

# SCOPE AND SEQUENCE

UNIT	READING	WRITING	LISTENING
<b>1</b> page 2 <b>Grammar:</b> Present of <i>Be</i> : Statements <b>Theme:</b> Famous People	An article: <i>Famous Couples</i>	Sentences about a famous person or talented friend or relative	Occupations and countries of famous people
<b>2</b> page 13 <b>Grammar:</b> Present of <i>Be</i> : <i>Yes / No</i> Questions and <i>Wh-</i> Questions <b>Theme:</b> First Day of School	A conversation: <i>Arriving in Class</i>	Questions about a language school	A conversation about an English class
<b>3</b> page 25 <b>Grammar:</b> Past of <i>Be</i> : Statements, <i>Yes / No</i> Questions, <i>Wh-</i> Questions <b>Theme:</b> First Jobs	An illustrated story: A boy's first job	An email to a friend about your weekend	Phone messages
<b>PART I From Grammar to Writing, page 36</b> <b>Capitalization</b>			
<b>4</b> page 40 <b>Grammar:</b> Count Nouns and Proper Nouns <b>Theme:</b> Photographs and Photographers	An article: <i>A Photographer and a Photo</i>	A paragraph about a photo of a person you know	A conversation about a family gathering
<b>5</b> page 51 <b>Grammar:</b> Descriptive Adjectives <b>Theme:</b> Cave Homes	An online article: Cappadocia, Turkey	A paragraph about an interesting place	A telephone conversation about a vacation
<b>6</b> page 60 <b>Grammar:</b> Prepositions of Place <b>Theme:</b> Locations	An online posting and a conversation: <i>At the Museum</i>	An invitation to a party with directions	Locations of countries
<b>PART II From Grammar to Writing, page 70</b> <b>Connecting with <i>And</i> and <i>But</i></b>			
<b>7</b> page 72 <b>Grammar:</b> Imperatives; Suggestions with <i>Let's</i> , <i>Why don't we . . . ?</i> <b>Theme:</b> Long Life	An online article: <i>Secrets to a Long Life</i>	An advertisement for a hotel in Ikaria	An advertisement for a spa



SPEAKING		PRONUNCIATION	VOCABULARY	
<i>Pair Discussion:</i> Occupations <i>Class Discussion:</i> Talented People	Tips for <i>he</i> , / <i>she</i> , <i>he's</i> and <i>she's</i>	athlete busy exciting	famous husband talented	
<i>Pair Activity:</i> Asking and Answering Questions <i>Role Play:</i> Meeting at a Party	Rising intonation in <i>yes</i> / <i>no</i> questions Falling intonation in <i>wh</i> -questions	by the way excuse me on time	right room	
<i>Guided Conversation:</i> Describing the Weather <i>Group Discussion:</i> The First Day of School	Extra pronounced syllable in negative forms of <i>be</i> Clipped /t/ sound in <i>wasn't</i> , <i>weren't</i>	a big deal boring busy	make money still	
<i>Game:</i> Describing Things <i>Game:</i> Comparing Choices	Sound of plurals: /s/, /z/, /ɪz/	all over almost be born	holiday special striking	
<i>Group Discussion:</i> Asking Questions about a Place	Syllable stress	average awesome comfortable	dry safe unusual	
<i>Game:</i> Guessing Countries <i>Game:</i> Describing Locations	Stressed words for emphasis	appointment be free cafeteria	flight rest room sculpture	
<i>Pair Activity:</i> Making Suggestions for You and Another Person <i>Pair Activity:</i> Giving Advice <i>Pair Activity:</i> Giving Directions	Linking sound in <i>don't</i> + <i>you</i>	advice dead island	nap pray secret	



