

Scope and sequence

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 Classroom language Page 4	Students can ... <input checked="" type="checkbox"/> introduce themselves and others <input checked="" type="checkbox"/> say hello and good-bye		
Unit 1 Pages 5–14			
New friends A <i>What's your name?</i> B <i>How do you spell it?</i> C <i>Are you a student?</i> D <i>Names and jobs</i>	Students can ... <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
Unit 2 Pages 15–24			
People and places A <i>Where are you from?</i> B <i>What's your email address?</i> C <i>Family</i> D <i>Family and friends</i>	Students can ... <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
Unit 3 Pages 25–34			
What's that? A <i>Is this your notebook?</i> B <i>What's this called in English?</i> C <i>Clothing</i> D <i>Favorite things</i>	Students can ... <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> 's and s'	Everyday items Clothes and colors
Unit 4 Pages 35–44			
Daily life A <i>Getting around</i> B <i>What time is it?</i> C <i>My routine</i> D <i>My weekend</i>	Students can ... <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
Unit 5 Pages 45–54			
Free time A <i>Online habits</i> B <i>How much is it?</i> C <i>What do you do for fun?</i> D <i>Online fun</i>	Students can ... <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
Unit 6 Pages 55–64			
Work and play A <i>What does she do?</i> B <i>Can I speak to ... ?</i> C <i>Can you sing?</i> D <i>Work and study</i>	Students can ... <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
<p>Interactions: Saying hello Saying good-bye</p>			<ul style="list-style-type: none"> • Introductions • Greetings
<p>Interactions: Asking for spelling</p>	<p>Listening: Spelling names Pronunciation: Contractions</p>	<p>Reading: “Famous Names” An article Writing: My name</p>	<ul style="list-style-type: none"> • Class introductions and greetings • <i>Keep talking:</i> Name circle • Class name list • Guessing game about famous people • <i>Keep talking:</i> “Find the differences” activity about jobs and cities • Quiz about celebrities
<p>Interactions: Asking for someone’s phone number Asking for someone’s email address</p>	<p>Listening: Directory Assistance calls Information forms People I know Pronunciation: Word stress</p>	<p>Reading: “People in My Life” Photo captions Writing: My friends</p>	<ul style="list-style-type: none"> • True and false information about people • <i>Keep talking:</i> Interviews with new identities • Class survey for new contact information • Information exchange about family members • <i>Keep talking:</i> Family trees • Presentation about friends
<p>Interactions: Asking what something is</p>	<p>Listening: Things around the classroom Favorite things Pronunciation: Plurals</p>	<p>Reading: “Yuna’s Blog: My favorite things!” A blog post Writing: My favorite thing</p>	<ul style="list-style-type: none"> • Questions and answers about personal items • <i>Keep talking:</i> Things in the closet • Memory game about everyday items • Personal items and their owners • <i>Keep talking:</i> “Find the differences” activity about clothing colors • Presentation of favorite things
<p>Interactions: Asking the time</p>	<p>Listening: Times of different events Angela’s routine Pronunciation: Reduction of <i>to</i></p>	<p>Reading: “What’s your favorite day of the week?” A message board Writing: About my weekend</p>	<ul style="list-style-type: none"> • Survey about getting to school and work • <i>Keep talking:</i> Transportation facts • Interview about the times of specific events • Interview about routines • <i>Keep talking:</i> “Find someone who” activities about routines • Survey about busy weekends
<p>Interactions: Declining help Accepting help</p>	<p>Listening: Shopping Favorite websites Pronunciation: Thirteen or thirty?</p>	<p>Reading: “Fun Online Activities” An article Writing: Let’s chat</p>	<ul style="list-style-type: none"> • Comparison of online habits • <i>Keep talking:</i> Interview about online habits • Role play of a shopping situation • Interview about leisure activities • <i>Keep talking:</i> Interviews about fun activities • Discussion about favorite websites
<p>Interactions: Asking for someone on the phone Having someone wait</p>	<p>Listening: Telephone calls Ads for overseas programs Pronunciation: <i>Can</i> and <i>can’t</i></p>	<p>Reading: “Fun Jobs” An article Writing: My abilities</p>	<ul style="list-style-type: none"> • “Find someone who” activity about jobs • <i>Keep talking:</i> Memory game about jobs • Role play of a phone call • Interview about abilities • <i>Keep talking:</i> Board game about abilities • Discussion about study and work programs

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Food A <i>Breakfast, lunch, and dinner</i> B <i>I like Chinese food!</i> C <i>Meals</i> D <i>Favorite food</i>	Students can ... ✓ 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 <i>Some and any</i> <i>How often</i> Time expressions	Food More food
Unit 8 Pages 75–84			
In the neighborhood 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>	Students can ... ✓ 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 <i>There is, there are</i>	Places in the neighborhood Places to visit
Unit 9 Pages 85–94			
What are you doing? 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>	Students can ... ✓ 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
Unit 10 Pages 95–104			
Past experiences 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>	Students can ... ✓ 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 <i>Yes / no</i> questions	Weekend activities Things to do
Unit 11 Pages 105–114			
Getting away A <i>Where were you?</i> B <i>That's great!</i> C <i>My vacation</i> D <i>Travel experiences</i>	Students can ... ✓ describe where they were in the past ✓ react to news ✓ talk about their last vacation ✓ describe a vacation	Past of <i>be</i> Simple past <i>Wh-</i> questions	Adjectives Vacation activities
Unit 12 Pages 115–124			
Time to celebrate 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>	Students can ... ✓ talk about their plans for specific dates ✓ accept or decline an invitation ✓ discuss and agree on plans ✓ describe birthday traditions in their culture	<i>Be going to</i> <i>Yes / no</i> questions <i>Wh-</i> questions with <i>be going to</i> Object pronouns	Months and dates Party checklist

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