

SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	<ul style="list-style-type: none"> ■ Describing skills ■ Giving personal information 	<ul style="list-style-type: none"> ■ Talking about what classmates can do ■ Asking and answering questions about personal information 	<ul style="list-style-type: none"> ■ Review of regular and irregular verbs 	<ul style="list-style-type: none"> ■ Review of <i>be</i> – present and past ■ Review of present and past of regular and irregular verbs
Unit 1 Personal information pages 6–17 Topic: Describing people	<ul style="list-style-type: none"> ■ Describing height, hair, and eyes ■ Describing clothing ■ Describing habitual actions ■ Describing actions in the present 	<ul style="list-style-type: none"> ■ Describing what people look like ■ Asking and describing what people are wearing ■ Asking and describing what people are doing at the present time ■ Asking and describing people's habitual actions 	<ul style="list-style-type: none"> ■ Accessories ■ Adjectives of size, color, and pattern 	<ul style="list-style-type: none"> ■ Adjective order ■ Present continuous vs. simple present ■ <i>and... too, and... either, and but</i>
Unit 2 At school pages 18–29 Topic: School services	<ul style="list-style-type: none"> ■ Offering advice ■ Describing wants ■ Describing future plans 	<ul style="list-style-type: none"> ■ Asking and describing what people want and need ■ Asking about and describing future plans 	<ul style="list-style-type: none"> ■ Computer terms ■ Vocational courses 	<ul style="list-style-type: none"> ■ Want and need ■ The future with <i>will, be going to</i>, and the present continuous
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> ■ Understanding a narrative 		
Unit 3 Friends and family pages 32–43 Topic: Friends	<ul style="list-style-type: none"> ■ Describing past actions ■ Describing daily activities 	<ul style="list-style-type: none"> ■ Asking and answering questions about past actions ■ Asking and answering questions about daily habits 	<ul style="list-style-type: none"> ■ Parts of a car ■ Daily activities 	<ul style="list-style-type: none"> ■ Review of simple past with regular and irregular verbs ■ Simple present vs. simple past ■ Collocations with <i>make</i> and <i>do; play and go</i>
Unit 4 Health pages 44–55 Topic: Accidents	<ul style="list-style-type: none"> ■ Identifying appropriate action after an accident ■ Asking for and giving advice ■ Expressing necessity ■ Showing understanding 	<ul style="list-style-type: none"> ■ Asking for and giving advice ■ Clarifying meaning 	<ul style="list-style-type: none"> ■ Health problems ■ Accidents ■ Terms on medicine packaging 	<ul style="list-style-type: none"> ■ <i>Should</i> ■ <i>Have to + verb</i> ■ <i>Must, must not, have to, not have to</i>
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: Transportation	<ul style="list-style-type: none"> ■ Identifying methods of transportation ■ Describing number of times ■ Describing length of time 	<ul style="list-style-type: none"> ■ Asking and answering questions about train, bus, and airline schedules ■ Asking and answering questions about personal transportation habits ■ Describing personal habits 	<ul style="list-style-type: none"> ■ Train station terms ■ Travel activities ■ Adverbs of frequency 	<ul style="list-style-type: none"> ■ <i>How often and How long</i> questions ■ Adverbs of frequency ■ The preposition <i>to</i> with movement

