











# SCOPE AND SEQUENCE

UNIT	CRITICAL THINKING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR	PRONUNCIATION
 <b>1 Offbeat Jobs</b> <b>Theme:</b> Work <b>Listening One:</b> <i>What's My Job?</i> An excerpt from a game show <b>Listening Two:</b> <i>More Offbeat Jobs</i> A conversation	Classify information Rank personal values and preferences in work Relate personal skills to job responsibilities Infer word meaning from context Infer situational context Support opinions with information from the interviews Interpret illustrations	Predict content Listen for main ideas Listen for details Interpret speakers' attitudes Sort information from the interview Relate listenings to personal experience Organize and synthesize information from the listenings	Express and defend opinions Act out a conversation Make small talk Interview a classmate Talk about skills and characteristics Assess classmates' skills and recommend a job	Use context clues to find meaning Define words Use expressions for small talk	Descriptive adjectives	Stress patterns of nouns and adjectives
 <b>2 Building a Better Community</b> <b>Theme:</b> The Country and the City <b>Listening One:</b> <i>A New-Urbanist Community</i> A radio interview <b>Listening Two:</b> <i>Let's Hear from Our Listeners</i> A call-in portion of the radio show	Analyze photographs Evaluate the advantages and disadvantages of different living environments Interpret bar graphs and maps Infer information not explicit in a text Infer word meaning from context Redesign a neighborhood	Predict content Listen for main ideas Listen for details Interpret speaker's tone and attitude Identify contrasting viewpoints Relate listenings to personal opinions Organize and synthesize information from the listenings	Discuss and find locations on a map Classify negative and positive information Share opinions Express agreement Talk about your community Interview classmates about neighborhood preferences Discuss costs and benefits of different neighborhood designs Present a redesigned neighborhood	Use context clues to find meaning Define words Demonstrate vocabulary usage	<i>This/That/These/Those and One</i>	TH sounds
 <b>3 A Penny Saved is a Penny Earned</b> <b>Theme:</b> Money <b>Listening One:</b> <i>A Barter Network</i> A community meeting <b>Listening Two:</b> <i>The Compact</i> A conversation	Interpret a cartoon Assess personal consumer habits Interpret a timeline Compare and contrast monetary and bartering systems Infer word meaning from context Organize information into a web diagram Evaluate consumer behavior Categorize goods and services	Predict content Listen for main ideas Listen for details Interpret speaker's tone and emotions Relate listenings to personal experiences Organize and synthesize information from the listenings	Share opinions and experiences Practice bartering for goods and services Use new vocabulary in conversation Make suggestions and come to an agreement Compare products and services	Use context clues to find meaning Define words Use idiomatic expressions and synonyms	Comparative adjectives	Numbers and prices
 <b>4 Innocent or Guilty?</b> <b>Theme:</b> Criminal justice <b>Listening One:</b> <i>Roger's Story</i> A personal story <b>Listening Two:</b> <i>Why Do Innocent People Go to Prison?</i> A radio interview	Interpret an illustration Analyze eyewitness testimony Formulate and support a moral position Infer word meaning from context Classify information as general statements or examples Prioritize items based on an array of criteria	Predict content Listen for main ideas Listen for details Infer speakers' attitudes Relate listenings to personal experiences Organize and synthesize information from the listenings	Make predictions Share opinions and experiences Describe a drawing in detail Conduct an interview Express and support opinions Role-play a conversation Negotiate with classmates to reach agreement	Use context clues to find meaning Define words	Simple past: <i>yes / no</i> questions and <i>wh-</i> questions	-ed endings—a sound or a syllable?

