

## Scope and Sequence: *First English* – Units 1 & 2

Unit	Main Learning Points	Topics
1	<ul style="list-style-type: none"> <li>• <b>Demonstratives</b> (<i>this, that, these, here</i>) <i>This is a book. These are stairs.</i></li> <li>• <b>Pronouns:</b> <i>he, she, it, I, you, they</i></li> <li>• <b>Possessive Pronouns:</b> <i>my, her, his, your</i></li> <li>• <b>Singular/Plural:</b> <i>book(s), pencil(s), person/people, city/cities, country/countries,</i></li> <li>• <b>be, do, Contractions, Negation:</b> <i>They're, He's, His, It's, She's, You're, I'm, doesn't come from; isn't from...</i></li> <li>• <b>Subject-verb agreement:</b> <i>I am, she/he/it/they is/are</i> <i>She comes from Mexico. They are students.</i></li> <li>• <b>Present tense:</b> <i>come from, is from</i></li> <li>• <b>Commands:</b> <i>open the door; close the book</i></li> <li>• <b>Wh- questions:</b> <i>Where is she from? Where does she come from? What is his name? What are their names? Who is in the middle? Where is London?</i></li> <li>• <b>Yes-No questions:</b> <i>Does she come from Mexico? Is this person a man or a woman?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Greetings:</b> <i>How are you today? I'm fine, thanks.</i></li> <li>• <b>Introduction:</b> <i>It's nice to meet you.</i></li> <li>• <b>Country &amp; Nationality:</b> <i>She comes from Mexico. She's Mexican. London is in England.</i></li> <li>• <b>Gender:</b> <i>This person is a man. She's a woman.</i></li> <li>• <b>Classroom objects:</b> <i>It's a book. This is a chair. This is a computer.</i></li> <li>• <b>Classroom actions:</b> <i>Open the door. Close the book. Put up your hand.</i></li> <li>• <b>Letters &amp; Numbers: Alphabet A~Z</b></li> <li>• <b>Letters &amp; Numbers: Numbers 1~10</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Possessives:</b> <i>Tom's father; her name, his father's name; this boy's name...</i></li> <li>• <b>Adjectives:</b> <i>short, long, red, the green book, this book is open, large, small, etc.</i></li> <li>• <b>Singular/Plural:</b> <i>country, countries, sister(s), brother(s) languages</i></li> <li>• <b>Can/can't:</b> <i>can speak Spanish, can play the piano</i></li> <li>• <b>Contractions, Negation:</b> <i>can't...isn't...not any... doesn't have any</i></li> <li>• <b>Subject-verb agreement:</b> <i>She can; he can; they can; they are; he isn't; They like...</i></li> <li>• <b>Present tense:</b> <i>speak play the violin, study, sing</i></li> <li>• <b>Commands:</b> <i>write your name, read a book, ask a question, etc...</i></li> <li>• <b>Wh- questions:</b> <i>Which country...which of these cities... Who isn't a good singer? Who can't sing very well? How old is she? Which way is the cafeteria?</i></li> <li>• <b>Yes-No questions:</b> <i>Are these two cities both in Europe? Is Tokyo in Japan or England? Can she speak Spanish?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Age:</b> <i>She's fifteen years old.</i></li> <li>• <b>Suggestion:</b> <i>let's eat; let's go...</i></li> <li>• <b>Asking &amp; Giving Directions:</b> <i>which way is...</i></li> <li>• <b>Languages:</b> <i>She speaks Spanish</i></li> <li>• <b>Ability:</b> <i>She can speak Spanish and French.</i></li> <li>• <b>Family relations:</b> <i>sister, brother, father, mother, etc..</i></li> <li>• <b>Classroom objects:</b> <i>a map, a line, a circle, an open door, a short pencil, a red book, etc.</i></li> <li>• <b>Classroom actions:</b> <i>Draw a line, read a book, turn on the light, write your name, ask a question, etc...</i></li> <li>• <b>Letters &amp; Numbers: A~H (initial)</b></li> <li>• <b>Letters &amp; Numbers: Numbers 11~20</b></li> <li>• <b>Time: 1:00~12:00</b></li> </ul>

