

# Scope and sequence

LEVEL 1	Learning outcomes	Grammar	Vocabulary
<b>Welcome Unit</b> Pages 2–3 <b>Classroom language</b> Page 4	<b>Students can ...</b> <input checked="" type="checkbox"/> introduce themselves and others <input checked="" type="checkbox"/> say hello and good-bye		
<b>Unit 1</b> Pages 5–14	<b>Students can ...</b> <input checked="" type="checkbox"/> ask for and say names <input checked="" type="checkbox"/> spell names <input checked="" type="checkbox"/> talk about where people are from and what they do <input checked="" type="checkbox"/> discuss people's names and jobs	The verb <i>be</i> Possessive adjectives Subject pronouns <i>Yes / no</i> questions with <i>be</i>	Names and titles Interesting jobs
<b>Unit 2</b> Pages 15–24	<b>Students can ...</b> <input checked="" type="checkbox"/> ask for and say people's nationalities <input checked="" type="checkbox"/> ask for and give phone numbers and email addresses <input checked="" type="checkbox"/> identify family members and give their ages <input checked="" type="checkbox"/> give information about family and friends	Plural subject pronouns Questions with <i>be</i> <i>Who</i> and <i>How old</i> with <i>be</i>	Nationalities Family members Numbers 0–101
<b>Unit 3</b> Pages 25–34	<b>Students can ...</b> <input checked="" type="checkbox"/> ask about and identify everyday items <input checked="" type="checkbox"/> ask what something is called in English <input checked="" type="checkbox"/> talk about clothes and possessions <input checked="" type="checkbox"/> describe favorite possessions	Demonstratives Articles <i>a</i> and <i>an</i> Plurals Possessive pronouns <i>Whose</i> <i>'s</i> and <i>s'</i>	Everyday items Clothes and colors
<b>Unit 4</b> Pages 35–44	<b>Students can ...</b> <input checked="" type="checkbox"/> describe how people get around <input checked="" type="checkbox"/> ask for and tell the time <input checked="" type="checkbox"/> ask and answer questions about routines <input checked="" type="checkbox"/> describe the things they do on weekends	Simple present statements Simple present <i>yes / no</i> questions	Ways of getting around Days of the week and routines
<b>Unit 5</b> Pages 45–54	<b>Students can ...</b> <input checked="" type="checkbox"/> talk about their online habits <input checked="" type="checkbox"/> accept and decline help <input checked="" type="checkbox"/> ask and answer questions about leisure activities <input checked="" type="checkbox"/> discuss how they use technology	Adverbs of frequency Simple present <i>Wh-</i> questions with <i>do</i>	Online activities Leisure activities and places
<b>Unit 6</b> Pages 55–64	<b>Students can ...</b> <input checked="" type="checkbox"/> identify and talk about jobs <input checked="" type="checkbox"/> ask for someone on the telephone <input checked="" type="checkbox"/> have someone wait <input checked="" type="checkbox"/> describe their talents and abilities <input checked="" type="checkbox"/> talk about study and work programs	Simple present <i>Wh-</i> questions with <i>does</i> <i>Can</i> for ability <i>And, but, and or</i>	Jobs Abilities

