

Scope and sequence

LEVEL 2	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 Classroom language Page 4	Students can . . . <input checked="" type="checkbox"/> ask questions about English words		Classroom instructions
Unit 1 Pages 5–14			
My interests A <i>I'm interested in fashion.</i> B <i>Can you repeat that, please?</i> C <i>Do you play sports?</i> D <i>Free time</i>	Students can . . . <input checked="" type="checkbox"/> ask and talk about interests <input checked="" type="checkbox"/> ask for repetition <input checked="" type="checkbox"/> ask someone to speak more slowly <input checked="" type="checkbox"/> ask and talk about sports and exercise habits <input checked="" type="checkbox"/> talk about people's free-time activities	Present of <i>be</i> Simple present	Interests Sports and exercise
Unit 2 Pages 15–24			
Descriptions A <i>He's talkative and friendly.</i> B <i>I don't think so.</i> C <i>What do they look like?</i> D <i>People's profiles</i>	Students can . . . <input checked="" type="checkbox"/> ask and talk about people's personalities <input checked="" type="checkbox"/> say they think something is true and not true <input checked="" type="checkbox"/> ask and talk about people's appearance <input checked="" type="checkbox"/> describe their personality and appearance	<i>What . . . like?; be + adjective (+ noun)</i> <i>What . . . look like?; order of adjectives</i>	Personality adjectives Appearance
Unit 3 Pages 25–34			
Rain or shine A <i>It's extremely cold.</i> B <i>In my opinion, . . .</i> C <i>I'd like to play chess.</i> D <i>Where would you like to go?</i>	Students can . . . <input checked="" type="checkbox"/> talk about the weather and seasons <input checked="" type="checkbox"/> ask for and give an opinion <input checked="" type="checkbox"/> talk about what they would like to do <input checked="" type="checkbox"/> talk about a place they would like to visit	Adverbs of intensity; quantifiers with verbs <i>Would like + infinitive</i>	Weather Indoor activities
Unit 4 Pages 35–44			
Life at home A <i>There's a lot of light.</i> B <i>Can you turn down the music?</i> C <i>I always hang up my clothes!</i> D <i>What a home!</i>	Students can . . . <input checked="" type="checkbox"/> ask and answer questions about their home <input checked="" type="checkbox"/> make and agree to requests <input checked="" type="checkbox"/> talk about household chores <input checked="" type="checkbox"/> describe a home	<i>How many/much; quantifiers before nouns</i> Separable two-word phrasal verbs	Things in a home Household chores
Unit 5 Pages 45–54			
Health A <i>Breathe deeply.</i> B <i>I'm not feeling well.</i> C <i>How healthy are you?</i> D <i>Don't stress out!</i>	Students can . . . <input checked="" type="checkbox"/> give and follow instructions <input checked="" type="checkbox"/> say how they feel <input checked="" type="checkbox"/> wish someone well <input checked="" type="checkbox"/> ask and talk about healthy habits <input checked="" type="checkbox"/> discuss ways to manage stress	Imperatives; adverbs of manner <i>How</i> questions	Parts of the body Healthy habits
Unit 6 Pages 55–64			
What's on TV? A <i>I love watching game shows.</i> B <i>I don't really agree.</i> C <i>I'm recording a documentary.</i> D <i>Popular TV</i>	Students can . . . <input checked="" type="checkbox"/> talk about types of TV shows they like <input checked="" type="checkbox"/> agree and disagree with an opinion <input checked="" type="checkbox"/> describe future plans <input checked="" type="checkbox"/> give their opinions about popular TV shows	Verb + infinitive or gerund Present continuous for future plans	Types of TV shows Television