## Scope and Sequence: *First English* – Units 3 & 4

Unit	Main Learning Points	Topics
3	<ul style="list-style-type: none"> <li>• <b>Prepositions of location and direction:</b> <i>in a house, near a park, from Mexico, to the door, from the door, with his family, at night, on, under, between, inside, outside, above, below, in front of, through, around...</i></li> <li>• <b>Present tense:</b> <i>teaches, lives, works, has, goes, likes, drives, knows; They live in a house near a park. Ana goes to school. She does homework almost every night. Her father works in a bookstore. She teaches science.</i></li> <li>• <b>Present progressive:</b> <i>walking, looking out, going to, coming from, sitting on, crossing a street, He is walking up some stairs. She is looking out the window. He is sitting on a bench.</i></li> <li>• <b>Wh- questions:</b> <i>Whose book is it? What is he looking at? Who is walking through the door? Which book is under the table? Where is the short pencil? What does Ana's mother do? Where do his mother and father work? When does she do homework?</i></li> <li>• <b>Yes-No questions:</b> <i>Are they crossing a street? Does she live with her family? Is the book on the table? Is Helen a good teacher? Do his parents have jobs? Do you know what time it is?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Occupation:</b> <i>Helen is a teacher. His father works for a newspaper. His mother is an artist.</i></li> <li>• <b>Greeting &amp; Parting:</b> <i>Good morning! See you...</i></li> <li>• <b>Suggestion:</b> <i>Let's look inside. Let's call her.</i></li> <li>• <b>Asking &amp; Giving Directions:</b> <i>which way is...</i></li> <li>• <b>Asking &amp; Giving Time:</b> <i>Do you know what time it is?</i></li> <li>• <b>Relative Location:</b> <i>under the table, outside the circle, behind the computer, etc.</i></li> <li>• <b>Colors:</b> <i>the orange pencil is next to the black pen; the green book is under the table.</i></li> <li>• <b>Letters &amp; Numbers:</b> <i>I~P (initial)</i></li> <li>• <b>Letters &amp; Numbers:</b> <i>Numbers 10~100</i></li> <li>• <b>Time:</b> <i>1:10, 2:30, 3:45, etc.</i></li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Present progressive:</b> <i>He is reading a book, she's smiling because she's happy. I'm going to the library. She's wearing a blue school uniform.</i></li> <li>• <b>Object pronouns:</b> <i>him, her, them His friends like him. He has lunch with them.</i></li> <li>• <b>Adverbs of frequency:</b> <i>They usually have lunch together, Sometimes they do their homework together, Does Helen always take the bus? Sometimes she drives her car to school.</i></li> <li>• <b>Adjectives:</b> <i>a good teacher, the wrong direction, happy, sad, tired, big, small, blue, brown, weak, strong...He reads many books. He is a great student. Jim has black hair and brown eyes. He's thin but very strong.</i></li> <li>• <b>Reason and logical connection:</b> <i>He's thin but very strong, she's smiling because she's happy</i></li> <li>• <b>There is (existential):</b> <i>there is a bus stop in front of the park, Is there a bus stop near the park?</i></li> <li>• <b>Wh- questions:</b> <i>What does she like? What is he doing? What is in front of the park? How does Helen usually get to school? What is she wearing? How tall is she? What color is his hair. How much does he weigh?</i></li> <li>• <b>Yes-No questions:</b> <i>Does he have blue eyes? Does Helen ever drive to school? Is there a bus stop near the park? Does she have a lot of CDs?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parts of the Body:</b> <i>She has brown eyes, He has little hands; She has a small nose... etc.</i></li> <li>• <b>Emotions:</b> <i>She has a sad face; This man is afraid; This man is angry... etc</i></li> <li>• <b>Senses &amp; Use:</b> <i>We hear with our ears, we see with our eyes, we walk with our feet</i></li> <li>• <b>Likes &amp; Abilities:</b> <i>She likes music, Her parents don't like her music, She does well in school, Her favorite subject is science. She can sing very well.</i></li> <li>• <b>Location &amp; Address:</b> <i>across the street from their house; both sides of the park; her address is 15 Maple Street.</i></li> <li>• <b>Schedule:</b> <i>Bus number 38 comes at 7:05, 7:35, and 7:50.</i></li> <li>• <b>Letters &amp; Numbers:</b> <i>Q ~W (initial)</i></li> <li>• <b>Letters &amp; Numbers:</b> <i>Ordinals &amp; Fractions</i></li> <li>• <b>Time:</b> <i>w/fractions, a quarter past</i></li> </ul>