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<b>8</b> page 81 <b>Grammar:</b> Simple Present: Affirmative and Negative Statements <b>Theme:</b> Shopping	An online article: <i>Teen Trends</i>	A paragraph about the way you and a relative dress	A conversation about shopping
<b>9</b> page 91 <b>Grammar:</b> Simple Present: <i>Yes / No</i> Questions and Short Answers <b>Theme:</b> Roommates	A questionnaire: <i>Roommate Questionnaire</i>	An email of introduction to a new roommate	A conversation about finding a compatible roommate
<b>10</b> page 102 <b>Grammar:</b> Simple Present: <i>Wh-</i> Questions <b>Theme:</b> Dreams	A radio talk show interview: <i>Dreams</i>	A paragraph about a dream or daydream	A conversation about a dream and its interpretation
<b>PART III From Grammar to Writing, page 114</b> <b>Time Word Connectors: <i>First, Next, After that, Then, Finally</i></b>			
<b>11</b> page 116 <b>Grammar:</b> <i>There is / There are</i> <b>Theme:</b> Shopping Malls	An advertisement: West Edmonton Mall, Canada	A paragraph about a place where you like to shop	A conversation about directions
<b>12</b> page 130 <b>Grammar:</b> Possessives: Nouns, Adjectives, Pronouns; Object Pronouns; Questions with <i>Whose</i> <b>Theme:</b> Possessions	A conversation: Student compositions	A paragraph about yourself and your family for a school newsletter	A conversation about possessions
<b>13</b> page 143 <b>Grammar:</b> Ability: <i>Can</i> or <i>Could</i> <b>Theme:</b> Abilities of Animals	An online article: <i>A Genius Parrot</i>	A paragraph about an interesting pet or other animal	A conversation about dolphins' abilities
<b>14</b> page 153 <b>Grammar:</b> Permission: <i>Can</i> or <i>May</i> <b>Theme:</b> Health and Diet	An online article: <i>The Right Diet</i>	Sentences about the requirements of a diet	A telephone conversation between a patient and a doctor
<b>PART IV From Grammar to Writing, page 163</b> <b>Punctuation I: The Apostrophe, The Comma, The Period, The Question Mark</b>			

SPEAKING		PRONUNCIATION	VOCABULARY	
<i>Pair Discussion:</i> Likes and Dislikes <i>Group Discussion:</i> Clothing Customs of the World		Third person singular ending /s/, /z/ or /ɪz/	alone companies cute	middle school senior teenager
<i>Pair Discussion:</i> Comparing Habits and Personality <i>Game:</i> Find Someone Who . . . <i>Game:</i> What's in Your Backpack?		Linking sound in <i>does it</i> and <i>does he</i>	bother easygoing messy neat	outgoing private stay up wake up
<i>Pair Survey:</i> Sleeping Habits <i>Group Survey:</i> Sleeping Habits <i>Pair Activity:</i> Information Gap		Consonant clusters with /r/ and /l/	author guest nightmares	remember unfortunately
<i>Pair Activity:</i> Comparing Pictures of a Street <i>Game:</i> Tic Tac Toe		Homophones: <i>there, their, and they're</i>	amusement park attraction get away include	indoor international market one of a kind
<i>Class Activity:</i> Asking about Family Photos <i>Game:</i> Find Someone Who . . .		Ending sounds with possessives: /z/, /s/, /ɪz/	back composition grade	handwriting recognize
<i>Game:</i> Find Someone Who . . . <i>Game:</i> What Can Your Group Do?		Reduced vowel in <i>can</i> when followed by base form verb Stressed vowel in <i>can't</i>	be surprised genius intelligent	invent professor
<i>Information Gap:</i> Asking Questions about a Website		Vowel sounds /eɪ/ and /ɛ/	especially gain lose	overweight pound