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
			<ul style="list-style-type: none"> • Discussion about English words
<p>Interactions: Asking for repetition Asking someone to speak more slowly</p>	<p>Listening: About a party An unusual interest Pronunciation: Intonation in <i>yes / no</i> and <i>Wh-</i> questions</p>	<p>Reading: “What’s your hobby?” Blog posts Writing: An interest</p>	<ul style="list-style-type: none"> • Interview about interests • <i>Keep talking:</i> Board game about favorites • Class contact list • Interview about sports and exercise • <i>Keep talking:</i> “Find someone who” activity about free-time activities • Discussion about other people’s interests
<p>Interactions: Saying you think something is true Saying you think something isn’t true</p>	<p>Listening: People’s personalities An online profile Pronunciation: <i>Is he or Is she</i></p>	<p>Reading: “Online Profiles” A webpage Writing: A description of yourself</p>	<ul style="list-style-type: none"> • Descriptions of family member personalities • <i>Keep talking:</i> Quiz about confidence • Discussion about people at a party • Guessing game about physical appearances • <i>Keep talking:</i> Different physical appearances • Personal descriptions
<p>Interactions: Asking for an opinion Giving an opinion</p>	<p>Listening: Weather in different cities A good time to visit places Pronunciation: Reduction of <i>would you</i></p>	<p>Reading: “Canada Through the Seasons” A brochure Writing: An email to a friend</p>	<ul style="list-style-type: none"> • True or false information about the weather • <i>Keep talking:</i> Information gap activity about the weather • Opinions about the weather • Decisions about things to do • <i>Keep talking:</i> Things to do someday • Discussion about places to visit
<p>Interactions: Making a request Agreeing to a request</p>	<p>Listening: Friendly requests A tour of Graceland Pronunciation: Intonation in requests</p>	<p>Reading: “Unusual Houses from Around the World” An article Writing: Dream home</p>	<ul style="list-style-type: none"> • Discussion about homes • <i>Keep talking:</i> Memory game about a home • Problems and requests • Interview about chores • <i>Keep talking:</i> Decisions about chores • Description of a dream home
<p>Interactions: Saying how you feel Wishing someone well</p>	<p>Listening: What’s wrong? Creative ways to manage stress Pronunciation: Reduction of <i>and</i></p>	<p>Reading: “Feeling stressed?” An article Writing: Managing stress</p>	<ul style="list-style-type: none"> • Instructions • <i>Keep talking:</i> Exercises at your desk • Role play about health problems and not feeling well • Questions about healthy habits • <i>Keep talking:</i> Quiz about health • Tips for living with stress
<p>Interactions: Agreeing with an opinion Disagreeing with an opinion</p>	<p>Listening: What to watch on TV Favorite TV shows Pronunciation: Sentence stress</p>	<p>Reading: “Reality Shows” An online article Writing: My favorite TV show</p>	<ul style="list-style-type: none"> • “Find someone who” activity about TV preferences • <i>Keep talking:</i> Debate about things to watch • Opinions about television • List of shows to record • <i>Keep talking:</i> Plans for tomorrow • Discussion about reality TV shows

LEVEL 2	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Shopping A <i>It's lighter and thinner.</i> B <i>Would you take \$10?</i> C <i>This hat is too small.</i> D <i>A shopper's paradise</i>	Students can . . . <input checked="" type="checkbox"/> describe and compare products <input checked="" type="checkbox"/> bargain <input checked="" type="checkbox"/> describe how clothing looks and fits <input checked="" type="checkbox"/> discuss good places to shop	Comparative adjectives <i>Enough and too</i>	Opposites Adjectives to describe clothing
Unit 8 Pages 75–84			
Fun in the city A <i>You shouldn't miss it!</i> B <i>I'd recommend going . . .</i> C <i>The best and the worst</i> D <i>The best place to go</i>	Students can . . . <input checked="" type="checkbox"/> say what people should do in a city <input checked="" type="checkbox"/> ask for and give a recommendation <input checked="" type="checkbox"/> make comparisons about their city <input checked="" type="checkbox"/> discuss aspects of a city	<i>Should</i> for recommendations; <i>can</i> for possibility Superlative adjectives	Places to see Adjectives to describe cities
Unit 9 Pages 85–94			
People A <i>Where was he born?</i> B <i>I'm not sure, but I think . . .</i> C <i>People I admire</i> D <i>Making a difference</i>	Students can . . . <input checked="" type="checkbox"/> ask and talk about people from the past <input checked="" type="checkbox"/> express certainty and uncertainty <input checked="" type="checkbox"/> describe people they admire <input checked="" type="checkbox"/> describe people who made a difference	<i>Was / Were born</i> ; past of <i>be</i> Simple past; <i>ago</i>	Careers Personality adjectives
Unit 10 Pages 95–104			
In a restaurant A <i>The ice cream is fantastic!</i> B <i>I'll have the fish, please.</i> C <i>Have you ever . . . ?</i> D <i>Restaurant experiences</i>	Students can . . . <input checked="" type="checkbox"/> talk about menus and eating out <input checked="" type="checkbox"/> order food in a restaurant <input checked="" type="checkbox"/> ask about and describe food experiences <input checked="" type="checkbox"/> describe restaurant experiences	Articles Present perfect for experience	Menu items Interesting food
Unit 11 Pages 105–114			
Entertainment A <i>I'm not a fan of dramas.</i> B <i>Any suggestions?</i> C <i>All of us love music.</i> D <i>Musicians from around the world</i>	Students can . . . <input checked="" type="checkbox"/> talk about their movie habits and opinions <input checked="" type="checkbox"/> ask for and give suggestions <input checked="" type="checkbox"/> report the results of a survey <input checked="" type="checkbox"/> describe important singers and musicians	<i>So, too, either, and neither</i> Determiners	Types of movies Types of music
Unit 12 Pages 115–124			
Time for a change A <i>Personal change</i> B <i>I'm happy to hear that!</i> C <i>I think I'll get a job.</i> D <i>Dreams and aspirations</i>	Students can . . . <input checked="" type="checkbox"/> give reasons for personal changes <input checked="" type="checkbox"/> react to good and bad news <input checked="" type="checkbox"/> make predictions about the future <input checked="" type="checkbox"/> discuss their dreams for the future	Infinitives of purpose <i>Will</i> for predictions; <i>may, might</i> for possibility	Personal goals Milestones