## Scope and Sequence: *First English* – Units 5 & 6

Unit	Main Learning Points	Topics & Sample Sentences
<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Future:</b> <i>Next week; I'll ask them and phone you tonight. When are they going to have the party?</i></li> <li>• <b>Frequency:</b> <i>She goes to school five days a week. On Monday and Wednesday afternoons...They often have a match on Saturdays...</i></li> <li>• <b>Sequence &amp; Duration:</b> <i>After dinner she listens to music. From 7:30 until 10:30 she does her homework. Then she checks her e-mail. They practice for around an hour and a half. How long do they practice?</i></li> <li>• <b>Present progressive:</b> <i>He is getting on a bus; he's running very fast. He is standing on a corner. She's usually sleeping by 12:00. She is waiting for a bus.</i></li> <li>• <b>Adjectives:</b> <i>fast, long, new, old, red, large, busy</i></li> <li>• <b>Wh-questions:</b> <i>When does she check her e-mail? When are they going to have a party? What does she do between 7:00 and 7:15? What often happens on Saturdays? How far do you go? Which way do you turn?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Invitation/Suggestion:</b> <i>Would you like something to eat? What kind of pizza would you like? How about next Saturday? Let's have it at my house.</i></li> <li>• <b>Transportation:</b> <i>You can take this bus to the library, this is an old motorcycle. She is waiting for a bus We get on an airplane at an airport.</i></li> <li>• <b>Daily Schedule:</b> <i>She gets up at 7:00. She gets dressed between 7:00 and 7:15. etc...</i></li> <li>• <b>Giving Directions:</b> <i>Take the subway to City Center. Go out the Maple Street exit. Turn left.</i></li> <li>• <b>Letters &amp; Numbers: X ~Z</b></li> <li>• <b>Letters &amp; Numbers: Calendar:</b> <i>days of the week, months of the year</i></li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• <b>Future w/going to:</b> <i>Next week Tom is going to take a trip. He's going to visit his grandparents.</i></li> <li>• <b>Duration:</b> <i>It takes her about twenty minutes to get to school. How long does it take her?</i></li> <li>• <b>Present progressive:</b> <i>I'm doing my homework. He's drinking some juice from a glass. She's cutting an apple. He's pouring from a bottle into a glass.</i></li> <li>• <b>Needs and Ability:</b> <i>Without her password she can't get her e-mail. Without her keys, she can't drive her car. I'd like to, but I can't. Do you know how to play chess? Yes, I do. How well can you swim? I'm a good swimmer.</i></li> <li>• <b>Prepositions of location:</b> <i>across, inside, above, below, between, next to.</i></li> <li>• <b>Wh-questions:</b> <i>Why can't Joan buy lunch? What can't Judy get without her password? What can't Joan find? What is Tom going to do next week? How far away do his grandparents live? When is Shawn going to go to the gym?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Food &amp; Drink:</b> <i>Two oranges, a piece of cake, a sandwich, cook some fish, buy an apple; He's opening a bottle. She's buying an apple. She's making a salad.</i></li> <li>• <b>Telephone Expressions:</b> <i>Hello. Hi, It's Shawn.</i></li> <li>• <b>Promise:</b> <i>I'll see on Monday. I'll be there.</i></li> <li>• <b>Letters &amp; Numbers: b, p, d, t, l, r final consonants</b></li> <li>• <b>Letters &amp; Numbers: m, n, f, g, k final consonants</b></li> <li>• <b>Letters &amp; Numbers: large numbers, decimal fractions</b></li> </ul>

## Scope and Sequence: *First English* – Units 7 & 8

Unit	Main Learning Points	Topics & Sample Sentences
7	<ul style="list-style-type: none"> <li>• <b>Past:</b> <i>was/were, did, got up, watched, checked, talked, turned on; She was sick. She had a headache, so she stayed at home. She took some medicine. She drank some tea. She ate an apple. etc.</i></li> <li>• <b>Future:</b> <i>I have two tests tomorrow. You can pay me the rest tomorrow. I'll call her back later. She'll be back in about two hours.</i></li> <li>• <b>Have to/ have got to:</b> <i>I've got to finish a book. She has to finish before midnight.</i></li> <li>• <b>Quantification &amp; Amounts:</b> <i>How much is it? I've got a lot of homework. She drank some tea. How many sandwiches did she eat? How much did he drink? Who didn't have any salad?</i></li> <li>• <b>Comparison:</b> <i>Which costs more? Which costs the most? It costs less than... It costs more than... Ten is less than twenty.</i></li> <li>• <b>Wh-questions w/past:</b> <i>What did she eat? Who ate the most? How many did he eat? Where did they have lunch? Why didn't she eat lunch?</i></li> <li>• <b>Yes/No questions w/past:</b> <i>Did she drink any juice? Did she check her e-mail?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prices, Buying, Selling:</b> <i>It's five dollars. How much is it? You can pay me the rest tomorrow. I'm selling tickets. Do you want to buy one? A salad costs \$1.00.</i></li> <li>• <b>Schedule w/past:</b> <i>At 4:30 she took a nap. After dinner she talked with a friend on the telephone.</i></li> <li>• <b>Telephone Expressions</b> <i>May I speak to Maria, please? Is Maria there? Maria isn't here right now. etc.</i></li> <li>• <b>Occupations &amp; Activities:</b> <i>a dentist checks teeth, a cook works in a kitchen. A doctor gives people medicine. A mechanic fixes cars. A teacher teaches students.</i></li> <li>• <b>Letters &amp; Numbers: Consonant Clusters + ch, sh, th</b></li> <li>• <b>Letters &amp; Numbers: Money and Prices</b></li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>Past:</b> <i>was/were, They took a test. There were 20 questions on the test. She got 16 questions right. She didn't miss any. What was her score? Where were you yesterday? Last night he watched a movie... What did he do last night?</i></li> <li>• <b>Modal: will:</b> <i>It will last for an hour. It will finish around 10:00. She will go with her best friend. She'll be at the library for about 30 minutes.</i></li> <li>• <b>Look forward to:</b> <i>She's looking forward to the game.</i></li> <li>• <b>Comparison:</b> <i>Jim did a little better than Jean. Joan got the highest score. a is less than b.</i></li> <li>• <b>Adjectives:</b> <i>cold, hot, warm, wet, black, small</i></li> <li>• <b>Frequency:</b> <i>always, often, usually, How often, He practices every day.</i></li> <li>• <b>Wh-questions w/past &amp; future:</b> <i>How long will she be at the library? When will the game finish? When is the game going to start? When was the science test? How many questions were on the test?</i></li> <li>• <b>Yes/No questions w/past:</b> <i>Did Joan get a perfect score? Did Jim do better than Joan?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Schedule</b> <i>He has music lessons every Tuesday afternoon. He practices every day.</i></li> <li>• <b>Weather</b> <i>People carry umbrellas in rainy weather. People wear a coat in cold weather. How was the weather yesterday?</i></li> <li>• <b>Times of day</b> <i>We get up in the morning. The sun rises in the morning. We can see the moon at night.</i></li> <li>• <b>Letters &amp; Numbers: ee, er, ing, le, or; dy, ty, own, rn, rm, st (final)</b></li> <li>• <b>Letters &amp; Numbers: Numerical Operations &amp; Numerical Relations</b></li> </ul>

# Unit 1

This first unit introduces basic sentences, phrases and vocabulary that are immediately useful for students in a school setting.