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<b>15</b> page 166 <b>Grammar:</b> Present Progressive: Affirmative and Negative Statements <b>Theme:</b> High School	An online article: High school schedules in the U.S. and East Asia	A description of two people and their activities	A telephone conversation between family members
<b>16</b> page 174 <b>Grammar:</b> Present Progressive: <i>Yes / No</i> and <i>Wh-</i> Questions <b>Theme:</b> Movies	A conversation: <i>The Wizard of Oz</i>	A paragraph about your favorite movie	A conversation about shopping for electronics
<b>17</b> page 185 <b>Grammar:</b> Simple Present and Present Progressive; Non-Action Verbs <b>Theme:</b> Smartphones	An online article: <i>Cell Phone Mania</i>	Sentences about doing many things at once	Phone messages from family and co-workers
<b>PART V From Grammar to Writing, page 195</b> <b>Subjects and Verbs</b>			
<b>18</b> page 198 <b>Grammar:</b> Simple Past: Affirmative and Negative Statements with Regular Verbs <b>Theme:</b> Travel	Online messages: A trip	A postcard about an imaginary trip you took to a city you would like to visit	A conversation about a trip to Japan
<b>19</b> page 209 <b>Grammar:</b> Simple Past: Affirmative and Negative Statements with Irregular Verbs <b>Theme:</b> You Never Know	A Chinese folktale: <i>You Never Know What Will Happen</i>	A paragraph telling your autobiography	A man's story about his grandfather
<b>20</b> page 219 <b>Grammar:</b> Simple Past: <i>Yes / No</i> and <i>Wh-</i> Questions <b>Theme:</b> Interviews	A radio talk show interview: Shakespeare	Questions about famous people	A conversation about Shakespeare and movies
<b>PART VI From Grammar to Writing, page 231</b> <b>Punctuation II: The Exclamation Point (!), The Hyphen (-), Quotation Marks ("...")</b>			



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	<i>Game:</i> Describing a Classroom Photo	Unstressed <i>-ing</i> ending in the present progressive	competition extracurricular give up	top tough wealthy
	<i>Role Play:</i> Talking about Movies <i>Pair Activity:</i> Describing Pictures for a Partner to Draw	Stressed final syllable in abbreviations	catch a cold classic cough	favorite fever scene
	<i>Pair Discussion:</i> Guessing About People <i>Group Activity:</i> Survey	Intonation to express emotions	connect constantly improving	minor waterproof

	<i>Pair Discussion:</i> Talking About your Weekend <i>Game:</i> Truths or Lies	Final sound with simple past verbs: /d/, /t/, or /ɪd/	bumpy canceled freezing	landed picked up
	<i>Group Activity:</i> A Memory Game <i>Group Discussion:</i> A Wonderful and Terrible Day	/æ/ sound and /ɛ/s	appeared border lucky	shout suddenly terrible
	<i>Pair Discussion:</i> Describing a Performance or Event	/dʒ/ and /y/ sounds	author be out mystery	play poem



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<b>21</b> page 234 <b>Grammar:</b> Review of the Simple Past <b>Theme:</b> Biographies	An article: <i>A Loyal Friend</i>	A short biography of a musician	A conversation about a TV show
<b>22</b> page 248 <b>Grammar:</b> Gerunds and Infinitives <b>Theme:</b> Careers and Abilities	Comments by people about work they enjoy	A paragraph about your future career goals	A conversation between long lost friends
<b>23</b> page 258 <b>Grammar:</b> Simple Present, Present Progressive, and Simple Past <b>Theme:</b> Creativity	An online article: Creativity	Sentences about an imaginary year in the future	A talk about the invention of X-rays
<b>PART VII From Grammar to Writing</b> , page 268 <b>Organization: Time Sequence Markers</b>			
<b>24</b> page 270 <b>Grammar:</b> <i>Be going to</i> for the Future <b>Theme:</b> City and Campus Planning	An online school newspaper: <i>Letters to the Editor</i>	An email letter of opinion about a change to a school and city	A conversation about a new building
<b>25</b> page 283 <b>Grammar:</b> <i>Will</i> for the Future; Future Time Markers <b>Theme:</b> The Future	An online article: <i>What's in Store for Us in 2050?</i>	A paragraph about how things will be different in the future	A conversation between a TV news reporter and two people
<b>26</b> page 294 <b>Grammar:</b> <i>May</i> or <i>Might</i> for Possibility <b>Theme:</b> Weather	A conversation and TV weather report	A weather report	A conversation between two people traveling
<b>PART VIII From Grammar to Writing</b> , page 304 <b>Time Clauses with When</b>			
<b>27</b> page 308 <b>Grammar:</b> Count and Non-Count Nouns, Quantifiers, Articles <b>Theme:</b> Restaurants and Food	Online restaurant reviews: <i>Al Hambra and Topkapi</i>	A restaurant review	A conversation about party preparations

