

SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	<ul style="list-style-type: none"> Exchanging information Discussing study habits and strategies 	<ul style="list-style-type: none"> Listening to people talk about study habits and strategies Asking about study habits and strategies Talking about classmates' study habits and strategies 	<ul style="list-style-type: none"> Study habits and strategies 	<ul style="list-style-type: none"> past continuous and simple past simple past and present perfect
Unit 1 Personal information pages 6–17 Topic: Ways to be smart	<ul style="list-style-type: none"> Describing personal strengths Expressing opinions Expressing agreement and disagreement 	<ul style="list-style-type: none"> Asking about aptitudes Discussing multiple intelligences Giving opinions 	<ul style="list-style-type: none"> Adjectives and adverbs Multiple intelligences Prefixes and roots 	<ul style="list-style-type: none"> Nouns, verbs, adjectives, and adverbs Noun clauses with <i>that</i> <i>so</i> and <i>that</i>
Unit 2 At school pages 18–29 Topic: Planning for success	<ul style="list-style-type: none"> Inquiring about educational opportunities Describing educational goals Describing successful people 	<ul style="list-style-type: none"> Asking about courses and classes Discussing how to continue one's education Discussing obstacles and successes 	<ul style="list-style-type: none"> Education and careers Educational requirements 	<ul style="list-style-type: none"> The present passive Infinitives after the passive <i>be + supposed to</i> and <i>be + not supposed to</i>
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> Understanding a conversation 		
Unit 3 Friends and family pages 32–43 Topic: Parents and children	<ul style="list-style-type: none"> Discussing appropriate behaviors at home and school Using polite forms of language 	<ul style="list-style-type: none"> Asking about rules at home and at school Asking questions indirectly Talking about past events and experiences 	<ul style="list-style-type: none"> Rules and expectations Word families 	<ul style="list-style-type: none"> Indirect <i>Wh-</i> questions Indirect <i>Yes / No</i> questions <i>say</i> and <i>tell</i> with reported speech
Unit 4 Health pages 44–55 Topic: Stressful situations	<ul style="list-style-type: none"> Discussing stress Expressing necessity and lack of necessity Making suggestions Expressing past regrets 	<ul style="list-style-type: none"> Asking about stress Discussing ways to cope with stress Giving advice about past actions 	<ul style="list-style-type: none"> Stress and ways to cope Suffixes 	<ul style="list-style-type: none"> <i>should, shouldn't, have to, don't have to</i> <i>should have</i> and <i>shouldn't have</i> <i>must</i> and <i>may / might</i>
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> Understanding a phone conversation 		
Unit 5 Around town pages 58–69 Topic: Community involvement	<ul style="list-style-type: none"> Describing volunteer responsibilities Describing a sequence of events Describing repeated actions in the past and present 	<ul style="list-style-type: none"> Asking about volunteer activities Discussing personal experiences of volunteering or helping people Discussing schedules 	<ul style="list-style-type: none"> Volunteerism Positive and negative words 	<ul style="list-style-type: none"> Clauses with <i>until</i> and <i>as soon as</i> Repeated actions in the present and past Contrasting <i>used to</i> and <i>be used to</i>

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> Reading a paragraph about bad weather 	<ul style="list-style-type: none"> Writing sentences about your partner 	<ul style="list-style-type: none"> Discussing study habits and strategies for learning English 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an article about multiple intelligences Skimming to predict what a reading is about 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a primary intelligence Using a topic sentence and supporting details 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a visual diagram 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an article about an immigrant family Scanning to find specific information 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a successful person Using specific details such as facts, examples, and reasons 	<ul style="list-style-type: none"> Using a dictionary or thesaurus to identify synonyms Reading and understanding a chart about the location of vocational classes 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> -ed verb endings
<ul style="list-style-type: none"> Reading an article about barriers between generations Noticing words that repeat to get an idea of what a reading is about 	<ul style="list-style-type: none"> Writing an expository paragraph about a difference between generations Using a transition within a paragraph 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a chart Interpreting census bureau information 	<ul style="list-style-type: none"> Pronouncing key vocabulary
<ul style="list-style-type: none"> Reading an article about stress Relating the title and section heads to personal experience 	<ul style="list-style-type: none"> Writing a descriptive paragraph about how to cope with stress Using causes and effects to organize a paragraph 	<ul style="list-style-type: none"> Reading and understanding a bar graph Discussing stress in the workplace 	<ul style="list-style-type: none"> Pronouncing key vocabulary
			<ul style="list-style-type: none"> Contrasting intonation of direct and indirect <i>Wh</i>- questions
<ul style="list-style-type: none"> Reading an article about volunteers Using context clues to guess if the meaning of a word is positive or negative 	<ul style="list-style-type: none"> Writing a descriptive paragraph about someone who made a difference Making writing more interesting by including details that answer <i>Wh</i>-questions 	<ul style="list-style-type: none"> Reading and understanding ads for volunteer positions Discussing volunteer activities 	<ul style="list-style-type: none"> Pronouncing key vocabulary