## **Listening: Parts 1, 2, & 3**

Students learn to understand and ask simple questions about the most basic personal information: name, country of residence, nationality, and gender. They are also introduced to the names of countries and cities from around the world.

## **Dialog: Dialogs 1, 2, and Hot Seat**

Students learn to introduce and greet each other. Students learn to ask and answer these questions: What's your name? Where are you from? Who is that? What is her name? Where is she from?

## **Vocabulary: Part 1, 2, and Quiz**

This lesson focuses on classroom objects and actions.

## **Grammar: Pronouns, am/is/are, Contractions**

Students learn about personal pronouns, the forms of *be*, and the most common contractions: *I'm*, *he's*, *she's*, *they're*, etc. Students also learn about basic word order: S-V.

## **Letters and Numbers: A-Z, 1-10, and Quiz**

Students are introduced to the letters of the alphabet and the numbers 1-10.

## **Main Learning Points**

### **Demonstratives**

*this, that, these, here*, This is a book. These are stairs. Here are two people. That is Helen.

### **Pronouns, nominative & possessive**

*he, his, she, her, it, they, their, I, my, you, your* She is Mexican. He comes from India. They are both people. My name is Judy. Her name is Helen. What's your name?

**Singular/Plural:** *book(s), name(s), person/people*, Here are three countries. This is one pen and these are two pencils. Here are two people. This person is a woman. Their names are Max and Helen.

**be, do, Contractions, Negation:** *They're, He's, It's, She's, You're, I'm*, She doesn't come from; She isn't from...Helen is from Canada

### **Subject-verb agreement**

*I am, she/he/it/they is/are* She comes from Mexico. They are students. My name is Judy. It's a book.

### **Present simple**

She comes from Mexico. She is from Mexico. They are students.

### **Commands**

Open the door, close the book, stand up, sit down, go to the door, come from the door, put up your hand,, etc.

**Wh- questions:** Where is she from? Where does she come from? What is his name? What are their names? Who is in the middle? Where is London?

**Yes-No questions:** Does she come from Mexico? Is this person a man or a woman?

## Unit 2

This unit reviews and extends the language from Unit 1. The communicative focus is on personal information, the classroom environment, and telling time. Pre-reading skills are also developed as limited word-and letter recognition tasks are incorporated into comprehension exercises.

### Listening: Parts 1, 2, & 3

Students extend their ability to talk about themselves, the details and spelling of their names, their age, family relationships, languages spoken, and abilities to do things, such as playing a musical instrument or speaking a foreign language.

### Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1 and the Hot Seat, the students talk about which languages they can speak and how well. In Dialog 2, the focus is on asking for the time, asking for directions, and making a suggestion: *Let's eat lunch together.*

### Vocabulary: Part 1, 2, and Quiz

This lesson focuses on describing classroom objects, such as *a red book*, and classroom commands, such as: *draw a line, read a book, turn on the light*, etc. Adjectives such as *red, green, large, small, big, little, open* and *closed* are also introduced.

### Grammar: Part 1, 2, 3 and Quiz

Students learn about possessive pronouns such as *his, her, and their*, Yes/No questions with *be/do*, and expressing negation with contractions such as *isn't, doesn't, aren't* and *don't*.

### Letters and Numbers: A-H, 11-20, Time 1, and Quiz

Students focus on the sound-letter relationships for initial *A-H* in such words as *apple, ace, atom, Brazil, bananas*, the numbers 11-20, and how to express times on the hour for 1:00-12:00.

## Main Learning Points

### Possessives

Tom's father; her name, his father's name; this boy's name; My mother comes from Russia.

### Adjectives

*short, long, red, the green book, this book is open, large, small, her first name, his last name, his older sister, etc*

### Singular/Plural

*country, countries, sister(s), brother(s) languages*

### can/can't

*can speak Spanish; can't speak French; can understand, can't play; They can speak two languages. Tom can't play the violin, but he can play the piano.*

### Contractions, Negation

*can't, isn't, not any, doesn't have any; I don't speak any other languages.*

### Subject-verb agreement

*She can; he can; they can; they are; he isn't; They like...*

### Pronouns, nominative & possessive

*he, his, she, her, it, they, their, I, my, you, your*

### be, do, Contractions, Negation

*What's...They're...He's...It's...She's...You're...I'm doesn't have, isn't a good teacher*

### Subject-verb agreement

*She has...They have...I am...You are...Many families are...It means, etc...*

### Present tense

*speak play the violin, study, sing; Tom speaks Spanish with his mother.*

### Commands

*write your name, read a book, ask a question, etc*

### Yes/No and Wh-questions

*Are these two cities both in Europe? Is Tokyo in Japan or England? Can she speak Spanish? Which country...Which of these cities...Who isn't a good singer? Who can't sing very well? How old is she? Which way is the cafeteria?*

## Unit 3

This unit reviews and extends the language from Unit 2. The communicative focus extends to occupations, and students learn to describe and ask about on-going actions and relative locations. Pre-reading skills are further developed as limited word-and letter recognition tasks are incorporated into comprehension exercises.

