SCOPE AND SEQUENCE

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	
Unit 1 **Selling Yourself** pages 2–13	■ Describe hard and soft skills ■ Describe characteristics of a good goal	■ Listen and take notes using strategy of writing only important words ■ Discuss own job goal and hard and soft skills needed for the job	■ Use a dictionary to find the meaning of words as they are used in a reading ■ Determine the meaning and use of identified adjectives ■ Recognize and use academic words	
Unit 2 **Building Self-Confidence** pages 14–25	■ Define self-confidence ■ Recognize characteristics of self-confidence	■ Listen and take notes using the strategy of omitting vowels from the middle of words ■ Discuss strengths, weaknesses, and self-confidence	■ Recognize suffixes that indicate part of speech and determine the root word ■ Identify words in the same word family and their part of speech ■ Recognize and use academic words	
Unit 3 **Pathways to Build Skills and Experience** pages 26–37	■ Describe and compare pathways to building skills ■ Report speech ■ Summarize information about pathways to building skills	■ Listen and take notes using the strategy of eliminating small connecting words ■ Discuss advantages and disadvantages of different pathways	■ Recognize prefixes that make words negative, e.g., un-, dis-, non- ■ Identify gerunds and the related nouns that refer to a person instead of an action ■ Recognize and use academic words	
Unit 4 **Effective Job Applications** pages 38–49	■ Describe steps in finding a job ■ Discuss important events in own life	■ Listen and take notes using the strategy of writing only the first 3 or 4 letters of a word ■ Discuss own experiences in applying for jobs and filling out applications	■ Recognize suffixes that change part of speech ■ Guess meaning of new words from context ■ Recognize and use academic words	
Unit 5 **Successful Interviews** pages 50–61	■ Describe rules for making a first impression ■ Express past regrets and logical conclusions	■ Listen and take notes using the strategy of noting clue words ■ Discuss ways to make good first impressions	■ Identify context clues to determine whether words carry a positive or negative meaning ■ Identify and understand idiomatic phrases ■ Recognize and use academic words	

GRAMMAR FOCUS	ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS	COLLEGE AND CAREER READINESS PAGES 122–151
■ Participial adjectives ■ Verb tense review	■ Determine the central idea of a text and explain how it is supported by key details ■ Summarize a text about goals ■ Read a text closely to determine what it says explicitly and to make logical inferences ■ Summarize a text about skills needed for success	■ Write a résumé that follows correct format and incorporates relevant information	**Reading:** Compare and contrast three texts about goal setting and achieving success at work **Vocabulary:** ■ Use context clues to determine if words have a positive or negative meaning ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph arguing that goal setting is beneficial or detrimental to achieving success
■ Present passive ■ Past passive	■ Determine the central idea of a text and explain how it is supported by key details ■ Summarize a text about understanding self-confidence ■ Read a text closely and refer to details and examples to explain what the text says explicitly ■ Summarize a text about building self-confidence	■ Write a paragraph that identifies own strengths and provides supporting examples	**Reading:** Compare and contrast three texts about self-confidence **Vocabulary:** ■ Relate academic words to everyday words ■ Recognize, define, and use academic words **Writing:** Develop a paragraph / essay that compares behaviors and consequences of people with no self-confidence with those with too much self-confidence
■ Indirect (reported) statements ■ Indirect (reported) questions	■ Determine the central idea of a text and how it is conveyed through specific examples ■ Summarize a reading about the similarities and differences between two pathways ■ Determine the central idea of a text and cite evidence to support it ■ Summarize a reading about the benefits of volunteering	■ Use a cluster graphic organizer to organize ideas ■ Write a summary paragraph about three different pathways to building skills	**Reading:** Analyze two texts about the advantages and disadvantages of volunteering **Vocabulary:** ■ Identify the use of punctuation marks to signal definitions or synonyms ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph about whether the advantages of volunteering outweigh the disadvantages, citing evidence from the texts to support the argument
■ Past tense ■ Past and past perfect tenses	■ Determine the central idea of a text and explain how it is supported by key details ■ Summarize a reading about the danger of scammers ■ Read a text closely and refer to details and examples to explain what the text says explicitly ■ Summarize a reading about reasons and tips for a successful job application	■ Write a cover letter that follows correct format and incorporates relevant information	**Reading:** Analyze three texts about online job applications **Vocabulary:** ■ Identify transition words and phrases that link similar ideas and signal contrast in ideas ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph about whether the advantages of online applications outweigh the disadvantages
■ Past modals to express regret or something not done: *should(n't) have* and *could have* ■ Past modals to indicate a logical conclusion: *must (not), have, might (not) have*	■ Determine the central idea of a text and how it is conveyed through key details ■ Summarize a text about successful interviews ■ Read closely to determine what the text says explicitly and to make logical inferences ■ Summarize a text about following up on an interview	■ Write a thank-you note that follows correct format and includes specific details	**Reading:** Compare and contrast two texts about suggestions for gaining meaningful employment **Vocabulary:** ■ Identify suffixes to determine part of speech and define meaning ■ Recognize, define, and use academic words **Writing:** Develop an opinion paragraph / essay with evidence from the texts to support opinion about the rule to gain meaningful employment