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<p><i>Group Activity:</i> A Quiz Show</p> <p><i>Pair Discussion:</i> What Were You Like as a Child?</p> <p><i>Information Gap:</i> Guess the Musician</p>	<p>/ʒ/ and /ɔ/ and the consonant cluster /kt/</p>	<p>admire</p> <p>be based on</p> <p>illustrated</p>	<p>noticed</p> <p>statue</p>
<p><i>Pair Discussion:</i> Preferences</p> <p><i>Game:</i> What Do I Do?</p> <p><i>Pair Activity:</i> Problem Solving</p>	<p>Unstressed vowel in <i>of</i> /ə/</p> <p>Linking of consonant with <i>of</i></p>	<p>avoids</p> <p>can't stand</p> <p>competitive</p>	<p>dress clothes</p> <p>personality</p> <p>predictable</p>
<p><i>Information Gap:</i> Inventions</p>	<p>Stress on first syllable in compound nouns</p>	<p>accepted</p> <p>came up with</p> <p>comes after</p>	<p>invented</p> <p>rejected</p>
<p><i>Pair Discussion:</i> Changes in Your Life</p>	<p>Reduced pronunciation of <i>going to</i> "gonna"</p>	<p>against</p> <p>announced</p> <p>be worth it</p>	<p>in my opinion</p> <p>increased</p> <p>tuition</p>
<p><i>Group Activity:</i> Survey</p> <p><i>Class Survey:</i> In the Future</p> <p><i>Class Activity:</i> Making Predictions</p>	<p>Linking between subject pronoun and <i>will</i></p>	<p>common</p> <p>disappear</p> <p>meal</p>	<p>spend time</p> <p>vegetarian</p>
<p><i>Pair Discussion:</i> Describing Plans</p>	<p>Stress on numbers ending in <i>-ty</i> and <i>-teen</i></p>	<p>commute</p> <p>entire</p> <p>flooding</p> <p>highways</p>	<p>mild</p> <p>predicted</p> <p>storm</p>
<p><i>Class Activity:</i> Cooking Class Presentation</p> <p><i>Group Discussion:</i> Your Favorite Restaurant</p>	<p>Schwa sound /ə/ in the indefinite article</p>	<p>atmosphere</p> <p>delicious</p> <p>main course</p>	<p>menu</p> <p>reservation</p> <p>service</p>



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<b>28</b> page 321 <b>Grammar:</b> <i>How much / How many, Quantifiers, Enough, Adverbs of Frequency</i> <b>Theme:</b> Desserts, Cooking, and Baking	A conversation: Desserts	A paragraph describing desserts	A conversation about a recipe
<b>29</b> page 334 <b>Grammar:</b> <i>Too much / Too many, Too + Adjective</i> <b>Theme:</b> The Right Place to Live	An online article: Three U.S. cities	An email of complaint to a newspaper about an aspect of city life	A conversation about apartment rentals
<b>PART IX From Grammar to Writing, page 344</b> <b>A Business Letter</b>			
<b>30</b> page 348 <b>Grammar:</b> Advice: <i>Should, Ought to, Had better</i> <b>Theme:</b> Dos and Don'ts of the Business World	An online article: <i>Global Business</i>	A paragraph of advice to a businessperson about a culture that you know well	A conversation about travels to Japan
<b>31</b> page 360 <b>Grammar:</b> Requests, Desires, and Offers: <i>Would you, Could you, Can you . . . ?, I'd like . . .</i> <b>Theme:</b> Neighbors	A message board: Problems with neighbors	Two email requests to neighbors	A telephone conversation between neighbors
<b>32</b> page 370 <b>Grammar:</b> Necessity: <i>Have to, Don't Have to, Must, Mustn't</i> <b>Theme:</b> Rules at School	A conversation: Requirements for a history class	A paragraph about an elementary school where you grew up	Advice from a college counselor to a student
<b>PART X From Grammar to Writing, page 382</b> <b>Expressing and Supporting an Opinion</b>			
<b>33</b> page 386 <b>Grammar:</b> The Comparative <b>Theme:</b> Comparing Cities	An article: <i>A Tale of Two Portlands</i>	A paragraph comparing two ways to travel	A conversation about city improvements