### Listening: Parts 1, 2, & 3

Students extend their ability to talk about themselves and their family, including the occupations of their parents and where their parents work and live.

### Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1 students learn to greet each other and ask about the time. In Dialog 2, the focus is finding out information such as one's telephone number, and making suggestions: *Let's look inside*. The Hot Seat reviews the material from Unit 2: first and last name, spelling, and age.

### Vocabulary: Part 1, 2, and Quiz

This lesson focuses on location and direction prepositions: the book is *on/under* the table; the pencil is *inside/outside* the circle; they are *going to/coming from* the door. Students also learn to use the progressive *be+V(ing)* to express ongoing actions: *they are crossing a street; he is looking at a clock*.

### Grammar: Part 1, 2, 3 and Quiz

Students learn more about the present tense, subject-verb agreement, the use of *can/can't*, and question formation with *What, Where, and Who*: *Where do they live? Who works for a newspaper?*

### Letters and Numbers: I-P, 10-100, Time and Quiz

Students focus on the sound-letter relationships for initial *I-P* in such words as *Italy, ice, left, north*, the numbers 10-100, and how to express times such as: 1:10, 3:30, and 10:15.

## Main Learning Points

### Prepositions of location and direction

*in a house, near a park, from Mexico, at a school, to the door, from the door, with his family, at night, on, under, between, inside, outside, above, below, in front of, through the door, around the track*

### Present simple

*teaches, lives, works, has, goes, likes, drives, knows; They live in a house near a park. Ana goes to school. She does homework almost every night. Her father works in a bookstore. She teaches science.*

### Present progressive *be+V(ing)*

*walking, looking out, going to, coming from, sitting on, crossing a street, He is walking up some stairs. She is looking out the window. He is sitting on a bench..*

### Relative Location

*under the table, outside the circle, behind the computer, around the track, etc.*

### Wh-questions

*Whose book is it? What is he looking at? Who is walking through the door? Which book is under the table? Where is the short pencil? What does Ana's mother do? Who works for a newspaper? Where do his mother and father work? When does she do homework?*

### Yes/No questions

*Are they crossing a street? Does she live with her family? Is the book on the table? Is Helen a good teacher? Do his parents have jobs? Do you know what time it is?*

## Unit 4

This unit focuses on likes and dislikes, progressive actions, frequency and schedules, while reviewing and reinforcing the language from previous units. Upon completing this Unit, students should be ready to begin concurrent study of *English For Success* with the rest of *First English*.

### Listening: Parts 1, 2, & 3

In Part 1, students learn to talk about their likes and abilities. In Part 2, the focus is on address, telephone number, location (*across the street from...*), means of transportation, and a bus schedule. In Part 3, students learn to describe each other, including eye and hair color, weight and height.

### Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1, students are introduced to *when* questions: *When is your birthday?* In Dialog 2, the focus is on *where* questions with the progressive form: *Where are you going?* In Hot Seat, the focus is on likes and dislikes: *Do you like music?*

### Vocabulary: Part 1, 2, and Quiz

This lesson focuses on parts of the body (*a big nose*), emotions (*She's crying because she's sad.*), and the senses: *We see with our eyes.*

### Grammar: Part 1, 2, 3 and Quiz

In Part 1, the focus is on object pronouns (*him, her, them*) and the difference between *their* and *there*. In Part 2, students learn about *Wh*-questions using the progressive form *be+V(ing)*: *Why is she smiling?* Part 3 focuses on the prepositions *in, at, to, from, with* and *of*.

### Letters and Numbers: Q-W, Ordinals & Fractions, Time and Quiz

Students focus on the sound-letter relationships for initial *Q-W* in such words as a *question, right, red, south, under, volleyball*, the ordinals (*1<sup>st</sup>, 2<sup>nd</sup>*, etc), fractions (*1/2, 1/3, 3/4*, etc.) and how to express times with fractions: a quarter past, half past, etc.

## Main Learning Points

### Present progressive *be+V(ing)*

He is reading a book. She's smiling because she's happy. I'm going to the library. You're going the wrong way. She is wearing a blue school uniform. They are playing volleyball.

### Object pronouns

*him, her, them...*His friends like him. He lives with her. He has lunch with them. He has contact lenses, but you can't see them.

### Adverbs of frequency

*always, usually, sometimes,* They usually have lunch together. Sometimes they do their homework together. Does Helen always take the bus?

### Adjectives

*a good teacher, the wrong direction, happy, sad, tired, big, small, blue, brown, weak, strong...*He reads many books. He is a great student. Jim has black hair and brown eyes. He's thin but very strong.

### Reason and logical connection

He's thin but very strong. She's smiling because she's happy. She's sleeping because she's tired.

### *there*: existential

There are houses on both sides of the park. There is a bus stop in front of the park, Is there a bus stop near the park?...