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 6 Time pages 70–81 Topic: Time and technology	<ul style="list-style-type: none"> ■ Expressing agreement and disagreement ■ Giving opinions and reasons 	<ul style="list-style-type: none"> ■ Talking about time-saving devices ■ Discussing the advantages and disadvantages of technology 	<ul style="list-style-type: none"> ■ Technology and time-saving devices ■ Words with multiple definitions 	<ul style="list-style-type: none"> ■ <i>although</i> ■ Contrasting <i>because</i> and <i>although</i> ■ <i>so</i> and <i>such</i>
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> ■ Understanding a radio interview 		
Unit 7 Shopping pages 84–95 Topic: Buying and returning merchandise	<ul style="list-style-type: none"> ■ Explaining problems with a purchase ■ Discussing preferences ■ Explaining mistakes ■ Asking for information about store policies 	<ul style="list-style-type: none"> ■ Asking about returning merchandise ■ Asking about store policies ■ Talking about shopping mistakes ■ Describing people, places, and things 	<ul style="list-style-type: none"> ■ Buying and returning merchandise ■ Compound nouns 	<ul style="list-style-type: none"> ■ <i>who, that</i> and <i>which</i> as the subject of an adjective clause ■ <i>that</i> as the object of an adjective clause ■ Clarifying questions
Unit 8 Work pages 96–107 Topic: Success at work	<ul style="list-style-type: none"> ■ Giving advice ■ Making suggestions ■ Explaining job responsibilities ■ Describing the duration of an activity 	<ul style="list-style-type: none"> ■ Discussing work schedules ■ Talking about workplace problems and their solutions ■ Asking questions about work experiences 	<ul style="list-style-type: none"> ■ Job responsibilities and skills ■ Prefixes and roots 	<ul style="list-style-type: none"> ■ Contrasting present perfect and present perfect continuous ■ Adjectives ending in <i>-ed</i> and <i>-ing</i> ■ Polite requests and offers
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> ■ Understanding a class lecture 		
Unit 9 Daily living pages 110–121 Topic: Saving our planet	<ul style="list-style-type: none"> ■ Describing environmental issues and concerns ■ Giving advice ■ Making suggestions ■ Describing actions one can take 	<ul style="list-style-type: none"> ■ Asking questions about “saving our planet” ■ Discussing causes and effects of environmental problems ■ Discussing actions that could help the environment 	<ul style="list-style-type: none"> ■ The environment ■ Antonyms 	<ul style="list-style-type: none"> ■ Present unreal conditional ■ <i>since</i> and <i>so</i> ■ Contrasting present real and present unreal conditionals
Unit 10 Free time pages 122–133 Topic: Celebrations	<ul style="list-style-type: none"> ■ Describing future possibility ■ Describing actions based on expectations ■ Expressing hopes and wishes ■ Comparing customs and celebrations 	<ul style="list-style-type: none"> ■ Asking about and comparing wedding customs ■ Discussing possible and hypothetical holiday plans ■ Talking about hopes and wishes 	<ul style="list-style-type: none"> ■ Celebrations ■ Words with multiple meanings 	<ul style="list-style-type: none"> ■ Contrasting future real and future unreal conditionals ■ <i>hope</i> and <i>wish</i> ■ Tag questions
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> ■ Understanding a street interview 		

College and Career Readiness section Audio script Acknowledgments	pages 136–165 pages 166–173 page 174
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	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"> Reading a magazine article about the impact of technology Reading first and last paragraph for main idea 	<ul style="list-style-type: none"> Writing an expository paragraph about a time-saving device or activity Using advantages and disadvantages to organize a paragraph 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a table Discussing Internet use Discussing survey results 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Stressed and unstressed words
	<ul style="list-style-type: none"> Reading a newspaper advice column about return policies Recognizing synonyms in a reading 	<ul style="list-style-type: none"> Writing a persuasive paragraph about shopping online Using transition words such as <i>first</i>, <i>second</i>, <i>next</i>, <i>furthermore</i>, <i>moreover</i>, and <i>finally</i> to signal a list of reasons in a paragraph 	<ul style="list-style-type: none"> Reading and understanding a returned-merchandise form Talking about returning or exchanging merchandise 	<ul style="list-style-type: none"> Pronouncing key vocabulary
	<ul style="list-style-type: none"> Reading an article about hard and soft job skills Reading an email cover letter to apply for a job Recognizing quotations and reasons for using them 	<ul style="list-style-type: none"> Writing an email cover letter to apply for a job Including information about skills and experience in a cover letter 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a table about the fastest-growing occupations Discussing work skills 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Stressing function words
	<ul style="list-style-type: none"> Reading a fable about how all things in life are connected Asking questions to identify a cause-and-effect relationship 	<ul style="list-style-type: none"> Writing a paragraph about an environmental problem Using cause and effect to organize a paragraph 	<ul style="list-style-type: none"> Using a dictionary or thesaurus Reading and understanding a chart about reasons to “Save our planet” Discussing ways to help the environment 	<ul style="list-style-type: none"> Pronouncing key vocabulary
	<ul style="list-style-type: none"> Reading an article about special birthday celebrations around the world Using punctuation as a clue to meaning 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a favorite holiday or celebration Concluding a paragraph by relating it to your personal life 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a recipe Discussing traditional meals and recipes 	<ul style="list-style-type: none"> Pronouncing key vocabulary
				<ul style="list-style-type: none"> Linking consonant-vowel sounds