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 <b>5 Etiquette</b> <b>Theme:</b> Etiquette <b>Listening One:</b> <i>What Ever Happened to Manners?</i> A radio interview <b>Listening Two:</b> <i>Our Listeners Respond—Why is There a Lack of Manners?</i> A call-in portion of the radio show	Interpret an illustration Rank personal opinions about manners and certain behaviors Summarize and analyze responses Infer information not explicit in a text Infer word meaning from context Classify information Propose solutions	Predict content Listen for main ideas Listen for details Interpret speaker's tone and attitude Organize and synthesize information from the listenings Listen for sentence level intonation Listen to and take notes on students' role plays	Express opinions Complain politely Talk about etiquette Interview classmates Role-play situations Debate the rudeness of certain behaviors	Use context clues to find meaning Define words Use idiomatic expressions	<i>Could</i> and <i>would</i> in polite questions	Intonation: attention getters and polite questions
 <b>6 Who's Game for These Games?</b> <b>Theme:</b> Games <b>Listening One:</b> <i>Entertainment for All</i> A news broadcast <b>Listening Two:</b> <i>Do You Like Video Games, Too?</i> A conversation	Analyze photographs Rank personal opinions about games Interpret pie charts Infer information not explicit in a text Infer word meaning from context Formulate and defend a position on the value of electronic games	Predict content Listen for main ideas Listen for and categorize supporting details Infer speakers' meaning Relate listening to personal experiences Organize and synthesize information from the listenings Listen for word linking Listen to student arguments and formulate counterarguments	Discuss information from charts Share opinions Disagree politely and offer different opinions Play a word game Interview classmates Debate the value of video games	Use context clues to find meaning Define words Use idiomatic expressions	Adverbs and expressions of frequency	Joining words together
 <b>7 Good-Mood Foods</b> <b>Theme:</b> Food <b>Listening One:</b> <i>Street Talk</i> An excerpt from a radio show <b>Listening Two:</b> <i>What's the Matter?</i> Three excerpts from a radio show	Identify personal attitudes toward food Interpret a chart Infer word meaning from context Categorize collocations Propose food solutions Design a restaurant Interpret illustrations	Predict content Listen for main ideas Listen for and identify details Infer speaker's tone and reaction Relate listening to personal experiences Listen and take notes using a chart Organize and synthesize information from the listenings Compare and contrast sounds	Make predictions Describe illustrations Express opinions Compare and discuss solutions Politely make suggestions Politely accept or refuse suggestions Role-play Present a restaurant design and menu to the class	Use context clues to find meaning Use collocations Use phrasal verbs	Count and non-count nouns	Vowels [ʊ] and [uw]

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UNIT	CRITICAL THINKING	LISTENING	SPEAKING	VOCABULARY	GRAMMAR	PRONUNCIATION
 <b>8 An Ice Place to Stay</b> <b>Theme:</b> Travel <b>Listening One:</b> <i>An Unusual Vacation</i> A telephone conversation <b>Listening Two:</b> <i>Vacations around the World</i> A recording describing three vacation spots	Interpret a photograph Rank personal preferences in travel Categorize information Evaluate vacation places according to criteria	Predict content Listen for main ideas Listen for details Infer speaker's tone and attitude Organize and synthesize information from the listenings Take notes Compare and contrast sounds	Express opinions Make polite requests Role-play a conversation Survey classmates Discuss vacation options Talk about travel Express likes and dislikes	Use context clues to find meaning Define words Use idiomatic expressions and synonyms	<i>Can and can't</i>	<i>Can and can't</i>
 <b>9 Staying Healthy</b> <b>Theme:</b> Health problems and treatments <b>Listening One:</b> <i>Thin Fast</i> A radio commercial <b>Listening Two:</b> <i>Being Healthy is Good for You!</i> A conversation	Interpret a cartoon Assess and categorize personal health practices Infer word meaning from context Classify health factors Analyze common health problems and prevention strategies	Predict content Listen for main ideas Listen for details Evaluate speakers' opinions Take notes Organize and synthesize information from the listenings Distinguish sounds	Express opinions Express concern about health problems Give and receive advice about health problems Discuss health practices Interview people about health practices Role-play a public service announcement	Use context clues to find meaning Define words Identify synonyms	<i>Should, ought to, and have to</i>	Reductions: <i>hafta, hasta, oughta</i>
 <b>10 Endangered Languages</b> <b>Theme:</b> Languages <b>Listening One:</b> <i>Language Loss</i> A lecture <b>Listening Two:</b> <i>My Life, My Language</i> An autobiographical account	Interpret photographs Infer information not explicit in a text Infer word meaning from context Hypothesize reasons Support opinions with reasons Correlate specific examples to broad themes Summarize and evaluate classmates' findings	Predict content Listen for main ideas Listen for details Infer speaker's tone and attitude Organize and synthesize information from the listenings Relate listening to personal opinions	Share personal history Express opinions Survey classmates Role-play situations about language learning Talk about preserving languages Report findings on endangered languages Make predictions and suggestions	Use context clues to find meaning Define words Use idiomatic expressions	Future with <i>will, may, and might</i>	Using contractions with <i>will</i>