### *Wh*-questions

What does she like? What is he doing? What is in front of the park? How does Helen usually get to school? What is she wearing? How tall is she? What color is his hair. How much does he weigh?

### *Yes/No* questions

Does he have blue eyes? Does Helen ever drive to school? Is there a bus stop near the park? Does she have a lot of CDs?



## Unit 5

This unit focuses on the student's daily schedule, sequence of events, frequency, giving directions, and the calendar. It also continues to develop the present progressive, including Wh-questions.

### Listening: Parts 1, 2, & 3

In Part 1, students learn to talk about their daily schedule and the sequence of events. In Part 2, the focus is on a weekly schedule, including the frequency and duration of events: *They never practice on Friday.* In Part 3, we learn how to give directions and describe locations: *The library is on Pine Street, about 30 meters past the bank.*

### Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1, students learn to make suggestions and objections about future time: *not on a week night.* In Dialog 2, students make suggestions and decide about ordering a mixed pizza: *What kind of pizza would you like? Anything is okay.* In the Hot Seat, students answer the important questions: *What's wrong?* and *What's the matter?*

### Vocabulary: Part 1, 2, and Quiz

This lesson focuses on transportation and modes of transportation: *a long train, a train station, we get on a bus at a bus stop, we park cars in a parking lot*

### Grammar: Part 1, 2, 3 and Quiz

In Part 1, the focus is on frequency adverbs (usually, sometimes, often) and sequence prepositions (after, before, on). In Part 2, students contrast and practice *When do/does* and *What do/does* questions. In Part 3, students practice making sentences that express time and frequency.

### Letters and Numbers: X-Z & Calendar

Students focus on the sound-letter relationships for initial X-Z in such words as *exit, yellow, and zero.* In the Calendar section, students learn the days of the week (Monday~Sunday) and the months of the year.(January~December). Ordinal and sequential designations are also practiced: *the first day, the month before September.*

## Main Learning Points

### Future

Next week; I'll ask them and phone you tonight.  
When are they going to have the party?

### Frequency

She goes to school five days a week. On Monday and Wednesday afternoons...They often have a match on Saturdays. Sometimes she talks with her friends on the telephone. She usually checks her e-mail...They never practice on Friday.

### Sequence & Duration

*before, after...*After dinner she listens to music. From 7:30 until 10:30 she does her homework. Then she checks her e-mail. They practice for around an hour and a half. How long to they practice?

### Adjectives

*fast, long, new, old, red, large, busy*

### Present progressive, be+V(ing)

He is getting on a bus; he's running very fast. He is standing on a corner. She's usually sleeping by 12:00. She is waiting for a bus. They are getting on a bus.

### Giving directions

Take the subway to City Center. Go out the Maple Street exit. Turn left. Go 3 blocks, to 1<sup>st</sup> Avenue.

### Invitation/Suggestion

Would you like something to eat? What kind of pizza would you like? How about next Saturday? Let's have pizza.

### Wh-questions

When does she check her e-mail? When are they going to have a party? What does she do between 7:00 and 7:15? What often happens on Saturdays? How far do you go? Which way do you turn?

### Calendar

*Days of the week, Months of the year,...* Tuesday comes after Monday and before Wednesday. Friday is the fifth day of the week.

## Unit 6

This unit reviews and extends the language from Unit 5, with a particular focus on *going to* to express the future.

### Listening: Parts 1, 2, & 3

In Part 1, students review and extend daily schedules and sequence of events. In Part 2, the focus is on *going to* (*he's going to take a trip*) and an extension of spatial relationships in town (*across the street from the hotel is a bank*). In Part 3, we focus on needs and ability: *She can't remember her password. Without her password she can't get her e-mail.*

### Dialog: Dialogs 1, 2, and Hot Seat

Dialog 1 focuses on a telephone call and an invitation: *Do you want to come?* There are two different responses, one affirmative and one negative: *I'd like to but I can't.* In Dialog 2, Judy asks Maria about the spelling of *there*. This brings out the difference between *their* and *there*. In Hot Seat, the focus is on ability, manner (*how well*) and *know how*: *Do you know how to play chess?*

### Vocabulary: Part 1, 2, and Quiz

This lesson focuses on food and actions related to food (*making a salad, cutting an apple, cooking some fish*).

### Grammar: Part 1, 2, 3 and Quiz

In Part 1, the focus is on *going to* in both questions and statements. In Part 2, students practice using pronouns, prepositions and verbs to make sentences such as: *They watch it and it watches them.* Part 3 focuses on the prepositions *across, above, below, next to, between*, etc.

### Letters and Numbers: Final Consonants, Large Numbers, Decimal Fractions and Quiz

Students focus on the sound-letter relationships for the final consonants: *b, p, d, t, l, r, m, n, f, g,* and *k.* In the Numbers section, students focus on very large numbers and decimal fractions such as: *0.1.*

## Main Learning Points

### Future w/going to

Next week Tom is going to take a trip. He's going to visit his grandparents. Without his umbrella, he's going to get wet. He's going to go to the gym. She's going to ask her parents.

### Duration

It takes her about twenty minutes to get to school. I'll be there between 2:30 and 3:00. How long does it take her?

### Present progressive

I'm doing my homework. He's drinking some juice from a glass. He's buying some milk. She's cutting an apple. He's pouring from a bottle into a glass. I'm going to the gym this afternoon.