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Unit 6 **Small Talk** pages 62–73	■ Discuss purposes of and appropriate topics for small talk ■ Initiate and respond to small talk	■ Listen and take notes using the strategy of writing only the first and last letters of one-syllable words ■ Discuss examples of small talk in own countries and in US	■ Recognize verb + preposition, their meaning, and a synonym for their combination ■ Recognize phrasal verbs and how their meaning is different from the original verbs ■ Recognize and use academic words
Unit 7 **Improving Relationships** pages 74–85	■ Identify benefits in teamwork ■ Describe imaginary situations ■ Give advice	■ Listen and take notes using the strategy of writing important facts ■ Discuss effects of teamwork and own feelings about teamwork	■ Determine the meaning of words from textual clues ■ Recognize and define the meaning of various idioms ■ Recognize and use academic words
Unit 8 **Giving and Receiving Criticism** pages 86–97	■ Give and accept criticism ■ Express past wishes	■ Listen and take notes using the strategy of citing source for facts ■ Discuss negative and constructive criticism	■ Identify adverbs and the words they modify ■ Identify informal language and relate it to formal language ■ Recognize and use academic words
Unit 9 **The Right Attitude** pages 98–109	■ Describe people with positive and negative behaviors	■ Listen and take notes using the strategy of leaving space to fill in important words that are missed ■ Discuss positive and negative people and how they behave	■ Identify suffixes to determine part of speech and define meaning ■ Identify context clues to determine whether words carry a positive or negative meaning ■ Recognize and use academic words
Unit 10 **Writing at Work and School** pages 110–121	■ Describe tips for writing emails and other business correspondence ■ Identify a problem ■ Recommend solutions and consequences ■ Cite evidence from texts to support an argument	■ Listen and take notes using the strategy of noting unfamiliar vocabulary or concepts ■ Discuss characteristics of good writing and goals for improving own writing ■ Cite evidence that supports the importance of writing	■ Use a dictionary to identify synonyms and antonyms of words within a reading ■ Identify the meaning of new words in context and use a dictionary to identify additional meanings ■ Recognize and use academic words

	GRAMMAR FOCUS	ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS	COLLEGE AND CAREER READINESS PAGES 122–151
	■ Tag questions ■ Gerunds and infinitives	■ Determine the main idea of a text and how examples and reasons support it ■ Summarize a text about problems with small talk ■ Summarize a text about strategies for successful small talk	■ Write a compare and contrast paragraph about appropriate and inappropriate topics for small talk in the US and another country	**Reading:** Analyze three texts about small talk **Vocabulary:** ■ Locate negative adjectives and use context clues to determine their meaning. ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph arguing that small talk should or should not be used with a diverse work force
	■ Present unreal conditional to talk about imaginary situations and to give advice ■ Restrictive and nonrestrictive adjective clauses	■ Determine the central idea of a text and how it is conveyed through key details ■ Summarize a text about bad behavior ■ Analyze a text to determine the author's point of view ■ Summarize a text about annoying behavior	■ Write a letter that offers solutions to an annoying problem at school or work	**Reading:** Analyze three texts about bad behavior in the workplace **Vocabulary:** ■ Locate figurative language and use context clues to determine to their meaning ■ Recognize, define, and use academic words **Writing:** Develop an opinion paragraph / essay with evidence from the texts to support opinion about the effectiveness of strategies to deal with annoying workplace behaviors
	■ Past unreal conditional clauses to express opinions or wishes not true in the past ■ Past unreal conditional clauses: *wish* + past perfect to express regret	■ Determine the main idea, facts, and details in a text ■ Summarize a text about accepting criticism ■ Use textual evidence to draw inferences from a text ■ Summarize a text about performance evaluations	■ Write a narrative about an experience of being criticized, the response, and lessons learned	**Reading:** Compare and contrast three texts about performance evaluations and accepting criticism **Vocabulary:** ■ Use a variety of words with the same meaning ■ Recognize, define, and use academic words **Writing:** Develop a problem / solution essay about performance reviews
	■ Adverb clauses of concession using *although* and *even though* ■ Transition words and phrases for contrast: *however*, *on the contrary*, *in contrast*, *on the other hand*, *nevertheless*	■ Determine the central idea of a text and how it is conveyed through key details ■ Summarize a text about positive thinking ■ Cite textual evidence that supports an author's point of view ■ Summarize a text about negativity	■ Write a college admissions essay that provides own background, goals, preparation, and reason for choosing school	**Reading:** Compare and contrast three texts about the benefits and drawbacks of positive thinking **Vocabulary:** ■ Locate antonyms ■ Recognize, define, and use academic words **Writing:** Develop a persuasive paragraph / essay about disagreeing or agreeing that there are both benefits and drawbacks to positive thinking
	■ Causative verbs ■ Transition words to add ideas and information (*in addition*, *furthermore*, *moreover*) and to show results (*therefore*, *consequently*, *as a result*)	■ Cite the textual evidence to support what the text says explicitly ■ Summarize a text about etiquette ■ Determine the central idea of a text and explain how it is supported by key details ■ Summarize a reading about good business writing	■ Write an action plan that identifies a problem, its consequences, and possible solutions	**Reading:** Analyze three texts about issues related to email **Vocabulary:** ■ Select the correct definitions of words as used in context of a text ■ Recognize, define, and use academic words **Writing:** Develop an opinion paragraph about whether or not you agree with the author's ideas about email communication, using evidence from the texts to support your opinion