

SCOPE AND SEQUENCE

| UNIT TITLE TOPIC | FUNCTIONS | LISTENING AND SPEAKING | VOCABULARY | GRAMMAR FOCUS |
|--|---|--|---|--|
| Welcome pages 2–5 | <ul style="list-style-type: none"> Identifying the letters of the alphabet Identifying numbers Identifying days and months Identifying abbreviations | <ul style="list-style-type: none"> Saying the alphabet and numbers Spelling numbers and names Saying days and months Saying your birth month | <ul style="list-style-type: none"> The alphabet with capital and lowercase letters Numbers Months and days | |
| Unit 1 Personal information pages 6–17 Topic: Introductions | <ul style="list-style-type: none"> Identifying names Identifying numbers Using greetings Identifying countries of origin Exchanging personal information | <ul style="list-style-type: none"> Clarifying spelling Using greetings Using appropriate language to introduce self and others | <ul style="list-style-type: none"> Personal information Countries and nationalities Personal titles | <ul style="list-style-type: none"> Possessive adjectives Subject pronouns Simple present of <i>be</i> Contractions |
| Unit 2 At school pages 18–29 Topic: The classroom | <ul style="list-style-type: none"> Describing location Finding out location | <ul style="list-style-type: none"> Asking and giving location of things Saying <i>excuse me</i> | <ul style="list-style-type: none"> Classroom furniture Classroom objects | <ul style="list-style-type: none"> Prepositions of location (<i>in, on, under</i>) <i>Where is?</i> Singular and plural nouns <i>Yes / No</i> questions <i>this / that</i> and <i>these / those</i> Contractions |
| 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: Family | <ul style="list-style-type: none"> Describing actions Talking about family members | <ul style="list-style-type: none"> Asking and answering questions about current activities Answering questions about your family | <ul style="list-style-type: none"> Family relationships Daily activities Descriptive adjectives | <ul style="list-style-type: none"> Present continuous <i>Wh-</i> questions <i>Yes / No</i> questions Object pronouns (<i>him, her, it, them</i>) |
| Unit 4 Health pages 44–55 Topic: Health problems | <ul style="list-style-type: none"> Describing health problems and suggesting remedies Expressing sympathy | <ul style="list-style-type: none"> Asking about someone's health Expressing sympathy Suggesting a remedy | <ul style="list-style-type: none"> Body parts Health problems Descriptive adjectives | <ul style="list-style-type: none"> Simple present of <i>have</i> <i>Yes / No</i> questions with <i>have</i> <i>have</i> and <i>need</i> Contractions |
| Review: Units 3 and 4 pages 56–57 | | <ul style="list-style-type: none"> Understanding a narrative | | |
| Unit 5 Around town pages 58–69 Topic: Places and directions | <ul style="list-style-type: none"> Describing location Giving directions Asking for directions Confirming by repetition | <ul style="list-style-type: none"> Asking about a location Describing your neighborhood Clarifying directions | <ul style="list-style-type: none"> Building and place names Imperatives for directions | <ul style="list-style-type: none"> Prepositions of location (<i>on, next to, across from, between, on the corner of</i>) <i>Where</i> questions Affirmative and negative imperatives |

| READING | WRITING | LIFE SKILLS | PRONUNCIATION |
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| <ul style="list-style-type: none"> ■ Reading the alphabet ■ Reading numbers ■ Reading months and days | <ul style="list-style-type: none"> ■ Writing the alphabet ■ Writing names ■ Writing numbers ■ Writing days | <ul style="list-style-type: none"> ■ Understanding dates | <ul style="list-style-type: none"> ■ Pronouncing the alphabet ■ Pronouncing numbers ■ Pronouncing days and months |
| <ul style="list-style-type: none"> ■ Reading a paragraph describing a student's personal information | <ul style="list-style-type: none"> ■ Writing sentences giving personal information ■ Identifying and using capital letters | <ul style="list-style-type: none"> ■ Reading a registration form ■ Understanding cultural differences in names ■ Using personal titles ■ Using a directory ■ Reading an ID card | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary ■ Saying telephone numbers ■ Saying addresses |
| <ul style="list-style-type: none"> ■ Reading sentences describing a classroom ■ Using pictorial cues | <ul style="list-style-type: none"> ■ Writing sentences about the location of items in the classroom ■ Using capitalization and periods | <ul style="list-style-type: none"> ■ Reading an inventory list ■ Counting objects | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary |
| | | | <ul style="list-style-type: none"> ■ Recognizing syllables |
| <ul style="list-style-type: none"> ■ Reading a paragraph describing a family birthday party ■ Using a passage's title for comprehension | <ul style="list-style-type: none"> ■ Writing sentences about your own family ■ Writing number words | <ul style="list-style-type: none"> ■ Reading an insurance application form ■ Using family trees ■ Using formal and informal family titles | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary |
| <ul style="list-style-type: none"> ■ Reading a paragraph describing a sick family's visit to a doctor's office ■ Interpreting exclamation points | <ul style="list-style-type: none"> ■ Writing an absence note to a child's teacher ■ Writing dates | <ul style="list-style-type: none"> ■ Using an appointment card ■ Matching remedies to ailments ■ Showing concern for someone's health | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary |
| | | | <ul style="list-style-type: none"> ■ Pronouncing strong syllables |
| <ul style="list-style-type: none"> ■ Reading an email describing a neighborhood ■ Interpreting pronoun referents | <ul style="list-style-type: none"> ■ Writing a description of your neighborhood ■ Capitalizing proper nouns | <ul style="list-style-type: none"> ■ Reading and drawing maps ■ Giving and getting directions ■ Understanding what a DMV is | <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: Daily activities and time | <ul style="list-style-type: none"> Describing habitual activities Asking for dates and times Giving information about dates and times | <ul style="list-style-type: none"> Using <i>usually</i> vs. <i>always</i> Using <i>has</i> vs. <i>goes to</i> for classes Talking about daily schedules | <ul style="list-style-type: none"> Times of the day Habitual activities | <ul style="list-style-type: none"> Simple present tense <i>Wh-</i> questions Prepositions of time (<i>at, in, on, from...to</i>) <i>start / end</i> and <i>open / close</i> |
| Review: Units 5 and 6 pages 82–83 | | <ul style="list-style-type: none"> Understanding a conversation | | |