### Needs and Ability

Without her password she can't get her e-mail. Without her keys, she can't drive her car. I'd like to, but I can't. I'm not very good at spelling. Do you know how to play chess? Yes, I do. How well can you swim? I'm a good swimmer.

### Prepositions of location

*across, inside, above, below, between, next to*; *Across the street from the hotel is a bank.*

### Telephone expressions

*Hello. Hi, It's Shawn.*

### Wh-questions

Why can't Joan buy lunch? What can't Judy get without her password? What can't Joan find? What is Tom going to do next week? How far away do his grandparents live? What is she doing? When is Shawn going to go to the gym? What time is he going to be at the gym? What time will you be there?

## Unit 7

This unit introduces the past tense, comparisons, countable/uncountable quantities, telephone expressions, money and prices.

### Listening: Parts 1, 2, & 3

In Part 1, students learn to use the past tense to talk about what they did yesterday. In Part 2, the focus is on a price list, prices of lunch items and price comparisons. Part 3 presents and compares the amounts of food and drink consumed by 3 students at yesterday's lunch. Countable (*How many*) and uncountable (*How much*) quantities are compared.

### Dialog: Dialogs 1, 2, and 3

Dialog 1 presents a *telephone conversation* between Judy and Maria's mother. In Dialog 2, Shawn is selling basketball tickets to Ken, who doesn't have enough money. In Dialog 3, Maria and Judy talk about what they *have to do* this evening. They both have a lot of homework.

### Vocabulary: Part 1, 2, and Quiz

This lesson focuses on occupations (*a doctor, a dentist, a pilot*) and the things they do: *an artist paints pictures, a writer writes books*.

### Grammar: Part 1, 2 and Quiz

In Part 1, the focus is on *was, were* and *did* in questions and statements. In Part 2, students practice with comparisons and superlatives: *more, less, the most, the least*.

### Letters and Numbers: ch/sh/th; bl/br/cl/cr/dr/pl/pr/tr; sk/sp/st; Money & Prices; and Quiz

Students focus on consonant clusters and *ch, sh, th* in such words as *a chair, a shirt, black, brown*. In the Money & Prices lesson, students learn to talk about money, coins, and prices.

## Main Learning Points

### Past ~ regular/irregular

*was/were, did, got up, watched, checked, talked, turned on, went to bed*; She was sick. She had a headache, so she stayed at home. She took some medicine. She drank some tea. She ate an apple.

### Future

I have two tests tomorrow. You can pay me the rest tomorrow. I'll call her back later. She'll be back in about two hours.

### Have to/have got to

I've got to finish a book. She has to finish before midnight. Who has to write a paper?

### Quantification & Amount

How much is it? I've got a lot of homework. She drank some tea. How many sandwiches did she eat? How much did he drink? Who didn't have any salad? I only have four dollars.

### Comparison

Which costs more? Which costs the most? It costs less than... It costs more than... Ten is less than twenty.

### Telephone Expressions

May I speak to Maria, please? Is Maria there? Maria isn't here right now. I'll call back later.

### Prices, Buying, Selling

How much is it? It's five dollars. I'm selling tickets. Do you want to buy one? A salad cost \$1.00.

### Wh-questions w/past

What did she eat? Who ate the most? How many did he eat? Where did they have lunch? Why didn't she eat lunch? How much did Jim drink? Who didn't drink any juice?

### Yes/No questions w/past

Did she drink any juice? Did she check her e-mail?

## Unit 8

This unit focuses on both the past and future, including the interrogatives with *when, what, where, how, etc.*. It also extends comparisons to numerical relations such as *a is less than b*.

### Listening: Parts 1& 2

In Part 1, the focus is on what 3 characters are going to do this evening, how long it will last. In Part 2, we compare the test scores of 3 students: *Joan did better than both Jim and Jean. Joan got the highest score.*

### Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1, Judy asks Maria where she was yesterday: *Where were you yesterday?* In Dialog 2, Shawn and Ken talk about what they *are going to do* later this afternoon. In the Hot Seat, Shawn and Judy are asked questions such as: *Where were you last night?* and *What are you going to do this evening?*

### Vocabulary: Part 1, 2, and Quiz

Part 1 focuses on weather and what we do in different types of weather: *People wear sunglasses in sunny weather.* In Part 2, the focus is on times of day: *morning, afternoon, night.* and what we do: *We go to sleep at night.*

### Grammar: Part 1, 2, 3 and Quiz

In Part 1, the focus is on questions: *How often, How much, How many, How long, and How.* In Part 2, students learn about *Wh*-questions using the past tense: *What did he do last night?* Part 3 focuses on *When/What* questions about the future: *When will the game finish? When is Jean going to the library?*

### Letters and Numbers: ee/er/ing/le/or; dy/ty/own/rn/rm/st; Math & Numerical Relations; and Quiz

Students focus on the sound-letter relationships for final letter combinations such as in *three* and *under*. In the Math section, students practice talking about arithmetic operations and comparing numbers, such as:  $a < b$ ,  $a > b$ ,  $a = b$ , and 10 is less than 20.