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Bargaining for a lower price Suggesting a different price</p>	<p>Listening: Bargaining at a yard sale A weekend market in London Pronunciation: Linked sounds</p>	<p>Reading: "Chatuchak Weekend Market" A webpage Writing: An interesting market</p>	<ul style="list-style-type: none"> • Comparison of products • <i>Keep talking:</i> Three products • Role play of a bargaining situation • Discussion about clothes • <i>Keep talking:</i> Different clothing items • Discussion about good places to shop
<p>Interactions: Asking for a recommendation Giving a recommendation</p>	<p>Listening: Cities At a tourist information desk Pronunciation: Word stress</p>	<p>Reading: "Austin or San Antonio?" A message board Writing: A message board</p>	<ul style="list-style-type: none"> • Discussion about things to do in one day • <i>Keep talking:</i> Discussion of possible things to do • Role play at a tourist information desk • Comparison of places in a town or a city • <i>Keep talking:</i> City quiz • Discussion about aspects of a city
<p>Interactions: Expressing certainty Expressing uncertainty</p>	<p>Listening: Friends playing a board game People who made a difference Pronunciation: Simple past -ed endings</p>	<p>Reading: "A Different Kind of Banker" A biography Writing: A biography</p>	<ul style="list-style-type: none"> • Guessing game about famous people • <i>Keep talking:</i> Information gap activity about people from the past • Guessing game about famous people • Descriptions of admirable people • <i>Keep talking:</i> Discussion about inspiring people • Description of a person who made a difference
<p>Interactions: Ordering food Checking information</p>	<p>Listening: Customers ordering food Restaurant impressions Pronunciation: <i>The</i> before vowel and consonant sounds</p>	<p>Reading: "Restaurants with a Difference" A webpage Writing: A review</p>	<ul style="list-style-type: none"> • Discussion about eating out • <i>Keep talking:</i> A menu • Role play of a restaurant situation • Discussion about food experiences • <i>Keep talking:</i> Board game about food experiences • Restaurant recommendations
<p>Interactions: Asking for suggestions Giving a suggestion</p>	<p>Listening: Fun things to do An influential world musician Pronunciation: Reduction of <i>of</i></p>	<p>Reading: "African Superstars!" A magazine article Writing: A popular musician</p>	<ul style="list-style-type: none"> • Movie talk • <i>Keep talking:</i> Movie favorites • Suggestions about the weekend • Class musical preferences • <i>Keep talking:</i> Class survey about music • A playlist
<p>Interactions: Reacting to bad news Reacting to good news</p>	<p>Listening: Sharing news An interview with an athlete Pronunciation: Contraction of <i>will</i></p>	<p>Reading: "Students Raise Money for Baseball Team" An article Writing: A dream come true</p>	<ul style="list-style-type: none"> • Discussion about changes • <i>Keep talking:</i> Reasons for doing things • Good news and bad news • Predictions about the future • <i>Keep talking:</i> Predictions about next year • Dream planner