.1 Is the word form correct? 4.2 Do you have the correct suffix?	<i>Frequently Used Words with Common Suffixes</i> community finally positive consistent individual section creativity mechanism strengthen emphasize	Cause–Effect: <i>The Dangers of Sitting</i> Summary–Response: <i>Functional Textiles</i>
5 Writing with Prepositions	5.1 Which preposition is correct? 5.2 Do you have a noun form after the preposition? 5.3 Does the main verb of the sentence agree with the subject?	<i>Frequently Used Preposition Combinations</i> associated with lack of support for consistent with need for used to difference between reason for due to responsible for	Process: <i>Your Immune System</i> Problem–Solution: <i>How New York City Faced a Challenge</i>
6 Using Modals	6.1 Is the form of the modal correct? 6.2 Do you need a modal to hedge? 6.3 Do you use <i>I think</i> or <i>maybe</i> for hedging?	<i>Frequently Used Modal + Verb Combinations</i> can help may need must be received cannot be may result should be taken could lead might have would have been may be	Cause–Effect: <i>Warning Labels on Sugar-Sweetened Drinks</i> Advantages–Disadvantages: <i>Driverless Cars</i>
7 Using Gerunds and Infinitives	7.1 Do you need a gerund as the subject? 7.2 Does the verb agree with the gerund subject? 7.3 Is <i>to</i> a preposition or part of an infinitive? 7.4 Do you have <i>by</i> + gerund?	<i>Frequently Used Infinitives and Gerunds</i> becoming to be being to do having to have making to make using to use	Descriptive: <i>Phobias</i> Cause–Effect: <i>Treating Acne</i>

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8 Using the Passive Voice	8.1 Do you use the correct form of the verb? 8.2 Do you include a form of <i>be</i> in the passive voice? 8.3 Do you need passive or active voice?	<i>Frequently Used Passive Verb Forms</i> can be seen is known was conducted can be used is needed were asked has been made was based were reported have been found	Summary: <i>Our Brains Are Designed to Do Good</i> Summary: <i>Media Habits of Students</i>
9 Writing with Participial Adjectives	9.1 Do you need a present or past participle? 9.2 Do you have the correct participial form?	<i>Frequently Used Participial Adjectives</i> developing interesting increased existing concerned involved following gifted limited growing	Opinion: <i>The American Dream</i> Summary: <i>Millennials and Marriage</i>
10 Adjective Clauses and Reduced Clauses	10.1 Do you need a subject relative pronoun? 10.2 Do you have the correct relative pronoun? 10.3 Do you repeat the subject or object pronoun? 10.4 Is the subject adjective clause reduced correctly?	<i>Nouns That Frequently Precede Adjective Clauses with That</i> activity idea option approach indication organization area issue result element	Cause–Effect: <i>Ebola</i> Narrative: <i>Helen Keller</i>
11 Adverb Clauses and Reduced Clauses	11.1 Do you have the correct subordinating conjunction? 11.2 Do you have a subordinating conjunction? 11.3 Is the punctuation correct? 11.4 Is the clause reduced correctly?	<i>Words from the Academic Word List</i> confirmed equipment somewhat decades isolated successive eliminate mode transmission empirical	Descriptive: <i>Dinesh Patel</i> Descriptive: <i>The National Oceanic and Atmospheric Administration (NOAA)</i>
12 Writing with Noun Clauses	12.1 Do you need question or statement word order? 12.2 Do you need <i>that</i> or <i>what</i> ? 12.3 Do the subject and verb agree?	<i>Frequently Used Reporting Verbs</i> argue find report demonstrate observe show deny propose suggest describe	Cause–Effect: <i>Body Size in Sports</i> Reaction–Response: <i>Village Dogs</i>
13 Writing with Sentence Variety	13.1 Do you have a complete sentence or a fragment? 13.2 Is there a conjunction? 13.3 Does your sentence need a comma?	<i>Words from the Academic Word List</i> advocate infrastructure random ambiguous intervention restore eliminate priority voluntary fluctuations	Comparison: <i>Two Smart Birds</i> Comparison: <i>Neanderthals versus Modern Humans</i>
14 Using the Conditional	14.1 Is the verb form correct for future real conditional? 14.2 Is the verb form correct for present or future unreal conditional? 14.3 Is the verb form correct for past unreal conditional?	<i>Words from the Academic Word List</i> anticipated erosion route ceases military undergo coincide rigid violation device	Cause–Effect: <i>From Garbage to Energy</i> Cause–Effect: <i>Save the Bats</i>
15 Writing with Connectors	15.1 Do you need a connector? 15.2 Is the connector correct? 15.3 Is a comma needed? 15.4 Do you have too many connectors?	<i>Words from the Academic Word List</i> appreciation diminished portion controversy eventually radical crucial format widespread denote	Comparison: <i>Print or Electronic Books</i> Descriptive: <i>Monaco</i>