### SCOPE AND SEQUENCE

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

**GRAMMAR FOCUS**
- Participial adjectives
- Verb tense review

**ACADEMIC & WORKPLACE READING SKILLS**
- 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

**ACADEMIC & WORKPLACE WRITING SKILLS**
- Write a résumé that follows correct format and incorporates relevant information

**COLLEGE AND CAREER READINESS PAGES 122–151**
- 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

- Reading: Compare and contrast three texts about self-confidence
- Vocabulary:
  - 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

- Reading: Analyze two texts about the advantages and disadvantages of volunteering
- Vocabulary:
  - 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

- Reading: Analyze three texts about online job applications
- Vocabulary:
  - Recognize, define, and use academic words
- Writing: Develop a persuasive paragraph about whether the advantages of online applications outweigh the disadvantages

- Reading: Compare and contrast two texts about suggestions for gaining meaningful employment
- Vocabulary:
  - 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 |

College and Career Readiness Section  
Audio Script  
Acknowledgements  

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| ■ 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 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 |