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<b>Interactions:</b> Saying hello Saying good-bye			<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Greetings</li> </ul>
<b>Interactions:</b> Asking for spelling	<b>Listening:</b> Spelling names <b>Pronunciation:</b> Contractions	<b>Reading:</b> “Famous Names” An article <b>Writing:</b> My name	<ul style="list-style-type: none"> <li>• Class introductions and greetings</li> <li>• <i>Keep talking:</i> Name circle</li> <li>• Class name list</li> <li>• Guessing game about famous people</li> <li>• <i>Keep talking:</i> “Find the differences” activity about jobs and cities</li> <li>• Quiz about celebrities</li> </ul>
<b>Interactions:</b> Asking for someone’s phone number Asking for someone’s email address	<b>Listening:</b> Directory Assistance calls Information forms People I know <b>Pronunciation:</b> Word stress	<b>Reading:</b> “People in My Life” Photo captions <b>Writing:</b> My friends	<ul style="list-style-type: none"> <li>• True and false information about people</li> <li>• <i>Keep talking:</i> Interviews with new identities</li> <li>• Class survey for new contact information</li> <li>• Information exchange about family members</li> <li>• <i>Keep talking:</i> Family trees</li> <li>• Presentation about friends</li> </ul>
<b>Interactions:</b> Asking what something is	<b>Listening:</b> Things around the classroom Favorite things <b>Pronunciation:</b> Plurals	<b>Reading:</b> “Yuna’s Blog: My favorite things!” A blog post <b>Writing:</b> My favorite thing	<ul style="list-style-type: none"> <li>• Questions and answers about personal items</li> <li>• <i>Keep talking:</i> Things in the closet</li> <li>• Memory game about everyday items</li> <li>• Personal items and their owners</li> <li>• <i>Keep talking:</i> “Find the differences” activity about clothing colors</li> <li>• Presentation of favorite things</li> </ul>
<b>Interactions:</b> Asking the time	<b>Listening:</b> Times of different events Angela’s routine <b>Pronunciation:</b> Reduction of <i>to</i>	<b>Reading:</b> “What’s your favorite day of the week?” A message board <b>Writing:</b> About my weekend	<ul style="list-style-type: none"> <li>• Survey about getting to school and work</li> <li>• <i>Keep talking:</i> Transportation facts</li> <li>• Interview about the times of specific events</li> <li>• Interview about routines</li> <li>• <i>Keep talking:</i> “Find someone who” activities about routines</li> <li>• Survey about busy weekends</li> </ul>
<b>Interactions:</b> Declining help Accepting help	<b>Listening:</b> Shopping Favorite websites <b>Pronunciation:</b> Thirteen or thirty?	<b>Reading:</b> “Fun Online Activities” An article <b>Writing:</b> Let’s chat	<ul style="list-style-type: none"> <li>• Comparison of online habits</li> <li>• <i>Keep talking:</i> Interview about online habits</li> <li>• Role play of a shopping situation</li> <li>• Interview about leisure activities</li> <li>• <i>Keep talking:</i> Interviews about fun activities</li> <li>• Discussion about favorite websites</li> </ul>
<b>Interactions:</b> Asking for someone on the phone Having someone wait	<b>Listening:</b> Telephone calls Ads for overseas programs <b>Pronunciation:</b> <i>Can</i> and <i>can’t</i>	<b>Reading:</b> “Fun Jobs” An article <b>Writing:</b> My abilities	<ul style="list-style-type: none"> <li>• “Find someone who” activity about jobs</li> <li>• <i>Keep talking:</i> Memory game about jobs</li> <li>• Role play of a phone call</li> <li>• Interview about abilities</li> <li>• <i>Keep talking:</i> Board game about abilities</li> <li>• Discussion about study and work programs</li> </ul>

LEVEL 1	Learning outcomes	Grammar	Vocabulary
<b>Unit 7</b> Pages 65–74			
<b>Food</b> A <i>Breakfast, lunch, and dinner</i> B <i>I like Chinese food!</i> C <i>Meals</i> D <i>Favorite food</i>	<b>Students can ...</b> ✓ say what meals they eat ✓ say what they like and dislike ✓ talk about their eating habits ✓ talk about their favorite food	Count and noncount nouns Some and any How often Time expressions	Food More food
<b>Unit 8</b> Pages 75–84			
<b>In the neighborhood</b> A <i>Around town</i> B <i>How do I get to ... ?</i> C <i>Fun in the city</i> D <i>A great place to visit</i>	<b>Students can ...</b> ✓ give the locations of neighborhood places ✓ ask for and give directions ✓ talk about interesting places in their towns ✓ give a presentation on a city attraction	Prepositions of location There is, there are	Places in the neighborhood Places to visit
<b>Unit 9</b> Pages 85–94			
<b>What are you doing?</b> A <i>I'm looking for you.</i> B <i>I can't talk right now.</i>  C <i>These days</i> D <i>What's new?</i>	<b>Students can ...</b> ✓ describe what people are doing right now ✓ ask if someone can talk right now ✓ explain why they can't talk on the telephone ✓ describe what people are doing these days ✓ discuss what people are doing	Present continuous statements Present continuous questions	Actions and prepositions Activities
<b>Unit 10</b> Pages 95–104			
<b>Past experiences</b> A <i>Last weekend</i> B <i>You're kidding!</i>  C <i>Did you make dinner last night?</i> D <i>I saw a great movie.</i>	<b>Students can ...</b> ✓ say what they did last weekend ✓ show that they're listening ✓ express surprise ✓ talk about routine events in the past ✓ talk about past activities	Simple past regular verbs Simple past irregular verbs Yes / no questions	Weekend activities Things to do
<b>Unit 11</b> Pages 105–114			
<b>Getting away</b> A <i>Where were you?</i> B <i>That's great!</i> C <i>My vacation</i> D <i>Travel experiences</i>	<b>Students can ...</b> ✓ describe where they were in the past ✓ react to news ✓ talk about their last vacation ✓ describe a vacation	Past of be Simple past Wh-questions	Adjectives Vacation activities
<b>Unit 12</b> Pages 115–124			
<b>Time to celebrate</b> A <i>I'm going to get married.</i> B <i>Sure. I'd love to.</i> C <i>Planning a party</i> D <i>Birthdays</i>	<b>Students can ...</b> ✓ talk about their plans for specific dates ✓ accept or decline an invitation ✓ discuss and agree on plans ✓ describe birthday traditions in their culture	Be going to Yes / no questions Wh- questions with be going to Object pronouns	Months and dates Party checklist