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> ■ Reading a story about someone's family 	<ul style="list-style-type: none"> ■ Writing verb forms in past and present 	<ul style="list-style-type: none"> ■ Talking about your skills 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading an email about a family member ■ Scanning to find the answers to questions 	<ul style="list-style-type: none"> ■ Writing a descriptive paragraph about a classmate ■ Using a comma after time phrases at the beginning of a sentence 	<ul style="list-style-type: none"> ■ Reading an order form 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading a short essay on an application form ■ Skimming for the main idea 	<ul style="list-style-type: none"> ■ Writing an expository paragraph about goals ■ Using <i>First</i>, <i>Second</i>, and <i>Third</i> to organize ideas 	<ul style="list-style-type: none"> ■ Reading course descriptions ■ Setting short-term goals 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Recognizing and pronouncing strong syllables
<ul style="list-style-type: none"> ■ Reading a personal journal entry ■ Scanning for <i>First</i>, <i>Next</i>, and <i>Finally</i> to order events 	<ul style="list-style-type: none"> ■ Writing a personal journal entry about the events of a day ■ Using a comma after sequence words 	<ul style="list-style-type: none"> ■ Reading a chart about people's views 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading a warning label ■ Understanding a bulleted list 	<ul style="list-style-type: none"> ■ Filling out an accident report form ■ Using cursive writing for a signature 	<ul style="list-style-type: none"> ■ Reading medicine labels ■ Understanding a warning label 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Recognizing and emphasizing important words
<ul style="list-style-type: none"> ■ Reading a personal letter ■ Scanning for capital letters to determine names of cities and places 	<ul style="list-style-type: none"> ■ Writing an email about a trip ■ Spelling out hours and minutes from one to ten in writing 	<ul style="list-style-type: none"> ■ Reading a bus schedule ■ Reading a train schedule ■ Reading an airline schedule 	<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 lines and major events	■ Describing major events in the past ■ Inquiring about life events	■ Asking and answering questions about major life events in the past ■ Ordering events in the past	■ Life events ■ Time phrases	■ When questions and simple past ■ Time phrases ■ Someone, some, anyone, everyone, and no one
Review: Units 5 and 6 pages 82–83		■ Understanding a conversation		
Unit 7 Shopping pages 84–95 Topic: Comparison shopping	■ Comparing price and quality ■ Comparing two things ■ Comparing three or more things	■ Asking and answering questions to compare furniture, appliances, and stores	■ Furniture ■ Descriptive adjectives	■ Comparatives ■ Superlatives ■ One, the other, some, the others
Unit 8 Work pages 96–107 Topic: Work history and job skills	■ Identifying job duties ■ Describing work history	■ Asking and answering questions about completed actions ■ Connecting ideas	■ Hospital terms ■ Job duties	■ What and Where questions and simple past ■ Conjunctions and, or, but ■ Past and present ability with could, couldn't, can, and can't
Review: Units 7 and 8 pages 108–109		■ Understanding a narrative		
Unit 9 Daily living pages 110–121 Topic: Solving common problems	■ Asking for recommendations ■ Requesting help politely ■ Agreeing to a request ■ Refusing a request politely	■ Asking for and making recommendations ■ Explaining choices ■ Making polite requests ■ Agreeing to and refusing requests politely	■ Home problems ■ Descriptive adjectives	■ Requests with Can, Could, Will, Would ■ Which questions and simple present ■ Let's and let's not
Unit 10 Free time pages 122–133 Topic: Special occasions	■ Making offers politely ■ Responding to offers politely	■ Making offers politely ■ Responding to offers politely ■ Asking and answering questions involving direct and indirect objects	■ Celebrations ■ Party food ■ Gifts	■ Would you like . . . ? ■ Direct and indirect objects ■ There is / there are and there was / there were
Review: Units 9 and 10 pages 134–135		■ Understanding a conversation		

College and Career Readiness section	pages 136–155
Audio script	pages 156–163
Acknowledgments	page 164

READING	WRITING	LIFE SKILLS	PRONUNCIATION
<ul style="list-style-type: none"> ■ Reading a magazine interview ■ Skimming interview questions to determine the focus 	<ul style="list-style-type: none"> ■ Writing a narrative paragraph about important life events ■ Using a comma after a time phrase at the beginning of a sentence 	<ul style="list-style-type: none"> ■ Reading an application for a marriage license ■ Describing important life events in sequence 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Pronouncing intonation in questions
<ul style="list-style-type: none"> ■ Reading a short newspaper article ■ Guessing the meaning of new words from other words nearby 	<ul style="list-style-type: none"> ■ Writing a descriptive paragraph about a gift ■ Using <i>because</i> to answer <i>Why</i> and to give a reason 	<ul style="list-style-type: none"> ■ Reading a sales receipt 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading a letter of recommendation ■ Scanning text for names and dates 	<ul style="list-style-type: none"> ■ Writing a summary paragraph about employment history ■ Capitalizing the names of businesses 	<ul style="list-style-type: none"> ■ Reading a time sheet 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Pronouncing the <i>-ed</i> ending in the simple past
<ul style="list-style-type: none"> ■ Reading a notice on a notice board ■ Determining if new words are positive or negative in meaning 	<ul style="list-style-type: none"> ■ Writing a complaint email ■ Identifying the parts of a letter 	<ul style="list-style-type: none"> ■ Reading a customer invoice for service and repairs 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
<ul style="list-style-type: none"> ■ Reading a first-person narrative paragraph about a party ■ Looking for examples of the main idea while reading 	<ul style="list-style-type: none"> ■ Writing a thank-you note for a gift ■ Indenting paragraphs in an informal note 	<ul style="list-style-type: none"> ■ Reading a formal invitation to a party 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary
			<ul style="list-style-type: none"> ■ Pronouncing the <i>-s</i> ending in the simple present