## Scope and Sequence

### All-Skills Communication: Listening, Speaking, Reading, Writing

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics, Vocabulary</th>
<th>Grammar</th>
<th>Functional Communication</th>
<th>Listening &amp; Pronunciation</th>
<th>Writing</th>
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</table>
| 1    | • Personal information  
      • Meeting people  
      • Alphabet  
      • Spelling names aloud  
      • Cardinal numbers in addresses & telephone numbers | • To be: Introduction | • Meeting people  
      • Giving personal information (name, address, telephone number, email address) | • Listening for personal information  
      • Pronouncing linked sounds | • Writing about yourself: Name, address, phone number, country of origin  
      • Filling out a form  
      • Addressing an envelope |
| 2    | • Classroom objects  
      • Rooms in the home  
      • Cities & nationalities  
      • Places around town | • To be + location  
      • Subject pronouns | • Greeting people  
      • Asking & giving location  
      • Describing nationality & origin | • Listening for information about people’s locations  
      • Pronouncing reduced | • Making a list of classroom objects |
| 3    | • Everyday activities | • Present continuous tense | • Checking understanding  
      • Telling about current activities  
      • Describing the weather | • Listening & responding correctly to questions about people’s actions  
      • Pronouncing reduced What are & Where are | • Writing about your current activities & the activities of friends |
| Gazette | • Titles & nicknames  
      • Common leisure activities: playing instruments, sports, & games  
      • Culture concept: Greetings around the world  
      • Telephone numbers | • To be: Present continuous tense | • Describing people’s activities | • Listening to messages on a telephone answering machine | • Writing an e-mail or instant message to tell about yourself |
| 4    | • Everyday activities | • To be: Short answers  
      • Possessive adjectives | • Attracting someone’s attention  
      • Telling about daily activities  
      • Greeting someone on the phone | • Listening & responding correctly to questions about activities  
      • Pronouncing deleted h | • Writing about a place in your community |
| 5    | • Describing people & things  
      • Weather  
      • Fahrenheit & Celsius temperatures | • To be: Yes/No questions, Short Answers  
      • Adjectives  
      • Possessive nouns | • Calling someone you know on the telephone  
      • Describing people & objects  
      • Describing weather | • Listening & responding correctly to requests for information  
      • Pronouncing yes/no questions with or | • Filling out a form  
      • Writing a friendly letter describing the weather & current activities |
| 6    | • Family members  
      • Describing activities & events | • To be: Review  
      • Present continuous tense: Review  
      • Prepositions of location | • Greeting & introducing people  
      • Telling about activities  
      • Describing emotions | • Listening & making deductions  
      • Pronouncing stressed & unstressed words | • Writing a story about a scene  
      • Writing about a favorite photograph |
| Gazette | • Family relations  
      • Classroom activities  
      • Culture concept: Extended & nuclear families | • To be  
      • Possessive adjectives | • Describing family members & family relationships | • Listening to & interpreting correctly radio weather forecasts | • Writing about your family  
      • Writing an e-mail or instant message to tell about the weather & current activities |
| 7    | • Places around town  
      • Locating places  
      • Describing neighborhoods  
      • Describing apartments  
      • Cardinal numbers indicating quantity | • Prepositions  
      • There is / There are  
      • Singular/Plural introduction | • Expressing gratitude  
      • Asking & giving location  
      • Describing your home & neighborhood | • Listening for information about neighborhoods & apartments  
      • Using rising intonation to check understanding | • Writing a description of a neighborhood  
      • Writing about your apartment building or home |
| 8    | • Clothing  
      • Colors  
      • Shopping for clothing  
      • Cardinal numbers indicating coin & currency denominations, prices, & clothing sizes | • Singular/Plural  
      • Adjectives  
      • This/That/These/Those | • Complimenting  
      • Offering to help a customer  
      • Asking for help  
      • Agreeing & disagreeing  
      • Apologizing  
      • Expressing gratitude | • Listening for information about clothing items  
      • Pronouncing emphasized words | • Writing a description of clothing & colors |
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| Gazette | • Clothing, colors, & cultures  
• Culture concept: People’s homes around the world  
• Civics concept: Urban, suburban, & rural communities  
• Interpreting percents in a pie chart | • Singular/Plural Adjective  
• Adjective | • Describing clothing  
• Complimenting  
• Describing homes | • Listening for information in public address announcements in stores | • Writing an e-mail or instant message to describe your neighborhood |
| 9 | • Language & nationalities  
• Everyday activities | • Simple present tense | • Hesitating  
• Telling about your language, nationality, work  
• Describing emotions | • Listening for –s vs. non –s endings in verbs contained in sentences  
• Blending with does | • Writing about your city, language, & daily activities |
| 10 | • Habitual actions  
• People’s interests & activities  
• Days of the week  
• The calendar  