## Main Learning Points

### Past

*was, were, did* They took a test. There were 20 questions on the test. She got 16 questions right. She didn't miss any. What was her score? Where were you yesterday? Last night he watched a movie. What did he do last night?

### Modal: will

It will last for an hour. She will go with her best friend. She'll be at the library for about 30 minutes.

### Look forward to

She's looking forward to the game.

### Comparison

Jim did a little better than Jean. Joan got the highest score. Jean got the lowest score.. *a is less than b.*

### Weather

People carry umbrellas in rainy weather. People wear a coat in cold weather. How was the weather yesterday?

### Adjectives

cold, hot, warm, sunny, rainy, windy, wet, black, small, long

### Frequency

*always, often, usually,* every week, every Tuesday, How often does Shawn practice? ...

### Wh-questions w/past & future

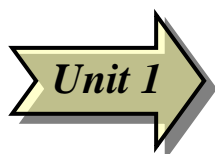
Who was at the library yesterday? Where were you last night? When was the science test? How many questions were on the test? How many questions did Jim get wrong? How did Joan do on the test? How long will she be at the library? When will the game finish? When is the game going to start? When will Maria be back? What are you going to do this evening?

### Yes/No questions w/past

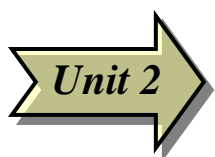
Did Joan get a perfect score? Did Jim do better than Joan?

## Appendix C: Unit Menus

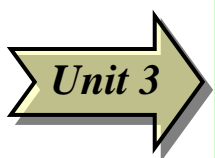
### *Units 1~4*



*Listening:* Parts 1~3: Name, gender, nationality, countries  
*Dialog:* Dialogs 1, 2 and Hot Seats:  
*Vocabulary:* Parts 1, 2 & Quiz: Classroom Objects and Actions  
*Grammar:* Pronouns; be/am/is/are; Contractions; Quiz  
*Letters & Numbers:* Alphabet; Numbers 1~10; Quiz



*Listening:* Parts 1~3: Age, family, languages, abilities w/can  
*Dialog:* Dialogs 1, 2 and Hot Seats. Asking for directions, time...  
*Vocabulary:* Parts 1, 2 & Quiz: Describing Objects and Actions  
*Grammar:* Parts 1~3 & Quiz: Possess pron, Ques. be/do; Negation  
*Letters & Numbers:* A-H; 11~20, Time; Quiz

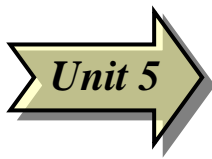


*Listening:* Parts 1~3: Family, occupations, place of residence  
*Dialog:* Dialogs 1, 2 and Hot Seats. Greetings; Asking for information  
*Vocabulary:* Parts 1, 2 & Quiz: Location, Directions, Actions  
*Grammar:* Parts 1~3 & Quiz: Pres tense verbs; can; Wh-questions  
*Letters & Numbers:* I-P; 10~100, Time; Quiz

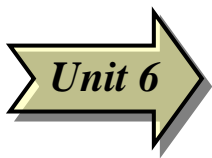


*Listening:* Parts 1~3: Likes; Abilities; Transportation; Descriptions  
*Dialog:* Dialogs 1, 2 and Hot Seats. When/Where/Likes  
*Vocabulary:* Parts 1, 2 & Quiz: Body & Emotions  
*Grammar:* Parts 1~3 & Quiz; Object pron; Wh-ques; Prepositions  
*Letters & Numbers:* Q-W; Ordinals/Fractions; Time; Quiz

## Units 5~8



*Listening:* Parts 1~3: Daily & weekly schedules; Map Directions  
*Dialog:* Dialogs 1, 2 and Hot Seats. Suggestions; Weekdays  
*Vocabulary:* Parts 1, 2 & Quiz: Transportation  
*Grammar:* Parts 1~3 & Quiz: Frequency Adv; Wh-ques and ans  
*Letters & Numbers:* X-Z; Calendar; Time; Sequence; Quiz



*Listening:* Parts 1~3: Future; Places of Business; Needs  
*Dialog:* Dialogs 1, 2 and Hot Seats. Telephone; Invitation  
*Vocabulary:* Parts 1, 2 & Quiz: Food and Actions  
*Grammar:* Parts 1~3 & Quiz: going to; Sentence formation; Preps  
*Letters & Numbers:* Final Consonants; Numbers/Fractions; Quiz



*Listening:* Parts 1~3: Past tense; Prices; Quantities  
*Dialog:* Dialogs 1, 2 and Hot Seats. Telephone; Future plans  
*Vocabulary:* Parts 1, 2 & Quiz: Occupations & Actions  
*Grammar:* Parts 1,2 & Quiz: Past tense; Comparisons  
*Letters & Numbers:* ch/sh/bl/sk etc...; Money/Prices; Quiz



*Listening:* Parts 1~2: Future & Past; Comparisons  
*Dialog:* Dialogs 1, 2 and Hot Seats. Past tense & Future  
*Vocabulary:* Parts 1, 2 & Quiz: Weather; Times of day; Quiz  
*Grammar:* Parts 1~3 & Quiz; Wh-questions; Past tense; Future  
*Letters & Numbers:* ee, er,dy,st, etc. Math relations; Quiz