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p><b>Interactions:</b>                      Expressing dislikes                      Expressing likes</p>	<p><b>Listening:</b>                      Food preferences                      A typical Swedish meal  <b>Pronunciation:</b>                      Word Stress</p>	<p><b>Reading:</b>                      “My Favorite Food”                      An article  <b>Writing:</b>                      A typical meal</p>	<ul style="list-style-type: none"> <li>• Survey about meals</li> <li>• <i>Keep talking:</i> Recipes</li> <li>• Information exchange about food preferences</li> <li>• Comparison of eating habits</li> <li>• <i>Keep talking:</i> Discussion about eating habits</li> <li>• Interview about favorite food</li> </ul>
<p><b>Interactions:</b>                      Asking for directions</p>	<p><b>Listening:</b>                      GPS directions                      Tourist information  <b>Pronunciation:</b>                      Word stress</p>	<p><b>Reading:</b>                      “Escape Rooms”                      A magazine article  <b>Writing:</b>                      Group poster</p>	<ul style="list-style-type: none"> <li>• Information exchange with maps</li> <li>• <i>Keep talking:</i> Information gap activity with neighborhood maps</li> <li>• Role play about directions</li> <li>• Interview about places in town</li> <li>• <i>Keep talking:</i> Description of an unusual zoo</li> <li>• Presentation about a city attraction</li> </ul>
<p><b>Interactions:</b>                      Asking if someone can talk now                      Explaining that you can't talk now</p>	<p><b>Listening:</b>                      Sound effects                      Telephone calls  <b>Pronunciation:</b>                      Intonation in questions</p>	<p><b>Reading:</b>                      “Status Updates”                      A micro-blog  <b>Writing:</b>                      My status update</p>	<ul style="list-style-type: none"> <li>• Guessing game about people's actions</li> <li>• <i>Keep talking:</i> Interpretations of actions</li> <li>• Role play of a phone call</li> <li>• “Find someone who” activity about things people are doing these days</li> <li>• <i>Keep talking:</i> Guessing game about who's doing what</li> <li>• Speculations about someone's activities</li> </ul>
<p><b>Interactions:</b>                      Showing that you're listening                      Expressing surprise</p>	<p><b>Listening:</b>                      Diana's week                      Matt's busy week  <b>Pronunciation:</b>                      Simple past <i>-ed</i> endings</p>	<p><b>Reading:</b>                      “Matt's Movie Reviews”                      Blog post  <b>Writing:</b>                      A blog post</p>	<ul style="list-style-type: none"> <li>• Information exchange about last weekend</li> <li>• <i>Keep talking:</i> Picture story</li> <li>• Role play of surprising conversations</li> <li>• Interview about routine events in the past</li> <li>• <i>Keep talking:</i> Memories</li> <li>• “Find someone who” activity about past activities</li> </ul>
<p><b>Interactions:</b>                      Reacting to good news                      Reacting to bad news</p>	<p><b>Listening:</b>                      A short trip                      Three vacations  <b>Pronunciation:</b>                      Reduction of <i>did you</i></p>	<p><b>Reading:</b>                      “Travel Tales”                      Blog posts  <b>Writing:</b>                      A postcard</p>	<ul style="list-style-type: none"> <li>• Interview about where you were</li> <li>• <i>Keep talking:</i> Interview about school trips</li> <li>• Class exchange of personal news</li> <li>• Information exchange about vacations</li> <li>• <i>Keep talking:</i> Speculation about a vacation</li> <li>• Presentation of postcards</li> </ul>
<p><b>Interactions:</b>                      Declining an invitation                      Accepting an invitation</p>	<p><b>Listening:</b>                      Invitations                      A “Sweet 16” birthday party  <b>Pronunciation:</b>                      Reduction of <i>going to</i></p>	<p><b>Reading:</b>                      “Birthday Traditions”                      An article  <b>Writing:</b>                      A thank-you note</p>	<ul style="list-style-type: none"> <li>• Information exchange about special days</li> <li>• <i>Keep talking:</i> Weekend plans</li> <li>• Class invitations</li> <li>• Discussion of plans for three scenarios</li> <li>• <i>Keep talking:</i> Plan for a party</li> <li>• Discussion about birthday traditions</li> </ul>