• Language & nationalities | • Simple present tense  
• Starting a conversation  
• Talking about likes & dislikes  
• Describing recreational activities | • Listening for information about people’s habitual actions  
• Pronouncing reduced of | • Writing about usual activities during the week & on the weekend |
| Gazette | • Languages around the world  
• Interpreting tables with number facts in millions  
• Culture concept: Exercising around the world | • Simple present tense | • Describing everyday activities & interests | • Listening for information in a recorded telephone announcement | • Writing an e-mail or instant message to tell about activities & interests |
| 11 | • Describing frequency of actions  
• Describing people  
• The calendar  
• Time expressions  
• Interpreting percentages related to adverbs of frequency | • Object pronouns  
• Simple present tense: –s vs. non –s endings  
• Have/Has  
• Adverbs of frequency | • Asking for & reacting to information  
• Giving your occupation & marital status  
• Describing people | • Pronouncing past tense endings  
• Pronouncing deleted h  
• Listening & making deductions | • Writing about close friends  
• Writing about daily activities |
| 12 | • Feelings & emotions  
• Describing usual & unusual activities | • Contrast: Simple present & present continuous tenses | • Reacting to bad news  
• Describing feelings & emotions  
• Expressing surprise | • Listening to distinguish questions about current vs. habitual actions  
• Pronouncing reduced to | • Writing about a typical day in a city or town |
| Gazette | • Traffic: A global problem  
• Culture concept: Modes of transportation around the world  
• Interpreting tables with number facts in millions | • Simple present tense | • Describing a problem  
• Describing customary activities | • Listening for information in radio news reports | • Writing an e-mail or instant message to tell about yourself, family, & personal appearance |
| 13 | • Expressing ability  
• Occupations  
• Looking for a job  
• Responding to questions in a simple job interview  
• Expressing obligation  
• Invitations  
• Applying for a driver’s license | • Can  
• Have to | • Apologizing  
• Asking & telling about skills  
• Expressing job interests  
• Expressing inability to do something  
• Describing emotions | • Listening for information about occupational skills  
• Pronouncing can & can’t | • Filling out a job application form  
• Writing about how to apply for a passport, marriage license, or loan  
• Writing about what you have to do this week |
| 14 | • Time  
• Months of the year  
• Seasons  
• Describing future plans & intentions  
• Expressing wants  
• Weather forecasts  
• Making predictions  
• Ordinal numbers | • Future: Going to  
• Time expressions  
• Want to | • Asking & giving the time  
• Asking & telling about future plans  
• Asking & telling about the weather | • Listening for time expressions  
• Pronouncing going to & want to | • Writing about plans for tomorrow |
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<tr>
<td>Gazette</td>
<td>• Time zones • Culture concept: Notions of time &amp; punctuality in different cultures</td>
<td>• Verb: To be • Simple present tense • Future: Going to</td>
<td>• Describing occupation</td>
<td>• Listening for movie listing information in a recorded telephone announcement</td>
<td>• Writing an e-mail or instant message to tell about plans for the weekend</td>
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<td>15</td>
<td>• Past actions &amp; activities • Ailments • Describing an event • Making a doctor’s appointment • Numbers: Interpreting a thermometer &amp; a dosage cup</td>
<td>• Past tense: Regular verbs, Introduction to irregular verbs</td>
<td>• Saying how you feel • Describing ailments • Expressing sympathy • Asking &amp; telling about past activities</td>
<td>• Listening to distinguish statements in the present tense vs. the past tense • Pronouncing past tense endings</td>
<td>• Writing about a party • Writing about your meals yesterday</td>
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<td>16</td>
<td>• Reporting past actions &amp; activities • Giving reasons • Giving excuses • Using clock times in a narrative</td>
<td>• Past tense: Yes/No questions, Short answers, WH- questions, More irregular verbs • Time expressions</td>
<td>• Giving an excuse • Asking &amp; telling about past activities • Apologizing • Describing ailments</td>
<td>• Listening for specific information to complete a checklist • Pronouncing Did you</td>
<td>• Writing about your activities yesterday</td>
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<td>17</td>
<td>• Television commercials • Describing physical states &amp; emotions • Telling about the past • Biographies &amp; autobiographies</td>
<td>• To be: Past tense</td>
<td>• Recommending products • Describing feelings &amp; emotions • Asking for &amp; giving recommendations</td>
<td>• Listening to distinguish present vs. past facts • Using correct intonation with yes/no questions &amp; WH-questions</td>
<td>• Writing a brief autobiography about major life events (born, grew up, went to school, studied, moved) • Writing about your childhood (appearance, friends, activities)</td>
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<td>Gazette</td>
<td>• Advertisements • Opposites • Culture concept: Shopping around the world</td>
<td>• Tense review • Adjectives</td>
<td>• Describing products • Telling about activities in the past</td>
<td>• Listening for information in radio advertisements</td>
<td>• Writing an e-mail or instant message to tell about what you did today</td>
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