

# Scope and sequence

LEVEL 2	Learning outcomes	Grammar	Vocabulary
<b>Welcome Unit</b> <b>Classroom language</b> <b>Unit 1</b>	Pages 2–3 Page 4 <b>Students can...</b> <input checked="" type="checkbox"/> ask questions about English words		Classroom instructions
<b>My interests</b> <b>A</b> <i>I'm interested in fashion.</i> <b>B</b> <i>Can you repeat that please?</i> <b>C</b> <i>Do you play sports?</i> <b>D</b> <i>Free time</i> <b>Unit 2</b>	<b>Students can...</b> <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  <b>Descriptions</b> <b>A</b> <i>He's talkative and friendly.</i> <b>B</b> <i>I don't think so.</i> <b>C</b> <i>What do they look like?</i> <b>D</b> <i>People's profiles</i> <b>Unit 3</b>	Present of <i>be</i> Simple present   <	

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



LEVEL 2	Learning outcomes	Grammar	Vocabulary
<b>Unit 7</b> Pages 65–74			
<b>Shopping</b> <b>A</b> <i>It's lighter and thinner.</i> <b>B</b> <i>Would you take \$10?</i> <b>C</b> <i>This hat is too small.</i> <b>D</b> <i>A shopper's paradise</i>	<b>Students can...</b> <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
<b>Unit 8</b> Pages 75–84			
<b>Fun in the city</b> <b>A</b> <i>You shouldn't miss it!</i> <b>B</b> <i>I'd recommend going...</i> <b>C</b> <i>The best and the worst</i> <b>D</b> <i>The best place to go</i>	<b>Students can...</b> <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 for recommendations; can for possibility</i> Superlative adjectives	Places to see Adjectives to describe
<b>Unit 9</b> Pages 85–94			
<b>People</b> <b>A</b> <i>Where was he born?</i> <b>B</b> <i>I'm not sure, but I think...</i> <b>C</b> <i>People I admire</i> <b>D</b> <i>Making a difference</i>	<b>Students can...</b> <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; past of be</i> Simple past; <i>ago</i>	Careers Personality adjectives
<b>Unit 10</b> Pages 95–104			
<b>In a restaurant</b> <b>A</b> <i>The ice cream is fantastic!</i> <b>B</b> <i>I'll have the fish, please.</i> <b>C</b> <i>Have you ever...?</i> <b>D</b> <i>Restaurant experiences</i>	<b>Students can...</b> <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
<b>Unit 11</b> Pages 105–114			
<b>Entertainment</b> <b>A</b> <i>I'm not a fan of dramas.</i> <b>B</b> <i>Any suggestions?</i> <b>C</b> <i>All of us love music.</i> <b>D</b> <i>Singing shows around the world</i>	<b>Students can...</b> <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
<b>Unit 12</b> Pages 115–124			
<b>Time for a change</b> <b>A</b> <i>Personal change</i> <b>B</b> <i>I'm happy to hear that!</i> <b>C</b> <i>I think I'll get a job.</i> <b>D</b> <i>Dreams and aspirations</i>	<b>Students can...</b> <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 for predictions; may, might for possibility</i>	Personal goals Milestones

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