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<p><i>Class Survey:</i> Eating Habits</p> <p><i>Information Gap:</i> Recipes</p> <p><i>Group Presentation:</i> Desserts</p>	/ aʊ / sound	<p>in season</p> <p>ingredients</p> <p>neighborhood</p>	<p>prepare</p> <p>pretty good</p> <p>taste</p>
<p><i>Role Play:</i> Living Situations</p> <p><i>Group Discussion:</i> Describing Your City</p>	/t/, /θ/, and /ð/ sounds	<p>climate</p> <p>crime</p> <p>free time</p>	<p>housing</p> <p>pollution</p> <p>unemployment</p>
<p><i>Pair Discussion:</i> Gift Giving</p> <p><i>Group Discussion:</i> Body Language</p>	Reduction of /t/ sound after <i>shouldn't</i> before a verb	<p>business receptions</p> <p>confusion</p> <p>consider</p>	<p>customs</p> <p>insult</p>
<p><i>Group Survey:</i> Making Requests</p> <p><i>Role Play:</i> Making Polite Requests</p> <p><i>Pair Activity:</i> Offering Invitations</p> <p><i>Role Play:</i> Offering Invitations and Making Requests</p>	Vowel sound ʊ in <i>would</i> ; Reduced forms of <i>would you</i> /wʊdʒə/ and <i>could you</i> /kʊdʒə/	<p>be hurt</p> <p>go away</p> <p>lend me a hand</p>	<p>post a message</p> <p>selfish</p>
<p><i>Class Discussion:</i> School Rules</p> <p><i>Class Survey:</i> Preventing Cheating</p>	Stress and unstress in <i>have to</i> or <i>has to</i>	<p>average</p> <p>due</p> <p>final</p> <p>hard copy</p>	<p>midterm</p> <p>outline</p> <p>pass</p> <p>percent</p>
<p><i>Pair Activity:</i> Comparing Train Systems</p> <p><i>Pair Discussion:</i> Making Comparisons</p> <p><i>Class Discussion:</i> Comparing Cities</p>	Unstressed vowel in <i>than</i>	<p>be located</p> <p>coast</p> <p>diverse</p> <p>mild</p>	<p>personality</p> <p>port</p> <p>sea level</p> <p>ski</p>

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<b>34</b> page 399 <b>Grammar:</b> Adverbs of Manner <b>Theme:</b> Public Speaking	A blog: <i>Public Speaking</i>	A paragraph describing a sports event	Tips for giving a speech
<b>35</b> page 408 <b>Grammar:</b> <i>Enough; Too / Very; As + Adjective + As; Same / Different</i> <b>Theme:</b> Proms and Parties	A conversation: High school prom dates	A paragraph comparing two friends or two events	A discussion between two managers
<b>36</b> page 421 <b>Grammar:</b> The Superlative <b>Theme:</b> Penguins	An online article: <i>The Penguin</i>	A paragraph about animals in the zoo, literature, or movies	A quiz show
<b>PART XI From Grammar to Writing, page 433</b> <b>The Order of Adjectives Before Nouns</b>			