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| Unit 7 Shopping pages 84–95 Topic: Food and money | <ul style="list-style-type: none"> Asking about quantity Reading prices Asking the location of items | <ul style="list-style-type: none"> Asking and answering <i>How many?</i> and <i>How much?</i> Talking about what there is and isn't Using quantifiers | <ul style="list-style-type: none"> Grocery store items U.S. currency | <ul style="list-style-type: none"> Count and non-count nouns <i>How many?</i> / <i>How much?</i> <i>There is / There are</i> Quantifiers with non-count nouns <i>some</i> and <i>any</i> |
| Unit 8 Work pages 96–107 Topic: Jobs and skills | <ul style="list-style-type: none"> Identifying past and present jobs Describing skills | <ul style="list-style-type: none"> Talking about your job Talking about skills | <ul style="list-style-type: none"> Occupations Work locations | <ul style="list-style-type: none"> Simple past of <i>be</i> (statements and questions) <i>can</i> Contractions <i>be</i> with <i>and</i> and <i>but</i> |
| Review: Units 7 and 8 pages 108–109 | | <ul style="list-style-type: none"> Understanding a narrative | | |

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| Unit 9 Daily living pages 110–121 Topic: Home responsibilities | <ul style="list-style-type: none"> Describing past actions Discussing chores Expressing appreciation | <ul style="list-style-type: none"> Talking about household activities | <ul style="list-style-type: none"> Chores Household items Time words | <ul style="list-style-type: none"> Simple past tense of regular and irregular verbs <i>Or</i> questions |
| Unit 10 Free time pages 122–133 Topic: Free-time activities | <ul style="list-style-type: none"> Describing past actions Describing future actions Discussing plans | <ul style="list-style-type: none"> Talking about free-time activities | <ul style="list-style-type: none"> Free-time activities Sports | <ul style="list-style-type: none"> Simple past of irregular verbs Future with <i>be going to</i> Contrasting past, present, and future |
| Review: Units 9 and 10 pages 134–135 | | <ul style="list-style-type: none"> Understanding a conversation | | |

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| College and Career Readiness section Audio script Photo / Art credits | pages 136–155 pages 156–163 pages 164 |
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| READING | WRITING | LIFE SKILLS | PRONUNCIATION |
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| <ul style="list-style-type: none"> ■ Reading a paragraph describing a person's schedule ■ Using <i>Wh-</i> questions to interpret a reading | <ul style="list-style-type: none"> ■ Writing a description of your schedule ■ Using indents for paragraphs | <ul style="list-style-type: none"> ■ Using class and other schedules ■ Understanding Parent-Teacher Associations ■ Understanding volunteerism ■ Using calendars ■ Reading clocks | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary |
| | | | <ul style="list-style-type: none"> ■ Understanding intonation in questions |
| <ul style="list-style-type: none"> ■ Reading a paragraph describing a shopping trip ■ Looking for clues to understand new words | <ul style="list-style-type: none"> ■ Writing a note about a shopping list ■ Using commas in a list | <ul style="list-style-type: none"> ■ Reading supermarket ads ■ Reading receipts and using basic consumer math ■ Using U.S. currency ■ Using multiple payment methods | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary |
| <ul style="list-style-type: none"> ■ Reading a letter describing a person's job and work history ■ Interpreting narrative time through verb tense | <ul style="list-style-type: none"> ■ Writing a paragraph about your skills ■ Checking spelling | <ul style="list-style-type: none"> ■ Completing job applications ■ Identifying skills ■ Understanding job certification ■ Reading email | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary |
| | | | <ul style="list-style-type: none"> ■ Pronouncing the -s ending with plural nouns |
| <ul style="list-style-type: none"> ■ Reading a letter describing daily events ■ Interpreting the narrative voice | <ul style="list-style-type: none"> ■ Writing an email describing household chores ■ Using the simple past in writing | <ul style="list-style-type: none"> ■ Using a job-duties chart ■ Understanding household chores and the tools used for them | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary |
| <ul style="list-style-type: none"> ■ Reading an email describing a vacation ■ Interpreting time words in a passage | <ul style="list-style-type: none"> ■ Writing an email describing a past and future vacation ■ Creating new paragraphs as the tense changes | <ul style="list-style-type: none"> ■ Reading a TV schedule ■ Using schedules ■ Understanding the cultural features of sports | <ul style="list-style-type: none"> ■ Pronouncing key vocabulary |
| | | | <ul style="list-style-type: none"> ■ Pronouncing the -ed ending in the simple past |